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ACADEMIC CALENDAR

Spring 2024 Important Dates - 16 Week Term

Spring 2024

Date	Event
January 8	Spring 2024 classes begin
January 15	Martin Luther King Jr. Day – Campus Closed
January 16	Last day for schedule changes (adding/changing) without instructor permission
January 17-22	Instructor permission required to add class to existing schedule
January 22	Last day to drop courses with no reflection on transcripts
January 22	Drops require student/advisor signature and will reflect “W” on transcripts
February 19	President’s Day - Campus Closed
February 22	Summer Registration Begins 7:00am MST
March 5	Midterm grades due entered and available in ArgoExpress
March 4-8	Spring break - No Classes
March 18	Fall 2024 Registration begins (priority registration)
March 18	Distance and Graduate students register beginning at 7:00am MST
March 19	Students with 60 or more earned credits register beginning at 7:00am MST
March 20	Students with 30 or more earned credits register beginning at 7:00am MST
March 21	All students eligible to register beginning at 7:00am MST
March 25	Registration Support Day
March 25	Last day to drop courses with “W”
March 29-April 1	Easter Observance - Campus Closed
April 15	Last day to apply for December Graduation 2024
April 19	Last day to drop courses
April 19	Incomplete requests due to Registrar’s Office
April 22-26	Final Examinations
April 26	Last day of Spring Semester
April 26	Baccalaureate Mass
April 27	Commencement Ceremony
April 30	Final grades due in ArgoExpress by 12:00pm (Mountain Time)
May 2	Final grades available to students in ArgoExpress
June 14	Academic/Financial Aid appeals due by 5pm

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).

UNDERGRADUATE

University of Providence Spring 2024 Undergraduate and Graduate Catalog

- General Information
- Undergraduate Admission
- Financial Aid
- Refunds and Withdrawals
- Student Engagement
- Academic Policies and Procedures
- Accommodations for Disabled Students
- Family Educational Rights and Privacy Act (FERPA)
- Critical Thinking
- Bachelor Degree Requirements
- Associate Degree Requirements
- Applied Associate Degree Requirements
- University Library
- Distance Learning Program
- University Personnel
- Student Support Services/Academic Support Services
- Areas of Curricular Offerings
- Course Descriptions

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

General Information

- History
- Accreditation and Affiliation
- Philosophy and Purpose
- Catholic Identity Statement
- The Providence Commitment
- Campus Facilities

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 the Student Activities Director, UPward Grounds Coffee Shop, and Student Health Clinic are currently located.

Compassion for the poor, the sick and the vulnerable brought the first Sisters of Providence to the West in 1856. With courage, Mother Joseph of the Sacred Heart and four other sisters made the treacherous journey from Montreal to the untamed Washington Territory. Thanks to their caring, more than 30 hospitals, schools and homes for orphans, the elderly and the sick were founded to ease the harsh frontier life in what would become Washington, Oregon, Idaho, Montana and southern British Columbia. These pioneer sisters traveled by horse-back, steamer, stagecoach and rail to wherever God's people had a need. The sisters used their simple tools to build and went door to door, begging for funds to support the orphans and works of charity. Today, the seeds they planted have grown and flourished along the coast from Alaska to southern California, as well as in El Salvador, and inland to Idaho and Montana.

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

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

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

Accreditation and Affiliation

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

The University of Providence is accredited by the Northwest Commission on Colleges and Universities. Accreditation of an institution of higher education by the Northwest Commission on Colleges and Universities indicates that it meets or exceeds criteria for the assessment of institutional quality evaluated through a peer review process. An

accredited college or university is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.

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

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

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

Additional accreditation information, including unique programmatic accreditation, can be found on the Office of the Provost webpage.

Philosophy and Purpose

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

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

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

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

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

- **Character** to have a positive impact on the world and to the communities in which they live and work, particularly by recognizing and accepting personal accountability to themselves, to society, and to God;
- **Competence** to further their ability to live full and rewarding lives by becoming competent working members of society who know the basics of their professional field and have access to future learning;
- **Commitment** to find meaning in life which enables them to participate effectively in society while transcending its limitations, by living according to their own moral and religious convictions, as well as by respecting the dignity and beliefs of other people.

Catholic Identity Statement

Founded by the Sisters of Providence, the University of Providence is a Roman Catholic institution of higher learning called to be the manifestation of the Providence of God in the lives of those we serve.

Sharing in the mission of the Church to proclaim the Good News, the University of Providence continues the teaching and healing ministry of Jesus Christ, being especially mindful of those populations most in need.

Guided by our Catholic faith, and the charism of the Sisters of Providence, we celebrate the inherent dignity of every person as a child of God and strive to form students into compassionate servant-leaders prepared to walk in solidarity with the poor and marginalized.

Our faculty and staff are committed to building a community of higher learning which is rooted in the in the person of Jesus as revealed in Sacred Scripture and Sacred Tradition. Compelled by love, we strive to form our students in the model of Jesus Christ.

Core Values

Compassion

Jesus taught and healed with compassion for all. –Matthew 4:24
We reach out to those in need and offer comfort as Jesus did. We nurture the spiritual, emotional and physical well-being of one another and those we serve. Through our healing presence, we accompany those who suffer.

Dignity

All people have been created in the image of God. –Genesis 1:27
We value, encourage and celebrate the gifts in one another. We respect the inherent dignity and worth of every individual. We recognize each interaction as a sacred encounter.

Justice

Act with justice, love with kindness and walk humbly with your God. –Micah 6:8

We foster a culture that promotes unity and reconciliation. We strive to care wisely for our people, our resources and our earth. We stand in solidarity with the most vulnerable, working to remove the causes of oppression and promoting justice for all.

Excellence

Whatever you do, work at it with all your heart. –Colossians 3:23
We set the highest standards for ourselves and our ministries. Through transformation and innovation, we strive to improve the health and quality of life in our communities. We commit to compassionate, safe and reliable practices for the care of all.

Integrity

Let us love not merely with words or speech but with actions in truth. –1 John 3:18

We hold ourselves accountable to do the right things for the right reasons. We speak the truth with courage and respect. We pursue authenticity with humility and simplicity.

The Providence Commitment

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 Themes

Core Theme #1 Academic Excellence

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

Core Theme #2 Student Experience

Students undergo a distinctive and transformative experience that prepares them to pursue their lifetime calling and make the world a better place.

Core Theme #3 Mission Effectiveness

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

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 eighteen buildings. The campus buildings and their facilities are:

Argo Hall

- Resident Apartments

Campus Safety

- Offices
- Meeting Room

DiRocco-Peressini Science Building

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

Donovan Hall

- Accounting Services
- Finance
- Controller
- Human Resources
- Public Relations/Marketing
- School of Health Professions

Emilie Hall

- Resident Dormitory

Fine Arts Center

- Art Building
- Ceramics Studio
- Faculty Offices
- Gallery
- Painting & Drawing Studio
- Photography Darkroom
- Printmaking Studio
- Theater Building
- Band Room
- Dressing Rooms
- Faculty Offices
- Classroom
- Piano Lab
- Practice Rooms
- Stage Workroom
- Theater

Library

- Academic Success Center
- Curriculum Collection
- Faculty Offices Suites
- General Collection
- Jorgensen-Wylder Classroom
- Law Library
- Library Offices
- Math Center
- Meeting Rooms
- Periodicals and Serials Collection
- University Archives
- Writing & Critical Thinking Center
- 24/7 Lounge

McLaughlin Center

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

Physical Plant Building

- Maintenance

Providence Hall

- Conference Rooms
- Office Spaces

Sikora Hall

- Resident Apartments

Sr. Rita Mudd Hall

- Resident Apartments

Student Center

- Cafeteria (Table of the King)
- Campus Ministry
- Commons
- Meeting Rooms
- Service Learning
- Student Engagement

Student Center (Lower Level)

- Career Services
- Health Services
- Student Life/Clubs/Activities
- Student Senate
- UPward Grounds

Sullivan Hall

- Center for Academic Excellence
 - TRIO Center
 - Disability Services
- Computer Labs
- Classrooms
- Faculty Offices

Trinitas Chapel

- Worship Space
- Prayer and Meditation Loft

University Center

- Administration
- Admissions Office
- Alumni
- Advancement Office
- Distance Learning Classroom
- Financial Aid Office
- Galerie Trinitas
- Information Services
- Registrar/Records Office
- Student Accounts
- Office of the President

Wrestling Building

- Coaching Offices
- Wrestling Room

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 \$100.00 must be submitted to the Admissions Office before a student may register for classes. The tuition deposit is non-refundable after May 1.

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

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 using one of the following English as a Foreign Language assessments (minimum score requirements): TOEFL of 500 (PBT) or of 80 (iBT); ITEP of 4.5; or IELTS of 6.5 or DUOLINGO of 105.

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 \$100 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 July 1 for Canadian students. All documents for spring semester admission must be received by November 1 for non-Canadian international students and by December 1 for Canadian students.

Re-Admission

A student returning to the University after an absence of more than one academic year must submit an application for readmission. A student who has attended any other school in the interim period must submit official transcripts from all colleges and/or universities attended before being re-admitted.

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

If a student suspended for academic performance reasons is readmitted to the University, the student will be placed on academic probation and be required to participate in an individual academic recovery plan upon

readmission and will be limited to a maximum of 15 semester credits. See the Undergraduate Academic Standing Policy for additional information.

Non-Degree Admission

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

1. A completed application for admission.
2. Non-degree seeking students may be 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.

School of Liberal Arts & Sciences Requirements

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 \$100 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.

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 following¹:

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 \$100 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.

¹ 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 attempted 24 credits or more at another 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 \$100 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.

School of Health Professions Requirements

The School of Health Professions hours are from 8:00 A.M. to 5:00 P.M., Monday through Friday. The mailing address for the **Admissions Office** is:

University of Providence
1301 20th Street South
Great Falls, MT 59405

The telephone number for the School of Health Professions is (406) 791-5202. The **fax** number is (406) 791-5209 and the e-mail contact is admissions@uprovidence.edu.

Deadlines

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

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) 791-5232. 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. Cannot have borrowed in excess of loan limits.
9. Have need, as defined by individual program requirements (except for unsubsidized Stafford Loans and PLUS loans).
10. Meet any other program-specific criteria.

Students can apply for aid by completing the Free Application for Federal Student Aid (FAFSA) at www.studentaid.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 signed Tax Return Schedules 1, 2, or 3 (if applicable), available from the IRS, along with a copy of all W2/s.
- Students will be directed by the Financial Aid Office on the steps 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, a financial aid offer will be created for the student. Financial aid offers are available electronically on our website. Students should review and reply to offers 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. A financial aid offer 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 \$27,000. 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 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.

Scholarships

The University offers institutional scholarships to incoming students based on academic achievement and financial need or athletic involvement. 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.

Veteran Benefits (GI Bill®)

Inquiries about the educational benefits for Veterans attending the University should be addressed to the VA Coordinator/school certifying official. Veterans must inform the School Certifying Official if they wish to be "certified" for VA benefits before the beginning of the term; they must also inform the School Certifying Official if they drop or add any credits during the term.

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at <https://www.benefits.va.gov/gibill>.

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 Career Services. Positions are filled on a competitive basis - following supervisor approval on a first applied, first awarded basis.

Federal Work-Study provides part-time jobs for undergraduate and graduate students with financial need, allowing them to earn money to help pay education expenses. The program encourages community service work and work related to the student's course of study. The amount that a student may earn from a Federal Work Study job is limited to the award made for the academic year.

Institutional Student Employment is a University program that makes jobs available on campus for students. International students may work if positions and funding are available. This 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 corresponding Vice President. 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.

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 aid, 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.

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.

Refunds and Withdrawals

- Students who stop attending classes without formally dropping or withdrawing will receive grades of “F” (failure). Students are not withdrawn for non-attendance after the first week of class.
- The term “withdrawal” indicates a complete withdrawal from all courses. A student who has withdrawn is no longer considered enrolled at UProvidence for the withdrawn term and therefore cannot be verified as enrolled for any reporting purposes.
- Full refunds will be given for courses cancelled by the University.
- Financial aid funds are available to assist students with their University bill. However, it is the student’s responsibility to ensure that all bills are paid in full.
- If students fail to process a change of registration (drop/add or complete withdrawal), the full amount of tuition for all classes must be paid. Refunds are calculated from the date the forms are received in the Registrar’s Office.
- Any student withdrawing on or after the first day of classes will be responsible for payment of **all** fees (i.e. general fees, technology fees, lab fees, etc.) as well as applicable tuition charges (see below).

Refund Policy - 16 Week Courses

Within the First 10 Class Days (Drop/Add Period)

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

Drop/Add, Withdrawal Information

- Dropped courses are not reflected on a transcript (dis-enrolling from a course within the first 10 class days)
- Withdrawn courses are reflected on a transcript (dis-enrolling from a course after the 10th class day) with a grade of “W”
- Complete Withdrawals means to no longer be enrolled in a given term at the University.
- To drop or add courses, students must fill out a change of registration form in the Registrar’s Office or submit changes via ArgoExpress.
- If students are withdrawing from all courses at UProvidence, they must submit a Request for Withdrawal Form (scroll to bottom of page to find fillable 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/](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

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

Student Engagement

There are many opportunities for all students to get involved on the UProvidence campus. The different areas of Student Engagement 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 Engagement coordinates the following campus programs and services: Residential Life, Career Development, 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, and Athletics. The Student Engagement 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 Engagement 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 Engagement contact Dr. Joel Bluml, Vice President for Student Engagement and Athletics at joel.bluml@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 career coaching, 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. The Career Center is the starting place for Student Employment placement, and posts part/full time employment and internship and volunteer listings. We also offer three one-credit career readiness courses. For more information contact The Career Center at 406.791.5216 or careerservices@uprovidence.edu.

Student Activities and Engagement

The Student Life program at the University provides a variety of opportunities and activities that allow students to grow socially and as individuals. The program establishes a venue for students to express themselves and share their talents. Opportunities include leadership in student Government, musical performance, intramural sports, or engaging in a student interest-based club. Through these activities and social events students develop life-long relationships with their peers and mentors.

Student Activities

Student Activities is dedicated to providing a place where every student can be heard and every idea explored. The goal is to create a setting where students can grow, have fun and relax in a setting inviting to all.

Campus Ministry

Inspired by the life and teachings of Jesus Christ, Campus Ministry at the University of Providence aims to form our students as whole and integrated persons, prepared to live out their faith and respond to the needs of others with compassion.

Celebrating the richness of our identity as a Roman Catholic university, Campus Ministry fosters the active sacramental life of our campus community while inviting students to personal and spiritual growth through reflection, faith formation, fellowship, service, and retreats. Inspired by the heritage and spirituality of the Sisters of Providence we proclaim Providence as the loving presence of God, made present to the world in and through us. Ever mindful that all persons are made in the image and likeness of God (Genesis 1:27) Campus Ministry programming is open to all students, regardless of faith tradition or life situation.

Campus Ministry programming throughout the academic year includes worship, fellowship, prayer and formation small group communities, retreat opportunities, Bible studies, vocation discernment support, as well as opportunities for one-on-one spiritual direction.

For more information about Campus Ministry, call 406-791-5321 or email UPCampusMinistry1@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.

TRIO Student Support Services

The TRIO Program 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 literacy sessions, 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 Literacy Training: FAFSA application assistance and scholarship information
- Career Counseling: provides resume writing and job searching skills
- Cultural Enrichment: campus sponsored events, community concerts, symphony, museums, and other events
- Computerized Assessments: 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 supplemental grant aid

Program Eligibility

Federal regulations require that the participants be a U.S. citizen and 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 TRIO Center located in Sullivan Hall, call 406-791-5915 or e-mail the center at: carilyn.voorhies@uprovidence.edu or visit www2.ed.gov/about/offices/list/ope/trio/index.html.

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, 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.

Academic Policies and Procedures

- Academic Advising
- Academic Alert
- Academic Misconduct
- Academic Related Appeals Process
- Academic Standing - Warning, Probation and Suspension
- Adding Classes
- Administrative Withdrawal
- Catalog Governing Graduation
- Challenge of Courses
- Change in Name, Address and Phone
- Class Attendance
- CLEP, Dantes, AP and IB Credits
- Closed Class Permission
- Codes of Conduct/Conflict Resolution
- Course Numbering System
- Course Waivers
- Credit Policy
- Credit Transfer Policies
- Designation of Degrees
- Directed Study
- Distance Education
- Double Dipping
- Drop/Withdrawal/No Show
- Dual Degrees
- Dual Majors
- English Completion Requirement
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- Grade Appeal Procedure
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- Hybrid Courses
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- Integrated Learning Communities (ILCs)
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- Official Communication
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- President's Honor Roll and Dean's List
- Registration Holds
- Repetition of Courses
- Residency Requirements
- Student Classifications
- Student Complaints
- Student Credit Load

- Transcript and Certification/Verification Requests
- Verification of Identity and Student Privacy
- Withdrawal from the University
- Writing & Critical Thinking Center

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 ArgoExpress account.

Academic Alert

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 Coaching staff (if applicable). Should there be any concern with a student, faculty are encouraged to report students for academic alert follow up, by the second class meeting. Students are reported for a variety of reasons including (but not limited to) 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.

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 would 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 Department Chair or

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 administrator who oversees student misconduct incidence and/or the applicable Department Chair or Division Chair of the appropriate School until five years after the responsible student graduates or permanently separates from the University of Providence.

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 Department Chair or Division Chair that steps one and two have not resolved the problem.
4. The student should write a letter to the applicable Department Chair or 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 Faculty Resources and Development Committee (FRDC). The chair of FRDC 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 FRDC will recruit faculty members from outside FRDC. 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.
3. The student will name a faculty advocate (typically the Faculty Advisor) to attend the hearing with the student to help the student prepare for the hearing. If the student does not select a faculty advocate, then one will be assigned by the hearing officer.

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. Procedure¹
 - a. A maximum of 10 minutes is allowed for student
 - b. A maximum of 5 minutes is allowed for each student witness
 - c. A maximum of 10 minutes is allowed for instructor

- d. A maximum of 5 minutes is allowed for each instructor witness
- e. A maximum of 5 minutes student is allowed for rebuttal
- f. A maximum of 5 minutes is allowed for instructor rebuttal
5. An audio recording will be made of all testimony.

¹ Committee members may ask questions at any time during the hearing. Their questions and answers are not included in the time limits listed above.

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 Department Chair or 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 Department Chair or 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.

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.

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.

Adding Classes

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

Please be aware that all students, for all programs, whether the course is offered in a 16-week format or an 8-week format, must be enrolled in classes by the first day of the **semester**. *Students enrolled in only a second 8-week course, must still be enrolled prior to the start of the semester.*

Students who wish to add a course which is closed (has met capacity limitations), should register themselves on the 'waitlist' within ArgoExpress. Being on the waitlist allows faculty to assess demand or need for the course, and allows a student to be notified if a seat becomes available. It is important to check your University-issued email account daily if you are on a waitlist. After notification is sent about the course having a seat open, the student has 24-hours to log into ArgoExpress to register for the course. Waitlisting is available throughout the registration timeframe and closes two weeks prior to the start of the semester.

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 Engagement or the Provost or Executive Dean 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.

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, on the Registrar's Office webpage, and on ArgoExpress.

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

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 date of 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 Office 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 course which has reached its enrollment capacity (identified as closed within ArgoExpress), a student must register himself/herself to the waitlist through ArgoExpress. After getting on a waitlist, the student should check his/her UP email account daily. If a seat in the course opens, an email will be sent to the students' UP email address. The student has 24 hours to log in to ArgoExpress and register for the course. If the student does not register within 24 hours, that student is removed from the waitlist, and the next student on the list is notified of the open seat. The student is responsible for enrolling himself/herself into the course after the notification is sent. 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 developmental 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 WORKSHOP FOR CSPD 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 Department Chair or 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 Policy

The University operates on a semester calendar. Typically, a semester will encompass fifteen weeks, and each corresponding credit 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 minimum of 12 credits, and is noted as a credential earned, but is not considered a degree.

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.

University of Providence is institutionally accredited by the Northwest Commission on Colleges and Universities. As such, all college-level coursework from institutions accredited by the following list of agencies will be received and applied toward associate, baccalaureate, or graduate degrees as applicable to general education, major, minor, and elective requirements.

- Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges
- Higher Learning Commission
- Middle States Commission on Higher Education
- New England Commission of Higher Education
- Northwest Commission on Colleges and Universities
- Southern Association of Colleges and Schools Commission on Colleges
- WASC Senior College and University Commission

Acceptance of transfer credit from institutions accredited by any other entity other than those listed above is rarely granted and requires approval of the faculty of the discipline and the applicable Department Chair or Division Chair.

Every transfer credit request is given individual attention. Evaluation of transcripts 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 Department Chair or 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 Department Chair or 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, with the exception of the Core Curriculum requirements of PHL 101 and TRL 201 and other specified prerequisite classes in the Core Curriculum and their major, minor, or concentration. 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 Provost 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 will notify the student of the results of the review. Any changes will be communicated to the Registrar for official processing. The decision of the Provost is final and is not subject to further appeal.

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

Directed Study

Directed Study is a unique learning opportunity offered to a student in special circumstances. Directed Study is for a student interested in digging deeper into a topic not covered in the existing curriculum. Directed Study, therefore, should not be used to offer existing courses out-of-rotation; courses listed in the University Catalog as regularly offered courses should not be taken under the designation of Directed Study. Only junior and senior students may enroll in a Directed Study course. Students may complete a maximum of two courses of directed study work in any single semester. A maximum of fifteen credit hours of Directed Study may be applied toward a degree. 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.

Registering for a directed study course requires the Directed Study Application Form. Approval of the application requires the signatures of the student, the supervising faculty (instructor), the advisor, the applicable department chair or associate dean, and the dean of the school through which credit is to be granted. Exceptions to this policy will be considered in extenuating circumstances and in collaboration with the department chair or associate dean and the appropriate dean.

Distance Education

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

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

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

State Authorization for Distance Education

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

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

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 Profession 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.

English Completion Requirement

No students may enroll in **any** 300 or 400 level courses until they have passed ENG 117 WRITING ESSAYS.

As an exception transfer students who do not have ENG 117 WRITING ESSAYS 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 WRITING ESSAYS for enrollment.

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

Four Year Graduation Guarantee

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

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

2. Choose to complete a second major or minor (exceptions may be granted by the applicable Department Chair or Division Chair).
3. Change majors (exceptions may be granted by the applicable Department Chair or 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 Department Chair or 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 Department Chair or 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 Provost.

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 Fall graduation
- June 15 for Spring graduation
- September 15 for Summer graduation

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.) Students should refer to the academic calendar for specific dates.

Grading System

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

Grade	Points Per Credit	Description
A	4.0	Excellent - Work shows marked superiority in such qualities as organization, accuracy, originality, understanding, and insight.
B	3.0	Good - Work indicates appreciation and grasp of the subject that is distinctly above the average.
C	2.0	Average - Work fulfills essential requirements in quality and quantity and meets the acceptable standard for graduation.
D	1.0	Below average - Work is below the average yet acceptable credit for graduation.
F	0	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. No student may graduate with a grade of "I".
IP		"In Progress" This notation is used in courses in which the coursework by design extends beyond the normal term of registration: Independent/Directed Study, Research, Practicum, Independent Field Experience. The course must be completed within 12 months. No student may graduate with a grade of "IP".
RD		"Grade Report Delayed" This is not a grade. It is an administrative notation assigned by the Registrar to indicate that the grade for the course has not been reported to the Registrar's Office. No student may graduate with a grade of "RD".
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.

Grade	Points Per Credit	Description
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 or the Vice President for Student Engagement and Athletics. This grade is not calculated into the GPA. See Administrative Withdrawal policy.
GPA		A student's grade point average (GPA) is calculated by dividing the total number of grade points by the total number of credits attempted. Grades or notations of AU, P, W, WP, I, IP, and RD are not computed in the grade point average. GPA is calculated with the use of institutional attempted and earned credits and hours only; no transfer work is calculated into institutional GPA.

Graduation Applications

To graduate, students must submit a formal application for graduation through ArgoExpress. In some unique instances, students may submit a paper application 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 on the Registrar's Office webpage and on the Academic Calendar.

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 should be submitted through ArgoExpress. All applications must be completed after a final DegreeWorks plan has been noted as 'active and locked' with assistance of the academic advisor. Application fees must also be paid at the time of submitting the application through ArgoExpress. If there is no 'active / locked' plan for curriculum completion saved in DegreeWorks, a formal and final degree audit cannot be processed. It is the responsibility of the student and the academic advisor to ensure the 'active and locked plan' is complete prior to submission of the online graduation application. Incomplete applications will not be processed.

Graduation Application Fee:

- \$90.00 per degree (additional \$10 for dual degree)

Graduation Application Deadlines

Graduation Month	Priority	Deadline
December	February 15	April 15
May & August	April 15	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

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

- The honor **cum laude** will be conferred upon graduates who have earned a cumulative GPA of 3.50 - 3.74.
- The honor **magna cum laude** will be conferred upon graduates who have earned a cumulative GPA of 3.75 - 3.89.
- The honor **summa cum laude** will be conferred upon graduates who have earned a cumulative GPA of 3.90 - 4.00.
- The honor **with distinction** will be conferred upon master's graduates who have earned a cumulative GPA of 4.00.

Recording of Degrees

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

Hybrid Courses

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

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".

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.

Mathematics Center

We at the STEM Center at the University of Providence 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 STEM Center is committed to supporting science, technology, and math education on the University of Providence campus and across the state by addressing the support needs of first year students at University of Providence and fostering development of an authentic, sustainable STEM culture on the University of Providence campus.

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.

Make a tutoring appointment by clicking [HERE](#).

Email: mathcenter@uprovidence.edu

Moodle: [University of Providence_MathCenter](#)

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. The maximum number of non-collegiate credits that can be applied toward a bachelor degree is thirty-two (32).

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.

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, based on students' performance in graded credits and excluding courses taken on a pass/fail basis. To earn inclusion on the President's Honor Roll, a student must have a grade point average of 4.0 and no grade of "I" or "IP." To earn inclusion on the Dean's List, a student must have a grade point average between 3.50 and 3.99 and no grade of "I" or "IP." At the conclusion of the fall and spring semesters, the University publishes a President's Honor Roll and a Dean's List for students who are enrolled full-time and earned inclusion for that semester. At the conclusion of the academic year, the University publishes a President's Honor Roll and a Dean's List for students who have not been enrolled full-time for either semester but who over the course of three consecutive terms completed at least twelve graded credits and earned inclusion.

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).

For student-athletes, athletic eligibility holds are placed after a student-athlete has been certified, as eligible, to compete in his/her respective sport. Should a student-athlete wish to make schedule changes while the hold is in place, please submit an Add/Drop Registration Form to the Registrar's Office. Schedule changes are permitted by submitting the appropriate documentation; however, are not permitted through ArgoExpress while the hold is in place.

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.dojmt.gov/consumer/ or by downloading a form on the website and mailing it to:

Montana Department of Justice
Office of Consumer Protection
PO Box 200151
Helena, MT 59620-0151

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. Permission to exceed the maximum load at any time must come from the student's advisor and the applicable Department Chair or Division Chair and an Overload Request Form must be submitted. Students who are on academic probation are restricted to a maximum of 15 credits until they regain good academic standing.

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 by emailing written requests to the Registrar's Office at registrar@uprovidence.edu. Requests for certifications or verifications are only for the terms that the student attended the University.

Degree verifications can be requested online through Degree Verify for 24/7 responses or by contacting the Registrar's Office.

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.

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 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.

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: Dr. Jennifer Easler

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.

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:

1. Having a physical or mental impairment that substantially limits one or more of the major life activities of such individual.
2. Having a record of such an impairment.
3. 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 Accessibility Coordinator, located in the TRIO Center in Sullivan Hall. These services assure program access to the University by students with disabilities. The Disability Advocate treats all personal information with the strictest confidentiality. Student files are kept in a locked file in the Disability Advocate'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 Advocate coordinates and provides reasonable accommodations, advocates for an accessible and hospitable learning environment, and promotes self-determination on the part of the students we serve. Reasonable accommodations are changes in the learning environment that permit students with disabilities to compete on equal footing with their peers at the University. Examples include: extended testing times, tests proctored at the TRIO Center or in a quiet setting, note takers, use of assistive technology (Speech Recognition Software, Capti Voice, LiveScribe Pens) textbooks in auditory format, sign language interpreters, captioned course materials, and course relocation to physically accessible classrooms. The University charges no fee to students with disabilities for reasonable accommodations.

Student Responsibilities

Each student must meet or exceed the essential requirements of the University of Providence and its programs with or without accommodations. While the ADA protects the civil rights of qualified students with disabilities, it also affirms their right to refuse any accommodation. Thus, students are not required to register with the Disability Advocate, 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 Advocate 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 Advocate'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 Advocate 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 Advocate 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 Advocate works with individual students to determine which reasonable accommodations the student may want to use, including adaptive equipment. Students who qualify for equipment which is not personal must sign an equipment use agreement.
- **Note taking assistance** – Note taking is an accommodation that allows a student with a qualifying disability to acquire lecture notes from a classmate who volunteers to provide assistance. A student may need note taking assistance because of a cognitive or physical impairment. The note taking accommodation is not a replacement for class attendance.
- **Sign language interpreters** – Deaf and hard of hearing students who require sign language interpreting will be provided with appropriate interpreter services. Students requiring interpreter services should, therefore, inform the Disability Advocate of their need at least **one**

month before beginning classes at the University. This will provide enough lead time to assure that services are in place on the first day of classes.

- **Textbooks in audio format** – Students with reading disorders and some with physical impairments may be unable to derive full benefit from printed materials. In an effort to provide full access to such materials, the Disability Advocate will acquire textbooks in audio format for these students from AccessText Network Bookshare or through the publisher. Students are required to submit a request for their textbooks in audio format at least two weeks in advance of the need.
- **Testing accommodations** – Testing accommodations (e.g. oral, extended time) are provided for qualified students. Accommodations on exams and quizzes are sometimes necessary to allow a person with a disability to demonstrate proficiency in the material being tested. Testing accommodations may consist of use of special adaptive equipment, a change in exam format (e.g., print size) or simply the provision of additional time or a distraction-free environment.

Other specific services are provided in response to individual needs.

Information for Parents Regarding Disability Services

Disability Services Parental Involvement Policy

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

The University and the Disability Advocate 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 Advocate 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 Advocate. 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 Engagement. The Vice President of Student Engagement 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:**
 - i. a person employed by the University in an administrative, supervisory, academic, research, or support staff position;
 - ii. a person elected to the Board of Trustees;
 - iii. 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:**
 - i. performing a task that is specific in his/her job description or by a contract agreement;
 - ii. performing a task related to the student's education
 - iii. performing a task related to the discipline of a student;
 - iv. 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 Requests 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 notarized revocation of the request for nondisclosure.

The University will honor a request to withhold information but cannot assume responsibility to contact the student for subsequent permission to release. The University will not change the student's disclosure status until the student notifies the University in writing. Regardless of the effect upon the student, the institution assumes no liability as a consequence of honoring instructions that directory information be withheld. The University assumes that failure on the part of any student to request specifically the withholding of directory information indicates approval for disclosure. If the student does not return the Disclosure of Directory Information Form to the Registrar's Office by the specified date, the University will assume that implied permission has been granted to release all directory information.

Correction of Education Records

If a student believes that any information contained in his/her education records is inaccurate, misleading, or in violation of privacy rights, the student may request in writing that the responsible office amend the record. The student should identify the part of the record he/she wants changed and specify why he/she believes it is inaccurate misleading, or in violation of privacy rights.

That office will reach a decision and inform the student in a reasonable amount of time after receiving the request. If the record's custodian refuses to amend the record, the student has the right to a hearing. This hearing will be conducted by a hearing officer appointed by the Provost 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.”

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

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

Code	Title	Credits
COD 100	CORPS OF DISCOVERY ¹	3
Total Credits Required:		3

¹ 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

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.

Code	Title	Credits
ENG 117	WRITING ESSAYS ¹	3
Select one of the following:		1
CPS 140	ESSENTIALS OF SPREADSHEETS	
CPS 141	ESSENTIALS OF WORD PROCESSING	
CPS 142	ESSENTIALS OF PRESENTATIONS	
CPS 215	INFORMATION LITERACY	1
PHL 101	WHAT DOES IT MEAN TO BE HUMAN	3

Code	Title	Credits
TRL 201	INTRODUCTION TO THEOLOGY	3
Select one of the following (depending on major): ²		3-4
MTH 106	CONTEMPORARY MATHEMATICS	
MTH 108	ELEMENTARY STATISTICS	
MTH 110	PRECALCULUS I	
MTH 241	CALCULUS I	
Total Credits Required:		14-15

¹ UProvidence requires ENG 099 COLLEGE WRITING SKILLS 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 WRITING ESSAYS credit may be encouraged to repeat ENG 117 WRITING ESSAYS prior to enrolling in a 300+ level writing course.

² UProvidence requires MTH 090 ELEMENTARY ALGEBRA 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 INTERMEDIATE ALGEBRA 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

Code	Title	Credits
ENG 215	INTRO TO LITERARY STUDIES	3
History Array		3
Social Sciences		3
Fine Arts		3
Experimental Science		4
Total Credits Required:		16

History Array

Code	Title	Credits
Select 3 credits from the following:		3
HST 102	GLOBAL HISTORY II	
HST 203	UNITED STATES HISTORY I	
HST 204	UNITED STATES HISTORY II	
Total Credits Required:		3

Social Sciences

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:

Code	Title	Credits
Select 3 credits from the following:		3
CRJ 100	INTRO TO CRIMINAL JUSTICE SYST	
CRJ 215	SOC JSTC & CIVIC ENGMT IN AMER	
PLG 101	INTRODUCTION TO LAW	
PLS 110	WE THE PEOPLE: INTRO POL SCI	
PLS 150	AMERICAN GOVERNMENT	
PSY 200	GENERAL PSYCHOLOGY	

Code	Title	Credits
PSY 212	DEVELOPMENTAL PSYCHOLOGY	
HST 110	CONTEMP ISSUES IN HISTORY	
SOC 110	THE REAL WORLD: INTRO TO SOC	
ECN 201	MACROECONOMICS	
ECN 202	MICROECONOMICS	
HPE 110	WELLNESS PERSPECTIVES	
Total Credits Required:		3

Fine Arts

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:

Code	Title	Credits
Select 3 credits from the following:		3
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	INTRODUCTION TO ACTING	
MUS 1XX - 2XX	Any Music Designated Course level 100 - 200	
Total Credits Required:		3

Experimental Science

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:

Code	Title	Credits
Select 4 credits from the following:		4
BIO 103	STRUCT & FUNC OF HUMAN BODY	
BIO 110	THE LIVING ENVIRONMENT	
BIO 115	ENVIRONMENTAL ECOLOGY	
BIO 151	GENERAL BIOLOGY I	
CHM 101	ESSENTIALS OF INORGANIC CHEM	
CHM 110	CHEMISTRY IN CONTEXT	
CHM 111	GENERAL CHEMISTRY I	
Total Credits Required:		4

Ethics, Theology, and Integrated Learning Communities

Code	Title	Credits
PHL 301	ETHICS	3
TRL 301	THE CHRISTIAN LIFE	3
ILC 330	WHAT IS TRUTH ¹	4

Code	Title	Credits
ILC 350	WHAT IS THE COMMON GOOD ¹	4
Total Credits Required:		14

¹ Students who transfer to UProvidence with 60 or more earned credits are required to complete only ILC 330 WHAT IS TRUTH OR ILC 350 WHAT IS THE COMMON GOOD.

Upper Division Writing

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.

Code	Title	Credits
ENG 300-319	Upper Division Writing or other WAC designated course	3
Total Credits Required:		3

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.

Requirement	Description
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

To earn the associate degree (A.A or 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

Code	Title	Credits
COD 100	CORPS OF DISCOVERY ¹	3
Total Credits Required:		3

¹ 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

Code	Title	Credits
ENG 117	WRITING ESSAYS ¹	3
Select one of the following:		1
CPS 140	ESSENTIALS OF SPREADSHEETS	
CPS 141	ESSENTIALS OF WORD PROCESSING	
CPS 142	ESSENTIALS OF PRESENTATIONS	
CPS 215	INFORMATION LITERACY	1
PHL 101	WHAT DOES IT MEAN TO BE HUMAN	3
TRL 201	INTRODUCTION TO THEOLOGY	3
Select one of the following (depending on major): ²		3-4
MTH 106	CONTEMPORARY MATHEMATICS	
MTH 108	ELEMENTARY STATISTICS	
MTH 110	PRECALCULUS I	
MTH 241	CALCULUS I	
Total Credits Required:		14-15

¹ UProvidence requires ENG 099 COLLEGE WRITING SKILLS 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 WRITING ESSAYS credit may be encouraged to repeat ENG 117 WRITING ESSAYS prior to enrolling in a 300+ level writing course.

² UProvidence requires MTH 090 ELEMENTARY ALGEBRA 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 INTERMEDIATE ALGEBRA 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

Code	Title	Credits
ENG 215	INTRO TO LITERARY STUDIES	3
History Array		3
Social Sciences		3
Fine Arts		3
Experimental Science		4
Total Credits Required:		16

History Array

Code	Title	Credits
Select 3 credits from the following:		3
HST 102	GLOBAL HISTORY II	
HST 203	UNITED STATES HISTORY I	
HST 204	UNITED STATES HISTORY II	
Total Credits Required:		3

Social Sciences

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:

Code	Title	Credits
Select 3 credits from the following:		3
CRJ 100	INTRO TO CRIMINAL JUSTICE SYST	
CRJ 215	SOC JSTC & CIVIC ENGMT IN AMER	
PLG 101	INTRODUCTION TO LAW	
PLS 110	WE THE PEOPLE: INTRO POL SCI	
PLS 150	AMERICAN GOVERNMENT	
PSY 200	GENERAL PSYCHOLOGY	
PSY 212	DEVELOPMENTAL PSYCHOLOGY	
HST 110	CONTEMP ISSUES IN HISTORY	
SOC 110	THE REAL WORLD: INTRO TO SOC	
ECN 201	MACROECONOMICS	
ECN 202	MICROECONOMICS	
HPE 110	WELLNESS PERSPECTIVES	
Total Credits Required:		3

Fine Arts

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:

Code	Title	Credits
Select 3 credits from the following:		3
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	INTRODUCTION TO ACTING	
MUS 1XX - 2XX	Any Music Designated Course level 100 - 200	
Total Credits Required:		3

Experimental Science

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:

Code	Title	Credits
Select 4 credits from the following:		4
BIO 103	STRUCT & FUNC OF HUMAN BODY	
BIO 110	THE LIVING ENVIRONMENT	
BIO 115	ENVIRONMENTAL ECOLOGY	
BIO 151	GENERAL BIOLOGY I	
CHM 101	ESSENTIALS OF INORGANIC CHEM	
CHM 110	CHEMISTRY IN CONTEXT	
CHM 111	GENERAL CHEMISTRY I	
Total Credits Required:		4

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

Code	Title	Credits
Select one of the following:		2-3
SHP 105	PROFESSIONAL HEALTHCARE ETHICS	
OR SOCIAL SCIENCE COURSE		
ENG 117	WRITING ESSAYS ¹	3
MTH 108	ELEMENTARY STATISTICS ²	3
EXPERIMENTAL SCIENCE COURSE		4
Total Credits Required:		12-13

¹ UProvidence requires ENG 099 COLLEGE WRITING SKILLS 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. Transfer students with equivalent ENG 117 WRITING ESSAYS credit may be encouraged to repeat ENG 117 WRITING ESSAYS prior to enrolling in a 300+ level writing course.

² UProvidence requires MTH 090 ELEMENTARY ALGEBRA 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 INTERMEDIATE ALGEBRA 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.

University Library

Located in the middle of campus, the University Library provides in person and online research assistance and information resources for the University community. The physical collections contain over 45,000 books and other material available for checkout, including laptops, graphing calculators and other equipment. While the Library does not have a textbook collection, many instructors place print copies of their textbooks on reserve.

With subscriptions to more than 100 electronic databases including Academic Search Complete and ProQuest Research Library, students have access to more than 100,000 full text ejournals, 300,000 ebooks, and research tools such as RefWorks and LibGuides.

Public computers and printers are available for use during regular hours. Computer equipment and printing is also available in the 24/7 room after hours. In addition to the Jorgensen Wylder Classroom, there is study space for individuals and groups. Study rooms can be booked online up to two weeks in advance.

The Library provides interlibrary loan services to students through OCLC WorldShare and is a founding member of TRAILS (Treasure State Information & Academic Library Services). Students in the School for the Health Professions have access to the System Library Services of Providence Health & Services.

Hours are posted on the Library Services page of the University website.

The Library Building houses Academic Support Services including TRIO, the STEM Center, the Writing and Critical Thinking Center, Academic Success Center, Counseling Services and the Faculty Office Suite.

Distance Learning Program

The University has been meeting the learning needs of off-campus students since 1979 through its pioneering distance learning program. With the advances in Internet technology, the University is now able to serve students anywhere in the world. Distance learning provides college credit courses and degrees to people who cannot pursue undergraduate or graduate study in a traditional on-campus setting. The University's Moodle platform offers Web-based distance learning courses which do not require live attendance. This asynchronous teaching method is very adaptable for students who cannot commit themselves to a particular day and time for class sessions.

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

The following degrees are available via distance learning:

Bachelor Degrees

- Applied Mathematics¹
- Criminal Justice
- Healthcare Administration¹
- Legal and Paralegal Studies¹
- Psychology¹
- RN-BSN

¹ 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.

Associate Degrees

- Criminal Justice
- Healthcare Administration¹
- Paralegal Studies¹

¹ 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.

Certificates

- Applied Health Informatics
- Medical Assistant
- Addictions Counseling
- Pharmacy Technician

Minors and Concentrations

- Criminal Justice
- Mathematical Analysis
- Psychology¹
- Statistics
- Theology and Ministry

¹ Students may be required to attend on-campus weekend sessions or online hybrid courses to fulfill degree requirements. Students should consult with their advisor to determine if limited travel will be required.

University Personnel

Administration

Fr. Oliver Doyle
President
S.T.L. University of St. Thomas, Rome

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

Deborah J. Kottel (1987)
Acting Provost
B.S. Loyola University
J.D. DePaul University

Brittany Budeski
Chief Operating Officer
B.A., M.S. University of Great Falls

Kylie Carranza
Vice President for Advancement
B.S., M.S. University of Providence

Joel Bluml
Vice President for Student Engagement and Athletics
ED.D. Walden University
M.A. University of Iowa

B.S. Northwest Missouri State University

Mackenzie Stick

Vice President for Enrollment Management

B.A., M.P.A. University of Nebraska Omaha

Greg Johnson (2022)

Academic Dean, School of Liberal Arts and Sciences

Ph.D. University of Oregon

M.F.A. Rainier Writers Workshop

M.Th., M.Div. Southern Seminary

B.A. Carson-Newman College

Joseph Cameron (2023)

Academic Dean, School of Health Professions

Ed.D. National American University

M.S., B.S. Jackson State University

Andrea Houser (2022)

Associate Dean, Nursing

Ph.D. Capella University

M.S.N., B.S.N., A.D.N. Norwich University

Frankie Lyons (2018)

Associate Dean, Health Programs

B.S. University of North Carolina at Chapel Hill

M.H.A. University of North Carolina at Charlotte

Ed.D. North Carolina State University

Lindsay Berg

Interim Senior Librarian

Greg Madson (2006)

Director of Institutional Research and Effectiveness

B.S. Montana State University

M.A. Western Washington University

Ph.D. Portland State University

Undergraduate Full-Time Faculty

A

Mary Amick (2020)

Associate Professor of Healthcare Administration

B.A. Idaho State University

Master of Adult Education and Organizational Development, Oregon State University

Ed.D. University of Southern California

Valerie Anderson (2022)

Assistant Professor of Nursing

M.S. University of Mary

D.N.P. University of Mary

B

John Baluyut (2015)

Associate Professor of Chemistry

B.S. University of Philippines

M.S. University of Connecticut

M.S., Ph.D. Iowa State University

Gail A. Belfert (2010)

Professor of Criminal Justice

B.A. Rutgers College

J.D. Antioch Law School

C

Jessica Chambers (2021)

Assistant Professor

M.S., Ph.D. The University of Alabama at Birmingham

B.S. The University of Texas at El Paso

A.A.S. Hocking College

Maxwell Chilije (2023)

Assistant Professor of Biology

B.S. University of Malawi

M.S. Vrije Universiteit Brussel and Institute of Tropical Medicine

Ph.D. University of Calgary

Jaime Coles-Duff (2019)

Assistant Professor of Nursing

B.S.N. Oregon Health & Science University

M.S., D.N.P. Gonzaga University

D

Ross DeForrest (2018)

Associate Professor of Psychology

B.A. University of Texas - San Antonio

Ph.D. Texas A&M University

Amparo Dinagsao (2023)

Assistant Professor of Education

B.S.I.E. Mindanao Polytechnic State College

M.S. Mindanao Polytechnic State College

Ph.D. Xavier University-Ateneo de Cagayan

Director of Education & OPI External Accreditation

Alice Dupler (2017)

Professor of Nursing

B.S.N. Eastern Washington

M.S.N. University of Portland

J.D. Gonzaga University

E

Jennifer Easler (2022)

Assistant Professor of English

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

M.A. University of Colorado

B.A. St. Olaf College

Director, Writing and Critical Thinking Center

F

Patricia Farmer (2018)

Professor of Nursing

B.S. California State University

M.S. Sonoma State University

D.N.P. George Washington University

G

Mykal Gernaat (2016)

Lecturer of Forensic Science

B.A., M.A. University of Montana

Department Chair, Math and Sciences

David M. Gides (2018)

Associate Professor of Theology
B.A. Manhattan College
M.A., Ph.D. Fordham University

Shelly Granger (2016)
Clinical Associate Professor of Nursing
B.S. MSU-Northern
M.S. University of Wyoming
Program Director: RN to BSN

H

Michelle Hill (2015)
Associate Professor of Psychology
B.S. Montana State University
M.S. University of Great Falls
Ph.D. Walden University

Andrea Houser (2022)
Ph.D. Capella University
M.S.N., B.S.N., A.D.N, Norwich University
Associate Dean, Nursing

K

Deanna Koepke (2016)
Associate Professor of Sociology
B.A. University of Montana
M.S. University of Great Falls
M.A., Ph.D. Fielding Graduate University
Department Chair, Sociology, Psychology, and Criminal Justice

Michael Kojetin (2023)
Assistant Professor of Business
B.S. University of Mary Hardin-Baylor
M.B.A Syracuse University
M.A. George Mason University

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Professor of Legal & Paralegal Studies
B.S. Loyola University
J.D. DePaul University

L

James Lautenschlager (2020)
Assistant Professor of Business Administration
B.S., M.B.A. Capella University

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B.S. University of North Carolina at Chapel Hill
M.H.A. University of North Carolina at Charlotte
Ed.D. North Carolina State University
Associate Dean, Health Programs
Program Lead: MSI

M

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

Jessica Martin (2015)

Senior Lecturer of Biology
B.S. Georgia Southern University
M.S. San Diego State University

Kimberly Maynard (2023)
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B.S. York College of Pennsylvania
M.B.A. Frostburg State University
M.S.N. Walden University
Director, Vander Werff Nursing Program

Susan McCoy (2017)
Associate Professor of Nursing
B.S. Loma Linda University
B.S. University of Southern California
M.S. California State University

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

Deanna Melton-Riddle (2022)
Assistant Professor of Healthcare Administration
D.H.A. Central Michigan University
M.S.A. National Louis University
M.P.H. Parker University
B.A. Chicago State University

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

N

Jonathan Nelson (2017)
Associate Professor of Philosophy
B.A. Boise State University
M.A., Ph.D. Saint Louis University
Department Chair, Humanities

P

Robert Packer (2011)
Professor of Psychology
B.A. Brigham Young University
B.S. Utah State University
M.S., Ph.D. Washington State University

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

Matthew Pietropaoli (2022)
Assistant Professor or Philosophy
Ph.D. The Catholic University of America
M.A. The Catholic University of America
B.A. Saint Anselm College

Victoria Plagenz (2015)
Professor of Nursing
B.S. Marian University

M.S. University of Wyoming
Ph.D. University of Las Vegas

Q

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

R

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

S

Danette Schloeder (2018)
Assistant Professor of Nursing
B.H.A. Northern Arizona University
Associated Degree University of Alaska
M.S.N. University of Phoenix
Women's Health Clinical Nurses Specialist - University of South Alabama
Program Director: Accelerated BSN

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

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

Katrina Stark (2008)
Professor of Business Administration
B.A. Scripps College
M.S. Troy University
D.M. University of Phoenix
Program Coordinator: MSL-MGT

T

Robert Truax (2023)
Senior Lecturer of Biology
B.S. Lewis-Clark State College
M.S. Montana State University Northern

W

Angela Walker (2021)
Clinical Instructor of Pharmacy Technician
M.H.A. University of Providence
B.A.W. University of Montana
A.A. University of Phoenix
Pharm. Tech. Cert. Missoula College
Program Lead: Pharmacy Tech

Z

Naomi Zurba (2023)
Assistant Clinical Professor
M.S.N. Ed. Western Governors University

B.S. Chamberlain College of Nursing
BSN Site Coordinator - Alaska

Part-Time Faculty

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

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

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
Department Chair, Business Professions & EDU and Sports Management

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

Paula Glass (2023)
Instructor of Nursing
Ph.D., M.S.N. International University
B.S.N. State University of New York at Buffalo

Christine Kelly (2023)
Instructor of Exercise Science
B.S. University of Montana
M.S. University of Montana

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

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

Courtney Moline (2023)
Instructor of Nursing
M.S.N. University of Mary
B.S. Purdue Global University
BSN Site Coordinator - Lewistown

Heidi Peterson (2015)
Instructor of Psychology/Counseling
B.A., M.S. University of Great Falls

Ryan Pollock (2021)
Instructor of Philosophy
B.A. University of Dayton

M.A., Ph.D. Pennsylvania State University

Distinguished Faculty

Curtis W. Bobbitt (1987)

Professor of English

B.A., M.S. Indiana University

Ph.D. Ball State University

Faculty Emeriti

Daniel Goodman

Professor Emeritus of Chemistry

Student Support Services/Academic Support Services

Academic Success Center - Library

Email	Phone
asc@uprovidence.edu	

Writing and Critical Thinking Center - Library

Email	Phone
writingcenter@uprovidence.edu	406-791-5906

Mathematics Center - Library

Email	Phone
mathcenter@uprovidence.edu	

Library

Name	Email	Phone
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Jean Kronebusch	jean.kronebusch@uprovidence.edu	406-791-5316

TRiO Support Services - Sullivan Hall

Name	Email	Phone
Carilyn Voorhes	carilyn.vorhies@uprovidence.edu	406-791-5915
Cole Irwin	cole.irwin@uprovidence.edu	406-791-5212

Disability Services (TRiO Center) - Sullivan Hall

Name	Email	Phone
Carilyn Voorhes	carilyn.vorhies@uprovidence.edu	406-791-5915

Counseling Wellness Center - Library

Name	Email	Phone
Mental health counseling with licensed therapists.	Appointments scheduled through Academic Success Center.	

Teaching and Learning Excellence - Sullivan Hall

Name	Email	Phone
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Coordinator Student/Faculty Relations

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Instructional Design

Name	Email	Phone
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Chris Nelson	christopher.nelson@uprovidence.edu	406-791-5961

Argo Central - University Center

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IS Support - University Center

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Campus Safety - Student Center

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Program Assistants - Library / Sullivan Hall SLAS

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DevinJo DiSalvo	devinjo.disalvo@uprovidence.edu	406-791-5334

School of Health Professions

Email	Phone
healthprograms@uprovidence.edu	

Provost

Name	Email	Phone
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Athletics - McLaughlin Center

Name	Email	Phone
Sara Worrall	sara.worrall@uprovidence.edu	406-791-5930

Cafeteria / Table of the King - Student Center

Name	Email	Phone
Cat Delandro	cat.delandro@uprovidence.edu	406-791-5257

*The toll-free number for the University of Providence is 1-800-856-9544 and is available in Colorado, Idaho, Montana, North Dakota, Oregon, South Dakota, Washington, Wyoming, Alberta, British Columbia, and Saskatchewan.

Areas of Curricular Offerings Majors, Minors, and Concentrations

- Addictions Counseling
- Applied Health Informatics
- Applied Mathematics
- Biology
- Business Administration
- Chemistry
- Criminal Justice
- Elementary Education
- Exercise Science
- Forensic Science
- Health and Physical Education
- Healthcare Administration
- Legal & Paralegal Studies
- Medical Assistant
- Mission Leadership Undergraduate

- Nursing, Pre-Licensure Tracks
- Nursing, RN- BSN Degree Completion Track
- Pharmacy Technician
- Philosophy
- Political Science
- Psychology
- Sports Management
- Sports Psychology
- Theology and Ministry
- University Studies

Addictions Counseling

Faculty:

Michelle Hill, M.S.

The Addictions Counseling Associate 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:

- 1,000 hours of supervised chemical dependency counseling experience in a chemical dependency treatment program.
- 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 Outcomes

- Understand, evaluate and apply theoretical concepts and empirical findings relevant to substance-related/use counseling and co-occurring disorders.
- Learn how to accurately assess, decisively intervene, and effectively treat clients and their families where a substance-related use/disorder is involved.
- 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.
- Apply critical and creative thinking skills in solving problems related to the addictive process and its effect on individuals, families and society.
- Recognize, evaluate and relate professional and ethical principles of addictions counseling to issues and cases within the field.

Degree Requirements

- Associate Degree Requirements

Addictions Counseling (A.A.)

Code	Title	Credits
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	ETH ISS & MLTCL COMP FOR ADC	2
ADC 380	GAMBLING	2
ADC 446	PSY, SOC & PHARM OF DRUG USE	4
ADC 450	CO-OCCURRING DISORDERS IN ADC	2

Code	Title	Credits
PSY 200	GENERAL PSYCHOLOGY	3
PSY 241	THEORIES OF HELPING	3
PSY 340	HELPING SKILLS	3
PSY 352	ABNORMAL PSYCHOLOGY	3
PSY 498	GROUP THEORIES AND PROCESS	3

Total Credits Required: 37

Code	Title	Credits
Required Courses, State of Washington		
PSY 212	DEVELOPMENTAL PSYCHOLOGY	3
PSY 394	CASEWORK METHODS & PRACTICES	3

Addictions Counseling Minor

Code	Title	Credits
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	ETH ISS & MLTCL COMP FOR ADC	2
ADC 380	GAMBLING	2
ADC 446	PSY, SOC & PHARM OF DRUG USE	4
ADC 450	CO-OCCURRING DISORDERS IN ADC	2

Total Credits Required: 22

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:

- Students must complete 1,000 hours of supervised chemical dependency counseling experience in a chemical dependency treatment program.
- Students must take and pass a competency examination. The certificate program is designed to prepare students for passing the state examination

Code	Title	Credits
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	ETH ISS & MLTCL COMP FOR ADC	2
XADC 380	GAMBLING	2
XADC 446	PSY, SOC & PHARM OF DRUG USE	4
XADC 450	CO-OCCURRING DISORDERS IN ADC	2
XPSY 200	GENERAL PSYCHOLOGY	3
XPSY 201	PERSONALITY THEORY	3
XPSY 212	DEVELOPMENTAL PSYCHOLOGY	3
XPSY 241	INTRODUCTION TO COUNSELING	3
XPSY 340	HELPING SKILLS	3
XPSY 352	ABNORMAL PSYCHOLOGY	3
XPSY 394	CASEWORK METHODS & PRACTICES	3

Code	Title	Credits
XPSY 498	GROUP COUNSELING	3
Total Credits Required:		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:

Code	Title	Credits
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	ETH ISS & MLTCL COMP FOR ADC	2
XADC 380	GAMBLING	2
XADC 446	PSY, SOC & PHARM OF DRUG USE	4
XADC 450	CO-OCCURRING DISORDERS IN ADC	2
MSC 508	PSYCHOPATHOLOGY	3
MSC 512	THEORIES OF COUNSELING	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 Required:		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.

*Plan templates are based on the most current catalog and ideal route for degree completion, and should only be used to get an idea of what degree completion may look like. New and enrolled students should log into DegreeWorks to see their specific degree requirements.

Applied Health Informatics

Program Director: Frankie Lyons, Ed.D.

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

the inter-professional team in optimizing safe, timely, effective, efficient, equitable health care.

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

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

The Applied Health Informatics Certificate Outcomes

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

Applied Health Informatics Certificate

Code	Title	Credits
XAHI 100	EXPLORING INFORMATICS	3
XAHI 120	APPLYING INFORMATICS	3
XAHI 140	LEADING INFORMATICS	3
XAHI 160	REVEALING INFORMATICS	3

Total Credits Required: 12

Applied Health Informatics Certificate

Plan Template: Applied Health Informatics

Description: Certificate

of Terms: 2

Year 1		
Semester I		Credits
XAHI 100	EXPLORING INFORMATICS	3
XAHI 120	APPLYING INFORMATICS	3
		Credits
		6
Semester II		
XAHI 140	LEADING INFORMATICS	3

XAHI 160	REVEALING INFORMATICS	3
	Credits	6
	Total Credits Required:	12

*Plan templates are based on the most current catalog and ideal route for degree completion, and should only be used to get an idea of what degree completion may look like. New and enrolled students should log into DegreeWorks to see their specific degree requirements.

Biology

Faculty:

Jessica Martin M.S

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.

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.

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

Degree Requirements

- Bachelor Degree Requirements

Biology Major (B.A.)

Code	Title	Credits
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	STAT METHODS FOR THE SCIENCES	3
Specialized Concentration		16
Total Credits Required:		60

Specialized Concentration

Health Professions Concentration

Code	Title	Credits
CHM 401	BIOCHEMISTRY I	4
3 of the following courses:		12

Code	Title	Credits
BIO 380	MICROBIOLOGY	
BIO 400	IMMUNOLOGY	
BIO 405	DEVELOPMENTAL BIOLOGY	
BIO 411	CELL BIOLOGY	
BIO 420	VIROLOGY	
BIO 392	SPECIAL TOPICS:	
PHS 300	CLASSICAL & MODERN PHYSICS II [#]	
Total Credits Required:		16

Physiology Concentration

Code	Title	Credits
BIO 252	HUMAN ANATOMY & PHYSIOLOGY II [#]	4
CHM 401	BIOCHEMISTRY I	4
8 credits from the following courses:		8
BIO 380	MICROBIOLOGY	
BIO 392	SPECIAL TOPICS:	
EXS 305	EXERCISE PHYSIOLOGY	
HPE 315	KINESIOLOGY & BIOMECHANICS	
PHS 300	CLASSICAL & MODERN PHYSICS II [#]	
Total Credits Required:		16

Wildlife Ecology Concentration

Code	Title	Credits
BIO 422	CONSERVATION ECOLOGY	4
3 of the following courses:		12
BIO 302	ORNITHOLOGY	
BIO 304	MAMMALOLOGY	
BIO 320	AQUATIC ECOLOGY	
BIO 380	MICROBIOLOGY	
BIO 392	SPECIAL TOPICS:	
Total Credits Required:		16

[#] NOTES COURSE HAS A PREREQUISITE THAT MAY NOT BE PART OF THE MAJOR OR CONCENTRATION

Biology Minor

Code	Title	Credits
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	STAT METHODS FOR THE SCIENCES	3
Approved Elective for Minor		4
Total Credits Required:		47

Approved Electives for Minors

Code	Title	Credits
BIO 302	ORNITHOLOGY	4
BIO 304	MAMMALOLOGY	4
BIO 320	AQUATIC ECOLOGY	4
BIO 400	IMMUNOLOGY	4
BIO 405	DEVELOPMENTAL BIOLOGY	4
BIO 411	CELL BIOLOGY	4
BIO 420	VIROLOGY	4

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, bio-chemistry, and one year of English writing or literature (in addition to Core). Pre-health students should also take one year of social science, ethics, and statistics. Most physical therapy programs require anatomy and physiology, nutrition, calculus, physics, statistics and psychology

courses. BSN and MSN nursing programs require: microbiology, anatomy and physiology, nutrition, developmental psychology, sociology and statistics.

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

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

Code	Title	Credits
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 SCIENCES	3
MTH 252	STAT METHODS FOR THE SCIENCES	3
MTH 241	CALCULUS I	4
PHS 241	CLASSICAL & MODERN PHYSICS I	4
PHS 300	CLASSICAL & 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.

Code	Title	Credits
BIO 151	GENERAL BIOLOGY I	4
BIO 152	GENERAL BIOLOGY II	4
BIO 221	CELL AND MOLECULAR BIOLOGY	4
BIO 251	HUMAN ANATOMY & PHYSIOLOGY I	4
BIO 252	HUMAN ANATOMY & PHYSIOLOGY II	4
BIO 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

Code	Title	Credits
CHM 401	BIOCHEMISTRY I	4
COM 101	FUND OF SPEECH COMMUNICATIONS	3
ECN 202	MICROECONOMICS	3
ENG 117	WRITING ESSAYS	3
MTH 241	CALCULUS I	4
PHS 241	CLASSICAL & MODERN PHYSICS I	4
PHS 300	CLASSICAL & MODERN PHYSICS II	4
PSY 200	GENERAL PSYCHOLOGY	3
or SOC 110	THE REAL WORLD: INTRO TO SOC	

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.

Code	Title	Credits
BIO 151	GENERAL BIOLOGY I	4
BIO 152	GENERAL BIOLOGY II	4
BIO 251	HUMAN ANATOMY & PHYSIOLOGY I	4
BIO 252	HUMAN ANATOMY & PHYSIOLOGY II	4
CHM 111	GENERAL CHEMISTRY I	4
CHM 112	GENERAL CHEMISTRY II	4
CHM 261	ORGANIC CHEMISTRY I	4
CHM 261	ORGANIC CHEMISTRY I	4
EXS 201	SAFETY, FIRST AID, & CPR	2
EXS 305	EXERCISE PHYSIOLOGY	3
HPE 315	KINESIOLOGY & BIOMECHANICS	3
MTH 252	STAT METHODS FOR THE SCIENCES	3
MTH 241	CALCULUS I	4
PHS 241	CLASSICAL & MODERN PHYSICS I	4
PHS 300	CLASSICAL & MODERN PHYSICS II	4
PSY 200	GENERAL PSYCHOLOGY	3
PSY 212	DEVELOPMENTAL PSYCHOLOGY	3

*Plan templates are based on the most current catalog and ideal route for degree completion, and should only be used to get an idea of what degree completion may look like. New and enrolled students should log into DegreeWorks to see their specific degree requirements.

Biology, Health Professions Concentration

Plan Template: Biology, Health Professions 4 Year Plan

Description: Bachelor of Arts

of Terms: 8

Term Start: Fall

Year 1		Credits
Fall		
COD 100	CORPS OF DISCOVERY	3
BIO 151	GENERAL BIOLOGY I	4
CHM 111	GENERAL CHEMISTRY I	4
ENG 117	WRITING ESSAYS	3
BIO 190	FRESHMAN SCIENCE SEMINAR	1
MTH 110	PRECALCUL I ¹	4
		Credits 19
Spring		
BIO 152	GENERAL BIOLOGY II	4
CHM 112	GENERAL CHEMISTRY II	4
PHL 101 or ENG 117	WHAT DOES IT MEAN TO BE HUMAN or WRITING ESSAYS	3
MTH 120 or MTH 241	PRECALCULUS II (If Necessary) or CALCULUS I	4
		Credits 15
Year 2		
Fall		
BIO 221	CELL AND MOLECULAR BIOLOGY	4
BIO 251	HUMAN ANATOMY & PHYSIOLOG' I	4
BIO 290	SOPHOMORE SCIENCE SEMINAR	1
CHM 261	ORGANIC CHEMISTRY I	4
ENG 215 or TRL 201	INTRO TO LITERARY STUDIES or INTRODUCTION TO THEOLOGY	3
MTH 241	CALCULUS I (If not already taken)	4
Select one of the following options:		1
Option 1:		
Select one of the following:		

CPS 140	ESSENTIALS OF SPREADSHEETS	
CPS 141	ESSENTIALS OF WORD PROCESSING	
CPS 142	ESSENTIALS OF PRESENTATIONS	
Option 2:		
CPS 215	INFORMATION LITERACY	
Credits		21
Spring		
BIO 200	ECOLOGY	4
BIO 252	HUMAN ANATOMY & PHYSIOLOGY II	4
CHM 262	ORGANIC CHEMISTRY II	4
ENG 215 or TRL 201	INTRO TO LITERARY STUDIES or INTRODUCTION TO THEOLOGY	3
Select one of the following options:		
Option 1:		
Select one of the following:		
CPS 140	ESSENTIALS OF SPREADSHEETS	
CPS 141	ESSENTIALS OF WORD PROCESSING	
CPS 142	ESSENTIALS OF PRESENTATIONS	
Option 2:		
Select one of the following:		
CPS 215	INFORMATION LITERACY	
Credits		16
Year 3		
Fall		
CHM 401	BIOCHEMISTRY I	4
PHS 241	CLASSICAL & MODERN PHYSICS I	4
PHL 301 or ILC 330	ETHICS or WHAT IS TRUTH	3-4
Select one of the following:		
BIO 400	IMMUNOLOGY	
BIO 405	DEVELOPMENTAL BIOLOGY	
BIO 420	VIROLOGY	
Select one of the following options:		
Option 1:		
Option 2:		

MTH 252	STAT METHODS FOR THE SCIENCES	
Option 2:		
ENG 300-319	Upper Division English or WAC	
Credits		18-19
Spring		
BIO 311	GENETICS	4
PHS 300	CLASSICAL & MODERN PHYSICS II	4
ILC 350 or TRL 301	WHAT IS THE COMMON GOOD or THE CHRISTIAN LIFE	3-4
Select one of the following options:		
Option 1;		
MTH 252	STAT METHODS FOR THE SCIENCES	
Option 2:		
ENG 300-319	Upper Division English or WAC	
Credits		14-15
Year 4		
Fall		
Select one of the following:		
BIO 400	IMMUNOLOGY	
BIO 405	DEVELOPMENTAL BIOLOGY	
BIO 420	VIROLOGY	
PHL 301 or ILC 330	ETHICS or WHAT IS TRUTH	3-4
SS	Social Science	3
Select one of the following options:		
Option 1:		
Option 2:		
HST 102	GLOBAL HISTORY II	
HST 203	UNITED STATES HISTORY I	
HST 204	UNITED STATES HISTORY II	
Credits		13-14
Spring		
BIO 499	SENIOR THESIS	1
BIO 380 or BIO 411	MICROBIOLOGY or CELL BIOLOGY	4

ILC 350 or TRL 301	WHAT IS THE COMMON GOOD or THE CHRISTL. LIFE	3-4
Select one of the following options:		3
Option 1:		
FA	Fine Arts	
Option 2:		
HST 203	UNITED STATES HISTORY I	
HST 204	UNITED STATES HISTORY II	
HST 102	GLOBAL HISTORY II	
Credits		11-12
Total Credits Required:		127-131

¹ Only if placed in MTH 110 PRECALCULUS I.

*Plan templates are based on the most current catalog and ideal route for degree completion, and should only be used to get an idea of what degree completion may look like. New and enrolled students should log into DegreeWorks to see their specific degree requirements.

Biology, Physiology Concentration

Plan Template: Biology, Physiology 4 Year Plan

Description: Bachelor of Arts

of Terms: 8

Term Start: Fall

Year 1		
Fall		
COD 100	CORPS OF DISCOVERY	Credits 3
BIO 151	GENERAL BIOLOGY I	4
CHM 111	GENERAL CHEMISTRY I	4
ENG 117 or PHL 101	WRITING ESSAYS or WHAT DOES IT MEAN TO BE HUMAN	3
MTH 110	PRECALCULUS I ¹	4
Credits		18
Spring		
BIO 152	GENERAL BIOLOGY II	4
CHM 112	GENERAL CHEMISTRY II	4

PHL 101 or ENG 117	WHAT DOES IT MEAN TO BE HUMAN or WRITING ESSAYS	3
MTH 120 or MTH 241	PRECALCUL II ((If Necessary)) or CALCUL I	4
BIO 190	FRESHMAN SCIENCE SEMINAR ((Optional))	1
Credits		16
Year 2		
Fall		
BIO 221	CELL AND MOLECULAR BIOLOGY	4
BIO 290	SOPHOMOR SCIENCE SEMINAR	1
CHM 261	ORGANIC CHEMISTRY I	4
ENG 215 or TRL 201	INTRO TO LITERARY STUDIES or INTRODU TO THEOLO	3
MTH 241	CALCULUS I ((If not already taken))	4
Select one of the following options:		1
Option 1:		
CPS 140	ESSENTIALS OF SPREADSHE	
CPS 141	ESSENTIALS OF WORD PROCESSING	
CPS 142	ESSENTIALS OF PRESENTAT	
Option 2:		
CPS 215	INFORMATI LITERACY	
Credits		17
Spring		
BIO 200	ECOLOGY	4
CHM 262	ORGANIC CHEMISTRY II	4
ENG 215 or TRL 201	INTRO TO LITERARY STUDIES or INTRODU TO THEOLO	3

MTH 252	STAT METHODS FOR THE SCIENCES	3
SS	Social Science	3
Select one of the following options:		1
Option 1:		
CPS 140	ESSENTIALS OF SPREADSHEETS	1
CPS 141	ESSENTIALS OF WORD PROCESSING	1
CPS 142	ESSENTIALS OF PRESENTATIONS	1
Option 2:		
CPS 215	INFORMATION LITERACY	1
Credits		22
Year 3		
Fall		
CHM 401	BIOCHEMISTRY I	4
BIO 251	HUMAN ANATOMY & PHYSIOLOGY I	4
PHL 301 or ILC 330	ETHICS or WHAT IS TRUTH	3-4
Select one of the following:		4
PHS 241	CLASSICAL & MODERN PHYSICS I	
Any General Elective Course		
Select one of the following options:		3
Option 1:		
MTH 252	STAT METHODS FOR THE SCIENCES	
Option 2:		
ENG 300-319	Upper Division English or WAC	
Credits		18-19
Spring		
BIO 311	GENETICS	4
PHS 300	CLASSICAL & MODERN PHYSICS II	4
BIO 252	HUMAN ANATOMY & PHYSIOLOGY II	4
Select one of the following:		4
BIO 380	MICROBIOLOGY	
BIO 411	CELL BIOLOGY	

BIO 392	SPECIAL TOPICS:	
Credits		16
Year 4		
Fall		
BIO 490	RESEARCH IN BIOLOGY	1
ILC 350 or TRL 301	WHAT IS THE COMMON GOOD or THE CHRISTIAN LIFE	3-4
PHL 301 or ILC 330	ETHICS or WHAT IS TRUTH	3-4
Select one of the following options:		3
Option 1:		
FA	Fine Arts	
Option 2:		
HST 102	GLOBAL HISTORY II	
HST 203	UNITED STATES HISTORY I	
HST 204	UNITED STATES HISTORY II	
Select one of the following:		3
EXS 305	EXERCISE PHYSIOLOGY	
HPE 315	KINESIOLOGY & BIOMECHANICS	
BIO 392	SPECIAL TOPICS:	
Credits		13-15
Spring		
BIO 499	SENIOR THESIS	1
ILC 350 or TRL 301	WHAT IS THE COMMON GOOD or THE CHRISTIAN LIFE	3-4
Select two of the following:		8
BIO 380	MICROBIOLOGY	
BIO 411	CELL BIOLOGY	
BIO 392	SPECIAL TOPICS:	
Select one of the following options:		3
Options 1:		
FA	Fine Arts	
Options 2:		
HST 102	GLOBAL HISTORY II	
HST 203	UNITED STATES HISTORY I	

HST 204	UNITED STATES HISTORY II	
		Credits 15-16
		Total Credits Required: 135-139

¹ Only if placed in MTH 110 PRECALCULUS I.

*Plan templates are based on the most current catalog and ideal route for degree completion, and should only be used to get an idea of what degree completion may look like. New and enrolled students should log into DegreeWorks to see their specific degree requirements.

Wildlife Ecology Concentration

Plan Template: Biology, Wildlife 4 Year Plan

Description: Bachelor of Arts

of Terms: 8

Term Start: Fall

Year 1		
Fall		
COD 100	CORPS OF DISCOVERY	Credits 3
BIO 151	GENERAL BIOLOGY I	4
ENG 117 or PHL 101	WRITING ESSAYS or WHAT DOES IT MEAN TO BE HUMAN	3
MTH 110	PRECALCULUS I	4
Select one of the following options:		3
Option 1:		
FA	Fine Arts	
Option 2:		
Select one of the following:		
HST 102	GLOBAL HISTORY II	
HST 203	UNITED STATES HISTORY I	
HST 204	UNITED STATES HISTORY II	
Select one of the following Options:		1
Option 1:		
CPS 140	ESSENTIALS OF SPREADSHEETS	
CPS 141	ESSENTIALS OF WORD PROCESSING	
CPS 142	ESSENTIALS OF PRESENTATIONS	
Option 2:		
CPS 215	INFORMATION LITERACY	
		Credits 18

Spring		
BIO 152	GENERAL BIOLOGY II	4
MTH 120	PRECALCULUS II	4
PHL 101 or ENG 117	WHAT DOES IT MEAN TO BE HUMAN or WRITING ESSAYS	3
Select one of the following options:		3
Option 1:		
FA	Fine Arts	
Option 2:		
HST 102	GLOBAL HISTORY II	
HST 203	UNITED STATES HISTORY I	
HST 204	UNITED STATES HISTORY II	
Select one of the following options:		1
Option 1:		
Select one of the following:		
CPS 140	ESSENTIALS OF SPREADSHEETS	
CPS 141	ESSENTIALS OF WORD PROCESSING	
CPS 142	ESSENTIALS OF PRESENTATIONS	
Option 2:		
CPS 215	INFORMATION LITERACY	
BIO 190	FRESHMAN SCIENCE SEMINAR	1
		Credits 16
Year 2		
Fall		
BIO 221	CELL AND MOLECULAR BIOLOGY	4
CHM 111	GENERAL CHEMISTRY I	4
MTH 241	CALCULUS I	4
ENG 215 or TRL 201	INTRO TO LITERARY STUDIES or INTRODUCTION TO THEOLOGY	3
BIO 290	SOPHOMORE SCIENCE SEMINAR (Optional)	1
		Credits 16
Spring		
BIO 200	ECOLOGY	4

CHM 112	GENERAL CHEMISTRY II	4
SS	Social Science	3
ENG 215 or TRL 201	INTRO TO LITERARY STUDIES or INTROD TO THEOLOI	3
Credits		14
Year 3		
Fall		
CHM 261	ORGANIC CHEMISTRY I	4
BIO 422	CONSERVATION ECOLOGY (OR Major Elective)	4
ENG 313 or MTH 252	WRITING FOR SCIENCES or STAT METHOD FOR THE SCIENCE	3
ILC 330 or ILC 350	WHAT IS TRUTH or WHAT IS THE COMMON GOOD	4
Credits		15
Spring		
BIO 311	GENETICS	4
CHM 262	ORGANIC CHEMISTRY II	4
BIO 390	JUNIOR SCIENCE SEMINAR	1
ENG 313 or MTH 252	WRITING FOR SCIENCES or STAT METHOD FOR THE SCIENCE	3
BIO 422	CONSERVATION ECOLOGY (Major Elective)	4
Credits		16
Year 4		
Fall		
Major Elective		4
ILC 330 or ILC 350	WHAT IS TRUTH or WHAT IS THE COMMON GOOD	4

PHL 301 or TRL 301	ETHICS or THE CHRISTIAN LIFE	3
BIO 499 or BIO 495	SENIOR THESIS or INTERNE	1
Major Elective	Any BIO Course	4
Credits		16
Spring		
BIO 499	SENIOR THESIS	1
Major Elective		4
PHL 301 or TRL 301	ETHICS or THE CHRISTIAN LIFE	3
General Elective	Any Course	3
Credits		11
Total Credits Required:		122

Wildlife - Electives for Concentration

Code	Title	Credits
BIO 302	ORNITHOLOGY	4
BIO 304	MAMMALOLOGY	4
BIO 320	AQUATIC ECOLOGY	4
BIO 380	MICROBIOLOGY	4
BIO 392	SPECIAL TOPICS:	4

*Plan templates are based on the most current catalog and ideal route for degree completion, and should only be used to get an idea of what degree completion may look like. New and enrolled students should log into DegreeWorks to see their specific degree requirements.

Business Administration

Faculty:

Katrina Stark, D.M.

James Lautenschlager, M.S.

Michael Kojetin, M.B.A., M.S.

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.

The University of Providence offers the Business Administration degree in a face-to-face modality. This program is offered in the traditional 16-week semester format. An online version of the program is currently not accepting new applicants.

Business Administration Major Program Outcomes

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

Degree Requirements

- Bachelor Degree Requirements

Business Administration Major (B.S.) - Campus

*(Distance program not currently accepting new applicants)

Code	Title	Credits
ACC 201	PRIN OF FINANCIAL ACCOUNTING	3
ACC 202	PRIN OF MANAGERIAL ACCOUNTING	3
BUS 201	THE ART OF THINKING	3
BUS 220	COMMERCIAL LAW I	3
BUS 240	LEADERSHIP & MANAGEMENT	3
BUS 241	BUSINESS RESEARCH METHODS	3
BUS 260	MARKETING	3
BUS 400	FINANCIAL ANALYSIS	3
BUS 495	INTERNSHIP ¹	3
or BUS 499	CAPSTONE	
CPS 205	SPREADSHEETS	3
ECN 201	MACROECONOMICS	3
ECN 202	MICROECONOMICS	3
Specialized Concentration		12
Total Credits Required:		48

¹ Campus students must enroll in BUS 495. Distance students must enroll in BUS 499.

Specialized Concentrations

General Business Concentration

Code	Title	Credits
BUS 308	FINANCIAL MARKETS & INSTITUTIONS	3
BUS 315	ETHICS & ENTERPRISE	3
BUS 335	COMMERCIAL LAW II	3
BUS 341	HUMAN RESOURCE MGMT	3
BUS 350	BUDGETING	3
BUS 352	SUPPLY CHAIN MANAGEMENT	3

Code	Title	Credits
BUS 355	GLOBAL ENTERPRISE	3
BUS 380	ENTREPRENEURSHIP	3
BUS 383	PROJECT MANAGEMENT	3
BUS 415	INVESTMENTS & PORTFOLIO MANAGEMENT	3
BUS 425	PUBLIC & NON-PROFIT FINANCE	3
CPS 206	SPREADSHEETS FOR BUSINESS	3

12 Credits from the Above Courses

Finance Concentration

Code	Title	Credits
BUS 308	FINANCIAL MARKETS & INSTITUTIONS	3
BUS 315	ETHICS & ENTERPRISE	3
BUS 415	INVESTMENTS & PORTFOLIO MANAGEMENT	3
BUS 425	PUBLIC & NON-PROFIT FINANCE	3

Total Credits Required: 12

Management Concentration

Code	Title	Credits
BUS 341	HUMAN RESOURCE MGMT	3
BUS 352	SUPPLY CHAIN MANAGEMENT	3
BUS 355	GLOBAL ENTERPRISE	3
CPS 206	SPREADSHEETS FOR BUSINESS	3

Total Credits Required: 12

Business Administration Minor

Code	Title	Credits
ACC 201	PRIN OF FINANCIAL ACCOUNTING	3
BUS 201	THE ART OF THINKING	3
BUS 240	LEADERSHIP & MANAGEMENT	3
BUS 260	MARKETING	3
BUS 335	COMMERCIAL LAW II	3
or BUS 342	LABOR RELATIONS & EMPLOY LAW	
BUS 341	HUMAN RESOURCE MGMT	3
ECN 202	MICROECONOMICS	3

Total Credits Required: 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 Outcomes

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

Degree Requirements

- Associate Degree Requirements
- Bachelor Degree Requirements

Criminal Justice Major (B.S.)

Code	Title	Credits
CRJ 100	INTRO TO CRIMINAL JUSTICE SYST	3
CRJ 215	SOC JSTC & CIVIC ENGMT IN AMER	3
CRJ 231	CRIMINAL LAW	3
CRJ 251	CRIMINAL EVIDENCE & PROCEDURE	3
CRJ 306	CRIMINOLOGY	3
CRJ 308	JUVENILE DELINQUENCY	3
CRJ 326	ETHICS & 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	SOC RSRCH MTHDS & APPLIED STAT	4
Approved Electives for Major		3-4
Any CRJ or PLG courses not listed as a requirement for a major, enrolled minor, or enrolled concentration, or		
FSC 201	INTRO TO FORENSIC SCIENCE	
FSC 392	SPECIAL TOPICS	
PSY 200	GENERAL PSYCHOLOGY	
SOC 201	SOCIOLOGY OF THE FAMILY	
SOC 372	CAMP SKY CHILD	
Total Credits Required:		40-41

Criminal Justice Associate Degree (A.S.)

Code	Title	Credits
CRJ 100	INTRO TO CRIMINAL JUSTICE SYST	3
CRJ 231	CRIMINAL LAW	3
CRJ 251	CRIMINAL EVIDENCE & PROCEDURE	3
CRJ 306	CRIMINOLOGY	3
or CRJ 308	JUVENILE DELINQUENCY	
CRJ 326	ETHICS & CAREER SURVIVAL IN CJ	3
PLG 101	INTRODUCTION TO LAW	3
SOC 304	SOCIOLOGY OF DEVIANT BEHAVIOR	3
Approved Electives for Major		3

Code	Title	Credits
Any CRJ or PLG courses not listed as a requirement for a major, enrolled minor, or enrolled concentration, or		
FSC 201	INTRO TO FORENSIC SCIENCE	
FSC 392	SPECIAL TOPICS	
PSY 200	GENERAL PSYCHOLOGY	
SOC 201	SOCIOLOGY OF THE FAMILY	
SOC 372	CAMP SKY CHILD	
Total Credits Required:		24

Criminal Justice Minor

Code	Title	Credits
CRJ 100	INTRO TO CRIMINAL JUSTICE SYST	3
CRJ 231	CRIMINAL LAW	3
CRJ 251	CRIMINAL EVIDENCE & PROCEDURE	3
CRJ 306	CRIMINOLOGY	3
or CRJ 308	JUVENILE DELINQUENCY	
SOC 304	SOCIOLOGY OF DEVIANT BEHAVIOR	3
Approved electives		6
Total Credits Required:		21

Forensic Investigation Concentration

(only available with a major in Criminal Justice)

Code	Title	Credits
CRJ 100	INTRO TO CRIMINAL JUSTICE SYST	3
CRJ 261	PATROL OPERATIONS & PROCEDURES	3
FSC 201	INTRO TO FORENSIC SCIENCE	3
FSC 300	PHYSICAL EVIDENCE	3
FSC 310	IMPRESSION EVIDENCE LAB ANALYS	3
FSC 320	PATTERNED EVIDENCE LAB ANALYSI	3
FSC 430	FORENSIC ANTHROPOLOGY W/ LAB	3
CRJ 405	ADV CRIMINAL INVESTIGATION: SEXUAL ASSAULT, & HOMICIDE	3
Total Credits Required:		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.

Code	Title	Credits
CRJ 261	PATROL OPERATIONS & PROCEDURES	3
CRJ 361	COMMUNITY POLICING	3
CRJ 381	INTERVIEWING AND INTERROGATION	3
CRJ 405	ADV CRIMINAL INVESTIGATION: SEXUAL ASSAULT, & HOMICIDE	3
CRJ 461	POLICE MANAGEMENT	3
CRJ 495	INTERNSHIP IN CRIMINAL JUSTICE	3
CRJ 499	CRIMINAL JUSTICE CAPSTONE	3

Code	Title	Credits
CRJ 464	COMPARATIVE CRIMINAL JUSTICE SYSTEMS	3
Total Credits Required:		24

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.

Code	Title	Credits
CRJ 261	PATROL OPERATIONS & PROCEDURES	3
CRJ 284	BASIC FIREARMS: LAW ENFORCEMNT	2
CRJ 495	INTERNSHIP IN CRIMINAL JUSTICE	3
BIO 151	GENERAL BIOLOGY I	4
BIO 200	ECOLOGY	4
BIO 211	ZOOLOGY	4
BIO 302	ORNITHOLOGY	4
or BIO 304	MAMMALOGY	
PLG 336	ENVIRONMENTAL LAW	3
Approved Electives		4-7
CRJ 405	ADV CRIMINAL INVESTIGATION: SEXUAL ASSAULT, & HOMICIDE	3
CRJ 464	COMPARATIVE CRIMINAL JUSTICE SYSTEMS	3
Total Credits Required:		37-40

Approved Electives

Code	Title	Credits
Select two of the following:		
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

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.

Code	Title	Credits
CRJ 315	RESTORATIVE JUSTICE	3
CRJ 381	INTERVIEWING AND INTERROGATION	3
CRJ 401	JUVENILE JUSTICE	3
CRJ 411	COMMUNITY PROGRAMS IN CRJ	3

Code	Title	Credits
CRJ 446	VICTIMOLOGY	3
PSY 394	CASEWORK METHODS & PRACTICES	3
Approved 300/400 level elective		3
Total Credits Required:		21

Criminal Justice Major (B.S.)

Plan Template: Criminal Justice
Description: Bachelor of Science
of Terms: 8
Term Start: Fall

Year 1		Credits
Fall		
COD 100	CORPS OF DISCOVERY	3
CRJ 100	INTRO TO CRIMINAL JUSTICE SYST	3
ENG 117	WRITING ESSAYS	3
PHL 101	WHAT DOES IT MEAN TO BE HUMAN	3
Select one of the following:		1
CPS 140	ESSENTIALS OF SPREADSHE	
CPS 141	ESSENTIALS OF WORD PROCESSING	
CPS 142	ESSENTIALS OF PRESENTAT	
General Elective		3
		Credits 16
Spring		
CPS 215	INFORMATION LITERACY	1
CRJ 215	SOC JSTC & CIVIC ENGMT IN AMER	3
CRJ 231	CRIMINAL LAW	3
MTH 108	ELEMENTAR STATISTICS	3
PLG 101	INTRODUCTION TO LAW	3
TRL 201	INTRODUCTI TO THEOLOGY	3
		Credits 16
Year 2		
Fall		
CRJ 251	CRIMINAL EVIDENCE & PROCEDURE	3
ENG 215	INTRO TO LITERARY STUDIES	3
CRJ 306	CRIMINOLO	3

FA	Fine Arts	3
General Elective		3
Credits		15
Spring		
CRJ 308	JUVENILE DELINQUEN	3
CRJ 326	ETHICS & CAREER SURVIVAL IN CJ	3
SS	Social Science	3
General Elective		3
Select one of the following:		3
HST 102	GLOBAL HISTORY II	
HST 203	UNITED STATES HISTORY I	
HST 204	UNITED STATES HISTORY II	
Credits		15
Year 3		
Fall		
CRJ 371	CORRECTIONS	3
CRJ 464	COMPARATI CRIMINAL JUSTICE SYSTEMS	3
ILC 330	WHAT IS TRUTH	4
ES	Experimenta Science	4
General Elective		3
Credits		17
Spring		
SOC 304	SOCIOLOGY OF DEVIANT BEHAVIOR	3
ILC 350	WHAT IS THE COMMON GOOD	4
ENG 300-319	Upper Division English or WAC	3
General Elective		3
General Elective		3
Credits		16
Year 4		
Fall		
PHL 301	ETHICS	3
SCS 312	SOC RSRCH MTHDS & APPLIED STAT	4
General Elective		3
General Elective		3
Credits		13

Spring		
CRJ 495	INTERNSHIP IN CRIMINAL JUSTICE	3
CRJ 499	CRIMINAL JUSTICE CAPSTONE	3
TRL 301	THE CHRISTIAN LIFE	3
General Elective		3
Credits		12
Total Credits Required:		120

*Plan templates are based on the most current catalog and ideal route for degree completion, and should only be used to get an idea of what degree completion may look like. New and enrolled students should log into DegreeWorks to see their specific degree requirements.

Criminal Justice Associate Degree (A.S.)

Plan Template: Criminal Justice

Description: Associate of Science

of Terms: 4

Term Start: Fall

Year 1		
Fall		
PHL 101	WHAT DOES IT MEAN TO BE HUMAN	3
MTH 108	ELEMENTAR STATISTICS	3
CRJ 231	CRIMINAL LAW	3
TRL 201	INTRODUCTI TO THEOLOGY	3
General Elective		3
Select one of the following:		1
CPS 140	ESSENTIALS OF SPREADSHEETS	
CPS 141	ESSENTIALS OF WORD PROCESSING	
CPS 142	ESSENTIALS OF PRESENTATIONS	
Credits		16
Spring		
ENG 117	WRITING ESSAYS	3
PLG 101	INTRODUCTI TO LAW	3
CPS 215	INFORMATION LITERACY	1
COD 100	CORPS OF DISCOVERY	3
CRJ 100	INTRO TO CRIMINAL JUSTICE SYST	3

General Elective		3
Credits		16
Year 2		
Fall		
CRJ 251	CRIMINAL EVIDENCE & PROCEDURE	3
ENG 215	INTRO TO LITERARY STUDIES	3
Major Elective		3
ES	Experimental Science	4
FA	Fine Arts	3
Credits		16
Spring		
CRJ 308 or CRJ 306	JUVENILE DELINQUENCY or CRIMINC	3
CRJ 326	ETHICS & CAREER SURVIVAL IN CJ	3
SOC 304	SOCIOLOGY OF DEVIANT BEHAVIOR	3
SS	Social Science	3
Select one of the following:		3
HST 102	GLOBAL HISTORY II	
HST 203	UNITED STATES HISTORY I	
HST 204	UNITED STATES HISTORY II	
Credits		15
Total Credits Required:		63

*Plan templates are based on the most current catalog and ideal route for degree completion, and should only be used to get an idea of what degree completion may look like. New and enrolled students should log into DegreeWorks to see their specific degree requirements.

Elementary Education

Faculty:

Amparo Dinagsao, Ph.D.
Tom Raunig, Ed. D.

For the candidates interested in a career as a professional educator working with students, few careers offer more challenging and rewarding opportunities than teaching at the elementary school level. Nurturing the learning of elementary and middle school students serves the students, their parents, the 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 of Providence prepares prospective elementary and middle school teachers for successful teaching at grade

levels K-8 by providing thorough and balanced training in both teaching methods and content knowledge. Throughout the program, students will also be educated about trauma in the classroom and restorative practices.

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 rapid changes in this field of study, equivalent coursework for EDU 244 INSTRUCTIONAL TECHNOLOGY, EDU 260 MULTICULTURAL AND AMERICAN INDIAN EDUCATION, and EDU 315 CURRICULUM DESIGN AND ASSESSMENT OF LEARNING should be less than 4 years old when students enter the program. Equivalent courses taken more than 4 years prior will be considered only by petition.

Elementary Education Program Outcomes

Candidates who earn a major in Elementary Education will:

- **Pedagogy** – Design coherent instruction grounded in k-8 content standards and best practices that develops student competence in subject matter and skills. To include: \na. Setting appropriate instructional outcomes\\nb. Assessing learner knowledge\\nc. Analyzing data and use to make instructional decisions\\nd. Differentiating instruction, including American Indians and tribes in MT\\ne. Integrating content across disciplines
- **Learning Environment** – Manage the learning environment to promote positive and safe classrooms, active learner engagement, and high quality instruction.
- **Diversity** – Use knowledge about child development, learning theories, culture, exceptionalities, and learner skills and proficiencies to create appropriate instruction that leads to student growth.
- **Dispositions** – Consistently exhibit ethical and professional behavior to advance collaboration, reflection and communication with and among students, colleagues, and the community.
- **Technology** – Utilize and integrate technology to support teaching and learning in the classroom.
- **Content** – Demonstrate accurate discipline content knowledge and utilize it to design appropriate k-8 instruction and assessment of growth.

Degree Requirements

- Bachelor Degree Requirements

Elementary Education Major (B.A.)

Code	Title	Credits
EDU 200	INTRODUCTION TO EDUCATION	3
EDU 244	INSTRUCTIONAL TECHNOLOGY	2
EDU 260	MULTICULTURAL AND AMERICAN INDIAN EDUCATION	3
EDU 290	EDUCATIONAL PSYCHOLOGY	3
EDU 315	CURRICULUM DESIGN AND ASSESSMENT OF LEARNING	2
EDU 320	EXCEPTIONALITIES	3
EDU 325	CLASSROOM COMMUNITIES AND MANAGEMENT	2
EDU 338	TEACHING READING: CONTENT AREA	2

Code	Title	Credits
EDU 341	METHODS IN ELEM SCIENCE	2
EDU 342	METHODS IN ELEM SOCIAL STUDIES	2
EDU 352	HIGHER MATHEMATICS AND METHODS FOR ELEMENTARY TEACHERS	3
EDU 356	MTHDS COMM ARTS & CHLD LIT I	3
EDU 357	METHODS OF COMMUNICATION ARTS II AND CHILDREN'S LITERATURE	3
EDU 358	METHODS OF THE ARTS	2
EDU 462	FIELD EXPERIENCE ELEMENTARY	2
EDU 472	FIELD EXPERIENCE MIDDLE SCHL	2
EDU 489	STUDENT TEACHING SEMINAR	2
EDU 490	STUDENT TEACHING	10
HPE 300	STRATS IN HEALTH ENHANCEMENT	3
EDU 255	MATH & MTHDS ELEM TEACHERS I	3
EDU 256	MATH & MTHDS ELEM TEACHERS II	3
DIRECTED COURSES FOR CORE COMPLETION & DIRECTED ELECTIVES FOR PRAXIS PREP		
(Courses here can have a D and can 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	UNITED STATES HISTORY I	3
HST 204	UNITED STATES HISTORY II	3
HST 230	WORLD & REGIONAL GEOGRAPHY	3
HPE 188	PERSONAL HEALTH	3
MTH 106	CONTEMPORARY MATHEMATICS ¹	3
or MTH 108	ELEMENTARY STATISTICS	
Total Credits Required:		87

Elementary Education Major (B.A.)

Plan Template: Elementary Education 4 Year Plan

Description: Bachelor of Arts

of Terms: 8

Term Start: Fall

Year 1		
Fall		Credits
COD 100	CORPS OF DISCOVERY	3
ENG 117	WRITING ESSAYS	3
HST 203	UNITED STATES HISTORY I	3
BIO 110	THE LIVING ENVIRONME	4
EDU 200	INTRODUCTION TO EDUCATION	3
Credits		16
Spring		
EDU 260	MULTICULTURAL AND AMERICAN INDIAN EDUCATION	3

GSC 121	EARTH AND SPACE SCIENCE	4
HST 204	UNITED STATES HISTORY II	3
MTH 106	CONTEMPOI MATHEMAT	3
TRL 201	INTRODUCTION TO THEOLOGY	3
Credits		16
Year 2		
Fall		
CPS 215	INFORMATION LITERACY	1
EDU 290	EDUCATION. PSYCHOLOG	3
HPE 188	PERSONAL HEALTH	3
GSC 110	CONTEMPOI PHYSICAL SCIENCES	4
EDU 255	MATH & MTHDS ELEM TEACHERS I	3
PHL 101	WHAT DOES IT MEAN TO BE HUMAN	3
Credits		17
Spring		
EDU 315	CURRICULUM DESIGN AND ASSESSMEN OF LEARNING	2
HST 230	WORLD & REGIONAL GEOGRAPHY	3
EDU 256	MATH & MTHDS ELEM TEACHERS II	3
EDU 244	INSTRUCTIONAL TECHNOLOGY	2
CPS 140	ESSENTIALS OF SPREADSHE	1
FA	Fine Arts	3
Credits		14
Year 3		
Fall		
EDU 320	EXCEPTIONALITIES	3
EDU 341	METHODS IN ELEM SCIENCE	2
EDU 352	HIGHER MATHEMATICS AND METHODS FOR ELEMENTARY TEACHERS	3

EDU 356	MTHDS COMM ARTS & CHLD LIT I	3
EDU 358	METHODS OF THE ARTS	2
PHL 301	ETHICS	3
Credits		16
Spring		
EDU 357	METHODS OF COMMUNIC, ARTS II AND CHILDREN'S LITERATURE	3
ILC 330	WHAT IS TRUTH	4
EDU 342	METHODS IN ELEM SOCIAL STUDIES	2
EDU 325	CLASSROOM COMMUNITIES AND MANAGEMENT	2
HPE 300	STRATS IN HEALTH ENHANCEM	3
EDU 462	FIELD EXPERIENCE ELEMENTARY	2
Credits		16
Year 4		
Fall		
ILC 350	WHAT IS THE COMMON GOOD	4
TRL 301	THE CHRISTIAN LIFE	3
EDU 472	FIELD EXPERIENCE MIDDLE SCHL	2
EDU 338	TEACHING READING: CONTENT AREA	2
ENG 215	INTRO TO LITERARY STUDIES	3
Credits		14
Spring		
EDU 489	STUDENT TEACHING SEMINAR	2
EDU 490	STUDENT TEACHING	10
Credits		12
Total Credits Required:		121

*Plan templates are based on the most current catalog and ideal route for degree completion, and should only be used to get an idea of what

degree completion may look like. New and enrolled students should log into DegreeWorks to see their specific degree requirements.

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 Outcomes

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

Degree Requirements

- Bachelor Degree Requirements

Exercise Science Major (B.S.)

Code	Title	Credits
BIO 251	HUMAN ANATOMY & PHYSIOLOGY I	4
EXS 110	INTRO TO EXERCISE SCIENCE	3
EXS 275	EXERCISE AND SPORTS NUTRITION	3
EXS 305	EXERCISE PHYSIOLOGY	3
EXS 310	FITNESS ASSESSMENT METHODS	3
EXS 340	ETHICS, LAW & HLTH/FTNS PROFSN	3
EXS 411	EXERCISE PRESCRIPTION I	3
EXS 495	INTERNSHIP	3
HPE 315	KINESIOLOGY & BIOMECHANICS	3
Specialized Concentration		17-29
Total Credits Required:		45-57

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

Specialized Concentrations

Pre-Clinical Concentration

Code	Title	Credits
BIO 252	HUMAN ANATOMY & PHYSIOLOGY II	4
CHM 111	GENERAL CHEMISTRY I	4
CHM 112	GENERAL CHEMISTRY II	4
PSY 212	DEVELOPMENTAL PSYCHOLOGY	3

Code	Title	Credits
PSY 352	ABNORMAL PSYCHOLOGY	3
EXS 105	MEDICAL TERMINOLOGY	2
EXS 412	EXERCISE PRESCRIPTION II	3
EXS 490	RESEARCH IN EXERCISE SCIENCE	1
or EXS 499	SENIOR THESIS IN EXS	
PHS 241	CLASSICAL & MODERN PHYSICS I	4
Total Credits Required:		28

Coaching Concentration

Code	Title	Credits
EXS 260	SPORTS PSYCHOLOGY	3
EXS 202	RACQUET AND INDIVIDUAL SPORTS	2
EXS 203	TEAM SPORTS	2
EXS 350	COACHING CERTIFICATION	2
HPE 252	MOA OFFICIATING CERT COURSE	1
HPE 405	PREV & CARE-ATH INJURIES	3
PSY 396	CHILD ABUSE AND NEGLECT	3
Choose 3 from the following:		3
EXS 281	COACHING GOLF	
EXS 282	COACHING RACQUET SPORTS	
EXS 283	COACHING WEIGHT TRAINING	1
EXS 284	COACHING TRACK/FIELD/XCOUNTRY	
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	
Total Credits Required:		20

Strength and Conditioning Concentration

Code	Title	Credits
EXS 260	SPORTS PSYCHOLOGY	3
EXS 283	COACHING WEIGHT TRAINING	1
EXS 325	ADV STRENGTH & CONDITIONING	3
EXS 412	EXERCISE PRESCRIPTION II	3
HPE 112	WEIGHT TRNG & PERSONAL FITNESS	1
HPE 188	PERSONAL HEALTH	3
HPE 405	PREV & CARE-ATH INJURIES	3
Total Credits Required:		17

Personal Training Concentration

Code	Title	Credits
BUS 240	LEADERSHIP & 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	ADV STRENGTH & CONDITIONING	3
EXS 412	EXERCISE PRESCRIPTION II	3
HPE 188	PERSONAL HEALTH	3
Total Credits Required:		22

Pre-Athletic Training Concentration

Code	Title	Credits
BIO 252	HUMAN ANATOMY & PHYSIOLOGY II	4
BIO 271	BASIC AND CLINICAL NUTRITION	3
CHM 111	GENERAL CHEMISTRY I	4
EXS 201	SAFETY, FIRST AID, & CPR	2
EXS 260	SPORTS PSYCHOLOGY	3
EXS 283	COACHING WEIGHT TRAINING	1
EXS 325	ADV STRENGTH & CONDITIONING	3
HPE 405	PREV & CARE-ATH INJURIES	3
MTH 108	ELEMENTARY STATISTICS	3
PSY 200	GENERAL PSYCHOLOGY	3
Total Credits Required:		29

Exercise Science Minor

Code	Title	Credits
BIO 251	HUMAN ANATOMY & PHYSIOLOGY I	4
EXS 110	INTRO TO EXERCISE SCIENCE	3
EXS 275	EXERCISE AND SPORTS NUTRITION	3
EXS 305	EXERCISE PHYSIOLOGY	3
EXS 411	EXERCISE PRESCRIPTION I	3
HPE 315	KINESIOLOGY & BIOMECHANICS	3
EXS 2XX	EXS elective at 200+ level	3
Total Credits Required:		22

Pre-Clinical School Concentration

Plan Template: Exercise Science - Graduate

Description: Bachelor of Science

of Terms: 8

Term Start: Fall

Year 1		
Fall		Credits
COD 100	CORPS OF DISCOVERY	3
ENG 117	WRITING ESSAYS	3
CHM 111	GENERAL CHEMISTRY I	4
EXS 110	INTRO TO EXERCISE SCIENCE	3
BIO 151	GENERAL BIOLOGY I	4
		Credits 17
Spring		
CHM 112	GENERAL CHEMISTRY II	4
CPS 215	INFORMATK LITERACY	1
BIO 152	GENERAL BIOLOGY II	4
PHL 101	WHAT DOES IT MEAN TO BE HUMAN	3
Select one of the following:		1

CPS 140	ESSENTIALS OF SPREADSHEETS	
CPS 141	ESSENTIALS OF WORD PROCESSING	
CPS 142	ESSENTIALS OF PRESENTATIONS	
Credits		13
Year 2		
Fall		
BIO 251	HUMAN ANATOMY & PHYSIOLOGY I	4
EXS 340 or EXS 275	ETHICS, LAW & HLTH/FTNS PROFSN or EXERCISE AND SPORTS NUTRITION	3
TRL 201	INTRODUCTION TO THEOLOGY	3
PSY 200	GENERAL PSYCHOLOGY	3
MTH 110	PRECALCULUS I	4
Credits		17
Spring		
BIO 252	HUMAN ANATOMY & PHYSIOLOGY II	4
MTH 108	ELEMENTARY STATISTICS	3
HPE 315	KINESIOLOGY & BIOMECHANICS	3
ILC 330	WHAT IS TRUTH	4
PHL 301	ETHICS	3
MTH 120	PRECALCULUS II	4
Credits		21
Year 3		
Fall		
EXS 305	EXERCISE PHYSIOLOGY	3
PSY 212	DEVELOPMENTAL PSYCHOLOGY	3
MTH 241	CALCULUS I	4
EXS 340 or EXS 275	ETHICS, LAW & HLTH/FTNS PROFSN or EXERCISE AND SPORTS NUTRITION	3

PHS 241	CLASSICAL & MODERN PHYSICS I	4
Credits		17
Spring		
EXS 310	FITNESS ASSESSMENT METHODS	3
PSY 352	ABNORMAL PSYCHOLOGY	3
EXS 495	INTERNSHIP	3
PHS 300	CLASSICAL & MODERN PHYSICS II	4
Credits		13
Year 4		
Fall		
EXS 411	EXERCISE PRESCRIPTIVE I	3
ENG 215	INTRO TO LITERARY STUDIES	3
TRL 301	THE CHRISTIAN LIFE	3
FA	Fine Arts	3
SS	Social Science	3
Select one of the following:		3
HST 102	GLOBAL HISTORY II	
HST 203	UNITED STATES HISTORY I	
HST 204	UNITED STATES HISTORY II	
Credits		18
Spring		
EXS 412	EXERCISE PRESCRIPTIVE II	3
ILC 350	WHAT IS THE COMMON GOOD	4
ENG 300-319	Upper Division English or WAC	3
General Elective		3
Credits		13
Total Credits Required:		129

Coaching Concentration

Plan Template: Exercise Science - Coaching

Description: Bachelor of Science

of Terms: 8

Term Start: Fall

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.

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.

Forensics Major/Minor Program Outcomes (all tracks)

- Describe connections between science and other disciplines, and express the relevance of science to daily life and health.
- 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.
- Interpret scientific information accurately, drawing logical conclusions. Interpret laboratory data accurately, and draw logical conclusions.
- Practice analytical laboratory skills. Critique scientific literature thoroughly, and distinguish between credible and non-credible scientific information. Analyze the experiments of other scientists.
- 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.
- 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.
- 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.
- Evaluate the impact of current technologies on human society and the environment, and consider the questions and problems society will face as technology advances.

Degree Requirements

- Bachelor Degree Requirements

Forensic Science Track (B.S.)

Code	Title	Credits
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 SYST	3
FSC 201	INTRO TO FORENSIC SCIENCE	3
FSC 310	IMPRESSION EVIDENCE LAB ANALYS	3
FSC 320	PATTERNED EVIDENCE LAB ANALYSI	3
FSC 330	BLOOD, BDY FLUID & DNA LB ANAL	3
FSC 340	FORENSIC BIOLOGY & MICROSCOPY	3
FSC 350	FRSC CHEM & INSTRUMENTATION	3
FSC 360	PHYSICAL EVIDENCE LAB ANALY	3
FSC 430	FORENSIC ANTHROPOLOGY W/ LAB	3
FSC 499	SR CAPSTONE SEMINAR	3
MTH 241	CALCULUS I	4
MTH 252	STAT METHODS FOR THE SCIENCES	3
Two of the following sets:		16
Option 1:		
BIO 251	HUMAN ANATOMY & PHYSIOLOGY I	
BIO 252	HUMAN ANATOMY & PHYSIOLOGY II	
Option 2:		
CHM 261	ORGANIC CHEMISTRY I	
CHM 262	ORGANIC CHEMISTRY II	
Option 3:		
CHM 350	QUANTITATIVE ANALYSIS	
CHM 401	BIOCHEMISTRY I	
Approved FSC Electives:		3
CRJ 381	INTERVIEWING AND INTERROGATION	
CRJ 392	SPECIAL TOPICS:	
FSC 392	SPECIAL TOPICS	
FSC 495	INTERNSHIP IN FORENSIC SCIENCE	

Total Credits Required: 72

Forensic Science Biology Track (B.S.)

Code	Title	Credits
BIO 151	GENERAL BIOLOGY I	4
BIO 152	GENERAL BIOLOGY II	4
BIO 221	CELL AND MOLECULAR BIOLOGY	4
BIO 311	GENETICS	4
BIO 499	SENIOR THESIS	3
or FSC 499	SR CAPSTONE SEMINAR	
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

Code	Title	Credits
CRJ 100	INTRO TO CRIMINAL JUSTICE SYST	3
FSC 201	INTRO TO FORENSIC SCIENCE	3
FSC 310	IMPRESSION EVIDENCE LAB ANALYS	3
FSC 320	PATTERNED EVIDENCE LAB ANALYSI	3
FSC 330	BLOOD, BDY FLUID & DNA LB ANAL	3
FSC 340	FORENSIC BIOLOGY & MICROSCOPY	3
FSC 360	PHYSICAL EVIDENCE LAB ANALY	3
MTH 241	CALCULUS I	4
MTH 252	STAT METHODS FOR THE SCIENCES	3
Approved Electives for Major		4
BIO 251	HUMAN ANATOMY & PHYSIOLOGY I ((And))	
BIO 252	HUMAN ANATOMY & PHYSIOLOGY II	
BIO 380	MICROBIOLOGY	
BIO 392	SPECIAL TOPICS:	
BIO 400	IMMUNOLOGY	
BIO 405	DEVELOPMENTAL BIOLOGY	
BIO 411	CELL BIOLOGY	
BIO 420	VIROLOGY	
BIO 422	CONSERVATION ECOLOGY	
BIO 490	RESEARCH IN BIOLOGY	
CHM 402	BIOCHEMISTRY II	
FSC 350	FRSC CHEM & INSTRUMENTATION	
FSC 392	SPECIAL TOPICS	
FSC 430	FORENSIC ANTHROPOLOGY W/ LAB	
FSC 495	INTERNSHIP IN FORENSIC SCIENCE	
PHS 241	CLASSICAL & MODERN PHYSICS I (And)	
PHS 300	CLASSICAL & MODERN PHYSICS II	
Total Credits Required:		75

Forensic Science Chemistry Track (B.S.)

Code	Title	Credits
BIO 151	GENERAL BIOLOGY I	4
BIO 152	GENERAL BIOLOGY II	4
CHM 111	GENERAL CHEMISTRY I	4
CHM 112	GENERAL CHEMISTRY II	4
CHM 261	ORGANIC CHEMISTRY I	4
CHM 262	ORGANIC CHEMISTRY II	4
CHM 350	QUANTITATIVE ANALYSIS	4
CHM 401	BIOCHEMISTRY I	4
CHM 499	SENIOR THESIS	1-3
or FSC 499	SR CAPSTONE SEMINAR	
CRJ 100	INTRO TO CRIMINAL JUSTICE SYST	3
FSC 201	INTRO TO FORENSIC SCIENCE	3
FSC 310	IMPRESSION EVIDENCE LAB ANALYS	3
FSC 320	PATTERNED EVIDENCE LAB ANALYSI	3
FSC 330	BLOOD, BDY FLUID & DNA LB ANAL	3
FSC 350	FRSC CHEM & INSTRUMENTATION	3
FSC 360	PHYSICAL EVIDENCE LAB ANALY	3
MTH 241	CALCULUS I	4
MTH 252	STAT METHODS FOR THE SCIENCES	3
PHS 241	CLASSICAL & MODERN PHYSICS I	4

Code	Title	Credits
PHS 300	CLASSICAL & MODERN PHYSICS II	4
Approved Electives for Major		3
FSC 340	FORENSIC BIOLOGY & MICROSCOPY	
FSC 392	SPECIAL TOPICS	
FSC 430	FORENSIC ANTHROPOLOGY W/ LAB	
FSC 495	INTERNSHIP IN FORENSIC SCIENCE	
Total Credits Required:		72-74

Forensic Sciences Minor

Code	Title	Credits
CRJ 100	INTRO TO CRIMINAL JUSTICE SYST	3
CRJ 251	CRIMINAL EVIDENCE & PROCEDURE	3
FSC 201	INTRO TO FORENSIC SCIENCE	3
FSC 310	IMPRESSION EVIDENCE LAB ANALYS	3
FSC 320	PATTERNED EVIDENCE LAB ANALYSI	3
FSC 330	BLOOD, BDY FLUID & DNA LB ANAL	3
Approved FSC elective		3
Total Credits Required:		21

Approved Forensic Science Minor Electives

Code	Title	Credits
CRJ 381	INTERVIEWING AND INTERROGATION	3
CRJ 392	SPECIAL TOPICS:	1-3
FSC 392	SPECIAL TOPICS	1-3
FSC 430	FORENSIC ANTHROPOLOGY W/ LAB	3
FSC 495	INTERNSHIP IN FORENSIC SCIENCE	1-15

Forensic Investigation Concentration

(only available with a major in Criminal Justice)

Code	Title	Credits
CRJ 100	INTRO TO CRIMINAL JUSTICE SYST	3
CRJ 261	PATROL OPERATIONS & PROCEDURES	3
CRJ 451	CRIMINAL INVESTIGATION	3
FSC 201	INTRO TO FORENSIC SCIENCE	3
FSC 300	PHYSICAL EVIDENCE	3
FSC 310	IMPRESSION EVIDENCE LAB ANALYS	3
FSC 320	PATTERNED EVIDENCE LAB ANALYSI	3
FSC 430	FORENSIC ANTHROPOLOGY W/ LAB	3
Total Credits Required:		24

Health and Physical Education

Faculty: 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 Outcomes

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

- 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.
- Examine a variety of movement strategies and formulate fitness programs to become skillful, lifelong movers and improve overall wellness.
- 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.
- Evaluate and interpret the overall effectiveness of K-12 health enhancement, intramural, extramural, and community wellness programs.

Degree Requirements

- Bachelor Degree Requirements

Health and Physical Education Major (B.A.)

Required Courses

Code	Title	Credits
BIO 103	STRUCT & FUNC OF HUMAN BODY	4
EDU 200	INTRODUCTION TO EDUCATION	3
EDU 244	INSTRUCTIONAL TECHNOLOGY	2
EDU 260	MULTICULTURAL AND AMERICAN INDIAN EDUCATION	3
EDU 290	EDUCATIONAL PSYCHOLOGY	3
EDU 315	CURRICULUM DESIGN AND ASSESSMENT OF LEARNING	2
EDU 320	EXCEPTIONALITIES	3
EDU 325	CLASSROOM COMMUNITIES AND MANAGEMENT	2
EDU 338	TEACHING READING: CONTENT AREA	2
EDU 462	FIELD EXPERIENCE ELEMENTARY	2
EDU 472	FIELD EXPERIENCE MIDDLE SCHL	2
EDU 489	STUDENT TEACHING SEMINAR	2
EDU 490	STUDENT TEACHING	10
HPE 188	PERSONAL HEALTH	3
HPE 215	PE, REC, FITNESS & SPT MGMT	3
HPE 230	ADAPTED PHYSICAL EDUCATION	2
HPE 300	STRATS IN HEALTH ENHANCEMENT	3
HPE 305	HEALTH CURRICULUM PLANNING	1
HPE 312	MTHD IN PHYS EDUC AND SPORT	3
HPE 315	KINESIOLOGY & BIOMECHANICS	3
HPE 330	ASSESSMENT AND TESTING	2
HPE 485	PHYSIOLOGY OF EXERCISE	3
EXS 201	SAFETY, FIRST AID, & CPR	2
EXS 202	RACQUET AND INDIVIDUAL SPORTS	2

Code	Title	Credits
or EXS 203	TEAM SPORTS	
	Sports Science/Social Science Elective:	3
	Sports Management/Coaching Electives:	4
Total Credits Required:		74

Sports Science/Social Science Electives

Code	Title	Credits
EXS 110	INTRO TO EXERCISE SCIENCE	3
EXS 233	SOCIOLOGY OF SPORT	3
EXS 260	SPORTS PSYCHOLOGY	3
EXS 275	EXERCISE AND SPORTS NUTRITION	3
EXS 340	ETHICS, LAW & HLTH/FTNS PROFSN	3
HPE 405	PREV & CARE-ATH INJURIES	3

Sports Management/Coaching Electives

Code	Title	Credits
EXS 223	YOUTH SPORTS	3
EXS 281-290	Coaching	1
EXS 315	EVENT AND FACILITY MANAGEMENT	3
EXS 333	Sport Marketing, Media, and Public Relations	3
EXS 350	COACHING CERTIFICATION	2
EXS 412	EXERCISE PRESCRIPTION II	3
HPE 252	MOA OFFICIATING CERT COURSE	1

Healthcare Administration

Faculty: Mary Amick, Ed.D.

The Bachelor of Science in Healthcare Administration Program is designed as introductory preparation for management and leadership. Program content focuses on providing an essential overview of the healthcare system with emphasis on the functions of a manager (planning, organizing, leading and controlling resources). The leadership components reinforce ethical approaches in healthcare with emphasis on underserved and vulnerable populations.

Program Structure

- Content delivery: 8-week online courses for working healthcare professionals with short breaks between courses.
- Length of semesters: Two 8-week terms and a brief break within each semester.
- Approximate time to complete the rotation of courses within the major (5 semesters)
- Time to complete all coursework in the 120 credit hour Bachelor degree depends on semester course loads and courses transferred in or needed to meet core, general education, and pre-requisite requirements. Students transferring in with bachelor's, associate's, certificate, military credits or high school dual credits must submit all transcripts for evaluation.

Healthcare Administration Program Outcomes

Graduates of the program will demonstrate the following program learning outcomes:

- Apply a broad understanding of the healthcare system across the continuum from delivery of care to individuals to population health initiatives.
- Demonstrate professionalism, and effective use of oral and written communication.
- Attain competencies and skills needed in healthcare leadership.
- Integrate ethical, financial, legal, regulatory, strategic planning, marketing and quality improvement perspectives in healthcare management decision making.

Degree Requirements

- Associate Degree Requirements
- Bachelor Degree Requirements

Healthcare Administration Major (B.S.)

Code	Title	Credits
HCA 120	INTRO TO US HEALTHCARE SYSTEM	3
HCA 130	ORG BEHAVIOR IN HEALTHCARE	3
HCA 140	HEALTHCARE MANAGEMENT	3
HCA 160	HUMAN RESOURCE MANAGEMENT IN HEALTHCARE	3
HCA 200	INFORMATICS IN HEALTHCARE	3
HCA 220	INTRODUCTION TO HEALTHCARE FINANCIAL MANAGEMENT	3
HCA 250	LEADERSHIP IN HEALTHCARE	3
HCA 260	COMMUNICATION IN HEALTHCARE	3
HCA 270	PROFESSIONALISM, ETHICS, AND VALUES IN HEALTHCARE	3
HCA 300	POPULATION HEALTH FOR HEALTHCARE MANAGERS	3
HCA 320	INTRODUCTION TO HEALTHCARE MARKETING	3
HCA 330	QUALITY MANAGEMENT IN HEALTHCARE	3
HCA 340	HEALTH POLICY AND ECONOMICS	3
HCA 494	CAPSTONE	3
Electives (required):		
PSY 220	SOCIOCLTRL & INTERNTL AWRENESS	3
SCS 312	SOC RSRCH MTHDS & APPLIED STAT	4
SOC 366	POVERTY AND INEQUALITY	3
Total Credits Required:		52

Healthcare Administration Major (A.S.)

Code	Title	Credits
HCA 120	INTRO TO US HEALTHCARE SYSTEM	3
HCA 140	HEALTHCARE MANAGEMENT	3
HCA 160	HUMAN RESOURCE MANAGEMENT IN HEALTHCARE	3
HCA 180	LEGAL ISSUES IN HEALTHCARE	3
HCA 200	INFORMATICS IN HEALTHCARE	3
HCA 220	INTRODUCTION TO HEALTHCARE FINANCIAL MANAGEMENT	3
HCA 260	COMMUNICATION IN HEALTHCARE	3
Total Credits Required:		21

Healthcare Administration Major (B.S.)

Plan Template: Healthcare Administration

Description: Bachelor of Science

of Terms: 5

Term Start: Fall

Year 1		
Fall		
HCA 120	INTRO TO US HEALTHCARE SYSTEM	3
HCA 130	ORG BEHAVIOR IN HEALTHCAR	3
HCA 140	HEALTHCARE MANAGEMENT	3
HCA 150	LEADERSHIP IN HEALTHCAR	3
		Credits 12
Spring		
HCA 160	HUMAN RESOURCE MANAGEME IN HEALTHCAR	3
HCA 170	PROFESSIONALISM, ETHICS, AND VALUES IN HEALTHCARE	3
HCA 180	LEGAL ISSUES IN HEALTHCAR	3
HCA 200	INFORMATICS IN HEALTHCARE	3
		Credits 12
Summer		
HCA 220	INTRODUCTION TO HEALTHCARE FINANCIAL MANAGEMENT	3
HCA 240	HEALTH POLICY AND ECONOMICS	3
HCA 260	COMMUNICATION IN HEALTHCARE	3
SOC 366	POVERTY AND INEQUALITY	3
		Credits 12
Year 2		
Fall		
PSY 220	SOCIOCLTRL & INTERNTL AWRENESS	3
HCA 300	POPULATION HEALTH FOR HEALTHCARE MANAGERS	3

HCA 320	INTRODUCTI TO HEALTHCAR MARKETING	3
HCA 330	QUALITY MANAGEMENT IN HEALTHCARE	3
Credits		12
Spring		
SCS 312	SOC RSRCH MTHDS & APPLIED STAT	4
HCA 494	CAPSTONE	3
Credits		7
Total Credits Required:		55

*Plan templates are based on the most current catalog and ideal route for degree completion, and should only be used to get an idea of what degree completion may look like. New and enrolled students should log into DegreeWorks to see their specific degree requirements.

Legal & Paralegal Studies

Faculty:

Deborah Kottel, J.D.

Edward Lucas, J.D.

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

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

UP Legal and Paralegal Studies students have had great success upon graduating as high performing paralegals, have a strong foundation for law school if they desire to be an attorney, and have excelled in the corporate, governmental and non-profit arenas. Law firms offer the majority of placement opportunities; however, many graduates choose to join corporations, legal aid organizations, banks, insurance companies, or government. Graduate school opportunities, including law school, are available for paralegal studies graduates with bachelor degrees. A paralegal is a non-lawyer who assists attorneys in their professional duties. Paralegals always work under the supervision of an attorney. Paralegals cannot practice law or provide legal services directly to the public, except as permitted by law.

It is the policy of the Paralegal Studies program to accept legal specialty transfer credits from accredited institutions with ABA approved programs at the time the credit is earned provided the student completes the following procedure. First, the student must meet with the Paralegal Studies Program Director. The student must provide either a catalog description or a course syllabus and be able to discuss goals and

objectives completed during the course. If the program director determines that the course is sufficiently similar to one in the program, and if the student has received a "C" or better in that course, then the program director notifies the Registrar that the course is accepted in transfer as a substitute for a legal specialty course. Signed articulation agreements with ABA 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.

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

UP Army Paralegal Program and UP Air Force Paralegal Program

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

Pre-Law Program

The Pre-Law Program is not a major. Rather, the Pre-Law program offers individualized academic advising to assist students interested in pursuing a law degree (Juris Doctor). No particular course of study serves as a prerequisite for admission to law school. Present-day law students have undergraduate degrees in history, English, business, science, paralegal studies and a host of other disciplines. However, potential law students will benefit from the mentorship of a pre-law program advisor. The Pre-Law program places emphasis on the development of scholarly skills and insights rather than the mastery of a prescribed subject. Each Pre-Law student will be assigned a Pre-Law advisor in addition to an advisor in their major. The pre-law advisor assists students in evaluating their interest in law and helps them make proper preparations to be advantageously positioned to enter the law school of their choice.

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

Goals of the Pre-Law Program

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

1. Communications Skills

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

2. Social Understanding

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

3. Critical Thinking

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

Law and Justice Club

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

Legal and Paralegal Program Outcomes

- 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.
- 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.
- 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
- 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.
- 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.

- 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.

Degree Requirements

- Associate Degree Requirements
- Bachelor Degree Requirements

Legal and Paralegal Studies Major (B.S.)

Code	Title	Credits
Required Courses		
BUS 335	COMMERCIAL LAW II	3
PLG 101	INTRODUCTION TO LAW *	3
PLG 203	INTRODUCTION TO 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 Specialty Elective Courses:		6
PLG 373	DOMESTIC AND FAMILY LAW	
PLG 375	PROPERTY LAW	
PLG 376	ESTATE LAW	
PLG 420	DEBTOR-CREDITOR LAW	
PLG 493	LEGAL RESEARCH INSTITUTE	
Other Approved Electives:		6
Any Specialty Electives (Listed above)		
BUS 220	COMMERCIAL LAW I	
CRJ 231	CRIMINAL LAW	
CRJ 251	CRIMINAL EVIDENCE & PROCEDURE	
PLG 325	PERSONAL INJURY LAW	
PLG 336	ENVIRONMENTAL LAW	
PLG 364	BUSINESS ORGANIZATIONS	
PLG 403	NEGOTIATION & MEDIATION	
PLG 461	EVIDENCE AND REMEDIES	
PLG 370	CONSTITUTIONAL LAW	
Other courses as approved by Program Director		
Total Credits Required:		34

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

Paralegal Studies Associate Degree (A.S.)

Code	Title	Credits
Required Courses		
BUS 220	COMMERCIAL LAW I	3
PLG 101	INTRODUCTION TO LAW *	3
PLG 203	INTRODUCTION TO LEGAL ANALYSIS *	3
PLG 305	LEGAL RESEARCH AND WRITING *	4
PLG 333	LITIGATION AND TRIAL PRACTICE	3

Code	Title	Credits
PLG 397	FIELD EXP IN LEGAL ASSISTANCE	3
PLG 430	LEGAL AND PARALEGAL CAPSTONE	3
Two of the following courses:		6
PLG 373	DOMESTIC AND FAMILY LAW	
PLG 375	PROPERTY LAW	
PLG 376	ESTATE LAW	
PLG 420	DEBTOR-CREDITOR LAW	
PLG 493	LEGAL RESEARCH INSTITUTE	
BUS 335	COMMERCIAL LAW II	
Total Credits Required:		28

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

Legal and Paralegal Studies Major (B.S.)

Plan Template: Legal and Paralegal Studies

Description: Bachelor of Science

of Terms: 8

Term Start: Fall

Year 1		
Fall		Credits
COD 100	CORPS OF DISCOVERY	3
PLG 101	INTRODUCTI TO LAW	3
PHL 101 or TRL 201	WHAT DOES IT MEAN TO BE HUMAN or INTRODUCTION TO THEOLOGY	3
Select one of the following options:		3
Option 1:		
ENG 117	WRITING ESSAYS	
Option 2:		
Select one of the following:		
MTH 108	ELEMENTARY STATISTICS	
MTH 110	PRECALCUL I	
MTH 241	CALCULUS I	
Select one of the following options:		1
Option 1:		
CPS 140	ESSENTIALS OF SPREADSHE	
CPS 141	ESSENTIALS OF WORD PROCESSING	
CPS 142	ESSENTIALS OF PRESENTAT	
Option 2:		
CPS 215	INFORMATI LITERACY	
		Credits 13

Spring		
PLG 203	INTRODUCTI TO LEGAL ANALYSIS	3
PHL 101 or TRL 201	WHAT DOES IT MEAN TO BE HUMAN or INTRODUCTION TO THEOLOGY	3
Select one of the following options:		3
Option 1:		
ENG 117	WRITING ESSAYS	
Option 2:		
MTH 108	ELEMENTAR STATISTICS	
MTH 110	PRECALCULUS I	
MTH 241	CALCULUS I	
Select one of the following options:		1
Option 1:		
CPS 140	ESSENTIALS OF SPREADSHEETS	
CPS 141	ESSENTIALS OF WORD PROCESSING	
CPS 142	ESSENTIALS OF PRESENTATIONS	
Option 2:		
CPS 215	INFORMATION LITERACY	
Select one of the following options:		3
Option 1:		
ENG 215	INTRO TO LITERARY STUDIES	
Option 2:		
HST 102	GLOBAL HISTORY II	
HST 203	UNITED STATES HISTORY I	
HST 204	UNITED STATES HISTORY II	
		Credits 13
Year 2		
Fall		
PLG 305	LEGAL RESEARCH AND WRITING	4
Select one of the following options:		3
Option 1:		
ENG 215	INTRO TO LITERARY STUDIES	
Option 2:		
HST 102	GLOBAL HISTORY II	

HST 203	UNITED STATES HISTORY I	
HST 204	UNITED STATES HISTORY II	
Major Elective		3
General Elective		3
General Elective		3
Credits		16
Spring		
PLG 333	LITIGATION AND TRIAL PRACTICE	3
FA	Fine Arts	3
ENG 300-319	Upper Division English or WAC	3
General Elective		3
General Elective		3
Credits		15

Year 3**Fall**

ILC 330 or ILC 350	WHAT IS TRUTH or WHAT IS THE COMMON GOOD	4
Major Elective		3
General Elective		3
General Elective		3
General Elective		3
Credits		16

Spring

ILC 330 or ILC 350	WHAT IS TRUTH or WHAT IS THE COMMON GOOD	4
BUS 335	COMMERCIAL LAW II	3
Major Elective		3
General Elective		3
General Elective		3
Credits		16

Year 4**Fall**

PLG 430 or PLG 397	LEGAL AND PARALEGAL CAPSTONE or FIELD EXP IN LEGAL ASSISTANCE	3
PHL 301 or TRL 301	ETHICS or THE CHRISTIAN LIFE	3
Major Elective		3
General Elective		3

General Elective		3
Credits		15
Spring		
PLG 430 or PLG 397	LEGAL AND PARALEGAL CAPSTONE or FIELD EXP IN LEGAL ASSISTANCE	3
PHL 301 or TRL 301	ETHICS or THE CHRISTIAN LIFE	3
ES	Experimental Science	4
Major Elective		3
General Elective		3
Credits		16
Total Credits Required:		120

*Plan templates are based on the most current catalog and ideal route for degree completion, and should only be used to get an idea of what degree completion may look like. New and enrolled students should log into DegreeWorks to see their specific degree requirements.

Legal and Paralegal Studies Major (A.S.)

Plan Template: Legal and Paralegal Studies

Description: Associate of Science

of Terms: 8

Term Start: Fall

Year 1**Fall**

COD 100	CORPS OF DISCOVERY	3
PLG 101	INTRODUCTION TO LAW	3
PHL 101 or TRL 201	WHAT DOES IT MEAN TO BE HUMAN or INTRODUCTION TO THEOLOGY	3
ES	Experimental Science	4
Select one of the following options:		3

Option 1:

ENG 117

WRITING
ESSAYS**Option 2:**

Select one of the following:

MTH 108

ELEMENTARY
STATISTICS

MTH 110

PRECALCULUS
I

MTH 241

CALCULUS
I

Select one of the following options:

Option 1:

1

CPS 140	ESSENTIALS OF SPREADSHEETS	
CPS 141	ESSENTIALS OF WORD PROCESSING	
CPS 142	ESSENTIALS OF PRESENTATIONS	
Option 2:		
CPS 215	INFORMATION LITERACY	
Credits		17
Spring		
PLG 203	INTRODUCTION TO LEGAL ANALYSIS	3
PHL 101 or TRL 201	WHAT DOES IT MEAN TO BE HUMAN or INTRODUCTION TO THEOLOGY	3
Select one of the following options:		3
Option 1:		
ENG 117	WRITING ESSAYS	
Option 2:		
MTH 108	ELEMENTARY STATISTICS	
MTH 110	PRECALCULUS I	
MTH 241	CALCULUS I	
Select one of the following options:		1
Option 1:		
CPS 140	ESSENTIALS OF SPREADSHEETS	
CPS 141	ESSENTIALS OF WORD PROCESSING	
CPS 142	ESSENTIALS OF PRESENTATIONS	
Option 2:		
CPS 215	INFORMATION LITERACY	
Select one of the following options:		3
Option 1:		
ENG 215	INTRODUCTION TO LITERARY STUDIES	
Option 2:		
HST 102	GLOBAL HISTORY II	
HST 203	UNITED STATES HISTORY I	
HST 204	UNITED STATES HISTORY II	
Credits		13

Year 2		
Fall		
PLG 305	LEGAL RESEARCH AND WRITING	4
BUS 220	COMMERCIAL LAW I	3
PLG 397	FIELD EXPERIENCE IN LEGAL ASSISTANCE	3
Select one of the following options:		3
Option 1:		
ENG 215	INTRODUCTION TO LITERARY STUDIES	
Option 2:		
HST 102	GLOBAL HISTORY II	
HST 203	UNITED STATES HISTORY I	
Paralegal Elective		3
HST 204	UNITED STATES HISTORY II	
Credits		16
Spring		
PLG 333	LITIGATION AND TRIAL PRACTICE	3
PLG 430	LEGAL AND PARALEGAL CAPSTONE	3
FA	Fine Arts	3
Paralegal Elective		3
General Elective		3
Credits		15
Total Credits Required:		61

*Plan templates are based on the most current catalog and ideal route for degree completion, and should only be used to get an idea of what degree completion may look like. New and enrolled students should log into DegreeWorks to see their specific degree requirements.

Medical Assistant

Program Director: Hayley Chang

The Medical Assistant (MA) Certificate Program is grounded in the academic-industry partnership between the University of Providence (UProvidence) and Providence Health System (Providence). 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 Providence Health System states. The curriculum is written according to the Medical Assistant Education Review Board (MAERB) Core Curriculum National Standard guidelines. Graduates from the program will meet all eligibility requirements for the National HealthCareer Association (NHA) Certified Clinical Medical Assistant (CCMA) exam so that they can be nationally certified as an MA, a requirement in many states for employment.

The MA Program is currently available in Washington, Oregon, Montana, and California. Each student must complete a total of 160 unpaid clinical hours in the practice setting within a Providence Health System or partner facility.

Students complete one 8-week course at a time, including online using the Moodle Learning Management System (LMS) with 2-3 in-person skills lab sessions per course (80% online, 20% in-person in the clinical skills lab training environment). Clinical skills lab training sessions are held on 2-3 Saturdays or Sundays per course. Skills Lab Schedules are provided before the start of each cohort and can be found on the university's website under Medical Assistant Certificate Program Overview.

Medical Assistant Skill Lab locations:

- Oregon Skill Lab Site: Providence Progress Ridge Clinic – 12345 SW Horizon Blvd. Suite 57-A, Beaverton, OR 97007
- Washington Skill Lab Site: Swedish Issaquah Campus – 751 NE Blakely Drive, Issaquah, WA 98029
- Montana Skill Lab Site: Benefis Medical Office Building #4 - 1401 25th St S, Great Falls, MT 59405
- California Skill Lab Site: Providence Facey Medical Group – 9111 Corbin Ave, Northridge, CA 91324

Program Themes

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

Intended Learning Outcomes

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

Medical Assistant Certificate

Code	Title	Credits
XMA 101	ANATOMY, PHYSIOLOGY, & NUTRITION	3
XMA 102	ANATOMY, PHYSIOLOGY, & PHARMACOLOGY	3
XMA 120	HEALTHCARE ETHICS, LEGAL ISSUES & INFECTION PREVENTION PHARMACOLOGY	3
XMA 160	ADMINISTRATIVE PRAC & FINANCE	3
XMA 195	INTERNSHIP & CAREER PREP	4
Total Credits Required:		16

Medical Assistant Certificate

Plan Template: Medical Assistant

Description: Certificate

of Terms: 3

Term Start: Fall or Spring

Year 1		
Semester I		Credits
XMA 101	ANATOMY, PHYSIOLOGY, & NUTRITION	3
XMA 102	ANATOMY, PHYSIOLOGY, & PHARMACOLOGY	3
Credits		6
Semester II		
XMA 120	HEALTHCARE ETHICS, LEGAL ISSUES & INFECTION PREVENTION PHARMACOLOGY	3
XMA 160	ADMINISTRATIVE PRAC & FINANCE	3
Credits		6
Semester III		
XMA 195	INTERNSHIP & CAREER PREP	4
Credits		4
Total Credits Required:		16

*Plan templates are based on the most current catalog and ideal route for degree completion, and should only be used to get an idea of what degree completion may look like. New and enrolled students should log into DegreeWorks to see their specific degree requirements.

Nursing, Pre-Licensure Tracks

This program 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.

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.

Accelerated Bachelor of Science in Nursing

Faculty Program Director: Susan McCoy, M.S.

This program is specifically referenced as an Accelerated or Second Degree BSN Program, designed for students who already have an undergraduate baccalaureate degree in a major other than nursing.

Traditional Bachelor of Science in Nursing

Faculty Program Director: Kimberly Maynard, M.S.N, B.S.N, P.N., M.B.A

This program is specifically referenced as an Traditional BSN Program, designed for students who are seeking a traditional college experience while earning their bachelor of science in nursing.

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.

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

Degree Requirements

- Bachelor Degree Requirements

Nursing Major, Accelerated Nursing Track (B.S.)

Code	Title	Credits
NRS 313	NURSING PRACTICE FUNDAMENTALS	4
NRS 370	INTRODUCTION TO PROFESSIONAL NURSING	1
NRS 372	NURSING CONCEPTS I	4
NRS 374	NURSING CONCEPTS II	3
NRS 376	PATHOPHYSIOLOGY AND PHARMACOLOGY CONCEPTS I	3
NRS 378	PATHOPHYSIOLOGY AND PHARMACOLOGY CONCEPTS II	3
NRS 410	EVIDENCE-BASED NURSING PRACTICE	3
NRS 412	NURSING ETHICS AND SPIRITUALITY	3
NRS 414	POPULATION HEALTH	3
NRS 417	PERSPECTIVES IN GLOBAL HEALTHCARE	2
NRS 421	NURSING LEADERSHIP	4
NRS 422	QUALITY & SAFETY IN NURSING LEADERSHIP	2

Code	Title	Credits
NRS 425	HEALTH PROMOTION IN NURSING	3
NRS 430	CLINICAL CONCEPTS I	3
NRS 440	CLINICAL CONCEPTS II	3
NRS 450	TRANSITION TO NURSING PRACTICE	6
NRS 474	NURSING CONCEPTS III	3
NRS 495	SENIOR SEMINAR	1
Total Credits Required:		54

Nursing Major, Traditional Nursing Track (B.S.)

Code	Title	Credits
NRS 313	NURSING PRACTICE FUNDAMENTALS	4
NRS 370	INTRODUCTION TO PROFESSIONAL NURSING	1
NRS 372	NURSING CONCEPTS I	4
NRS 374	NURSING CONCEPTS II	3
NRS 376	PATHOPHYSIOLOGY AND PHARMACOLOGY CONCEPTS I	3
NRS 378	PATHOPHYSIOLOGY AND PHARMACOLOGY CONCEPTS II	3
NRS 410	EVIDENCE-BASED NURSING PRACTICE	3
NRS 412	NURSING ETHICS AND SPIRITUALITY	3
NRS 414	POPULATION HEALTH	3
NRS 417	PERSPECTIVES IN GLOBAL HEALTHCARE	2
NRS 421	NURSING LEADERSHIP	4
NRS 422	QUALITY & SAFETY IN NURSING LEADERSHIP	2
NRS 425	HEALTH PROMOTION IN NURSING	3
NRS 430	CLINICAL CONCEPTS I	3
NRS 440	CLINICAL CONCEPTS II	3
NRS 450	TRANSITION TO NURSING PRACTICE	6
NRS 474	NURSING CONCEPTS III	3
NRS 495	SENIOR SEMINAR	1
Total Credits Required:		54

Nursing Major, Accelerated Nursing Track (B.S.)

Spring Start

Plan Template: Pre-Licensure Nursing - Accelerated

Description: Bachelor of Science

of Terms: 3

Term Start: Spring

Year 1		Credits
Spring		
NRS 313	NURSING PRACTICE FUNDAMENTALS	4
NRS 370	INTRODUCTION TO PROFESSIONAL NURSING	1
NRS 372	NURSING CONCEPTS I	4

NRS 376	PATHOPHYS AND PHARMACO CONCEPTS I	3
NRS 410	EVIDENCE-BASED NURSING PRACTICE	3
NRS 412	NURSING ETHICS AND SPIRITUALITY	3
Credits		18
Summer		
NRS 374	NURSING CONCEPTS II	3
NRS 378	PATHOPHYSIOLOGY AND PHARMACOLOGY CONCEPTS II	3
NRS 414	POPULATION HEALTH	3
NRS 421	NURSING LEADERSHIP	4
NRS 422	QUALITY & SAFETY IN NURSING LEADERSHIP	2
NRS 430	CLINICAL CONCEPTS I	3
Credits		18
Year 2		
Fall		
NRS 417	PERSPECTIVES IN GLOBAL HEALTHCARE	2
NRS 425	HEALTH PROMOTION IN NURSING	3
NRS 440	CLINICAL CONCEPTS II	3
NRS 450	TRANSITION TO NURSING PRACTICE	6
NRS 474	NURSING CONCEPTS III	3
NRS 495	SENIOR SEMINAR	1
Credits		18
Total Credits Required:		54

Term Start: Fall

Year 1		
Fall		
COD 100	CORPS OF DISCOVERY	3
CHM 101	ESSENTIALS OF INORGANIC CHEM **	4
ENG 117	WRITING ESSAYS	3
Fine Arts or History Array		3
TRL 201	INTRODUCTION TO THEOLOGY	3
Credits		16
Spring		
PHL 101	WHAT DOES IT MEAN TO BE HUMAN	3
ENG 215	INTRO TO LITERARY STUDIES	3
BIO 251 Pre-requisite		4
Fine Arts or History Array		3
MTH 108	ELEMENTARY STATISTICS **	3
CPS 215	INFORMATION LITERACY	1
Choose one of the following:		1
CPS 140	ESSENTIALS OF SPREADSHEETS	
CPS 141	ESSENTIALS OF WORD PROCESSING	
CPS 142	ESSENTIALS OF PRESENTATIONS	
Credits		18
Year 2		
Fall		
BIO 251	HUMAN ANATOMY & PHYSIOLOGY I **	4
BIO 251L	HUMAN ANAT/PHYS I LAB **	0
NRS 370	INTRODUCTION TO PROFESSIONAL NURSING	1
PSY 212	DEVELOPMENTAL PSYCHOLOGY	3
ILC 330	WHAT IS TRUTH	4
TRL 301	THE CHRISTIAN LIFE	3
Credits		15

Nursing Major, Traditional Nursing Track (B.S.)

Fall Start

Plan Template: Pre-Licensure Nursing - Traditional

Description: Bachelor of Science

of Terms: 8

Spring			NRS 417	PERSPECTIVES IN GLOBAL HEALTHCARE	2
BIO 252	HUMAN ANATOMY & PHYSIOLOGY II **	4	NRS 421	NURSING LEADERSHIP	4
BIO 252L	HUMAN ANATOMY & PHYS II LAB **	0	NRS 422	QUALITY & SAFETY IN NURSING LEADERSHIP	2
ILC 350	WHAT IS THE COMMON GOOD	4	NRS 440	CLINICAL CONCEPTS II	3
BIO 208	MICROBIOLOGY FOR HL SCI W/ LAB **	4	Credits		14
BIO 271	BASIC AND CLINICAL NUTRITION **	3	Spring		
PHL 301	ETHICS	3	NRS 450	TRANSITION TO NURSING PRACTICE	6
Credits		18	NRS 474	NURSING CONCEPTS III	3
Year 3			NRS 495	SENIOR SEMINAR	1
Fall			Credits		10
NRS 313	NURSING PRACTICE FUNDAMENTALS	4	Total Credits Required:		123
NRS 376	PATHOPHYSIOLOGY AND PHARMACOLOGY CONCEPTS I	3	** Indicates Program Pre-requisite		
NRS 412	NURSING ETHICS AND SPIRITUALITY	3	*Plan templates are based on the most current catalog and ideal route for degree completion, and should only be used to get an idea of what degree completion may look like. New and enrolled students should log into DegreeWorks to see their specific degree requirements.		
ENG 300-319	Upper Division English or WAC	3	Nursing, RN- BSN Degree Completion Track		
NRS 425	HEALTH PROMOTION IN NURSING	3	Faculty Lead: Shelly Granger, M.S.		
Credits		16	The B.S. in Nursing degree-completion program is offered for the licensed, practicing Registered Nurse. The program is delivered through a combination of distance technologies. Nurses are expected to progress through the program in a cohort-based model with required nursing courses being offered on a single day per week.		
Spring			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.		
NRS 372	NURSING CONCEPTS I	4	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.		
NRS 378	PATHOPHYSIOLOGY AND PHARMACOLOGY CONCEPTS II	3	Program Mission		
NRS 410	EVIDENCE-BASED NURSING PRACTICE	3	A graduate of the program will be a leader in healthcare. Graduates will be excellent communicators, clinicians and leaders of change. A graduate		
NRS 414	POPULATION HEALTH	3			
NRS 430	CLINICAL CONCEPTS I	3			
Credits		16			
Year 4					
Fall					
NRS 374	NURSING CONCEPTS II	3			

is a life-long learner and will enhance the nursing profession by providing nursing evidence-based practice that is population centered, as well as grounded in spiritual, ethical and compassionate care.

Program Themes

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

Program Learning Outcomes

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

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

Degree Requirements

- Bachelor Degree Requirements

Nursing RN-BSN Major (B.S.)

Code	Title	Credits
NRS 301	RESEARCH METHODS & STATISTICS	3
NRS 402	EVIDENCE-BASED PRACTICE	3
NRS 403	ETHICAL DEC-MAKING & SPIRITUAL	3

Code	Title	Credits
NRS 405	PATHOPHYS & PHARMOCOL CNCPTS	3
NRS 407	PUBLIC HTH: NUR CARE OF POPLTNS	3
NRS 408	HLTH PROM & DISEASE IN COMMNTY	3
NRS 418	GLOBAL PERSPECTVES IN HLTHCARE	3
NRS 419	ORG LEADRSHP IN QUALTY & SAFTY	3
NRS 420	ADV ISSUES IN NURSING LDRSHIP	3
NRS 494	SENIOR SEMINAR	3
Total Credits Required:		30

Nursing RN-BSN Major (B.S.)

Plan Template: RN to BSN Nursing

Description: Bachelor of Science

of Terms: 3

Term Start: Fall and Spring

Year 1		Credits
Semester I		
1st 8 Week Session		
NRS 405	PATHOPHYS & PHARMOCO CNCPTS	3
NRS 301	RESEARCH METHODS & STATISTICS	3
2nd 8 Week Session		
NRS 402	EVIDENCE-BASED PRACTICE	3
NRS 407	PUBLIC HTH: NUR CARE OF POPLTNS	3
Credits		12
Semester II		
1st 8 Week Session		
NRS 408	HLTH PROM & DISEASE IN COMMNTY	3
NRS 419	ORG LEADRSHP IN QUALTY & SAFTY	3
2nd 8 Week Session		
NRS 403	ETHICAL DEC-MAKING & SPIRITUAL	3
PHL 101	WHAT DOES IT MEAN TO BE HUMAN	3
Credits		12
Semester III		
1st 8 Week Session		
NRS 418	GLOBAL PERSPECTIVE IN HLTHCARE	3

NRS 420	ADV ISSUES IN NURSING LDRSHIP	3
2nd 8 Week Session		
NRS 494	SENIOR SEMINAR	3
TRL 201	INTRODUCTI TO THEOLOGY	3
Credits		12
Total Credits Required:		36

*Plan templates are based on the most current catalog and ideal route for degree completion, and should only be used to get an idea of what degree completion may look like. New and enrolled students should log into DegreeWorks to see their specific degree requirements.

Pharmacy Technician

The Pharmacy Technician Certificate Program (PHM) is a one-and-a-half semester, 24-week, hybrid program consisting of online didactic course work combined with face-to-face weekend labs during the 1st 16 weeks, and precepted clinical rotations coinciding with certification exam prep during the last 8-week session. The PHM Certificate Program is an academic-industry partnership program between the University of Providence and Providence St. Joseph Health (PSJH). This accelerated 6-month program prepares students to deliver patient-centered care using safe, accountable, and ethical behaviors and skills within the Pharmacy Technician Scope of Practice.

Pharmacy Technician Certificate

Code	Title	Credits
XPHM 100	INTRODUCTION TO PHARMACY	3
XPHM 110	PHARMACY PRACTICE I	3
XPHM 120	PHARMACY PRACTICE II	3
XPHM 130	PHARMACY PRACTICE III	3
XPHM 140	PHARMACY TECH EXAM PREP	3
XPHM 195	PHARMACY INTERNSHIP	5
Total Credits Required:		20

Pharmacy Technician Certificate

Plan Template: Pharmacy Technician

Description: Certificate

of Terms: 2

Year 1		
Semester I		Credits
1st 8 Week Session		
XPHM 100	INTRODUCTI TO PHARMACY	3
XPHM 110	PHARMACY PRACTICE I	3
2nd 8 Week Session		
XPHM 120	PHARMACY PRACTICE II	3

XPHM 130	PHARMACY PRACTICE III	3
Credits		12
Semester II		
1st 8 Week Session		
XPHM 140	PHARMACY TECH EXAM PREP	3
XPHM 195	PHARMACY INTERNSHIP	5
Credits		8
Total Credits Required:		20

*Plan templates are based on the most current catalog and ideal route for degree completion, and should only be used to get an idea of what degree completion may look like. New and enrolled students should log into DegreeWorks to see their specific degree requirements.

Philosophy

Faculty:

Jonathan Nelson, Ph.D.

Matthew Pietropaoli, Ph.D.

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

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

Philosophy Minor Program Outcomes

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

professional contexts. ["Systematic"; Human Life"; Bachelor Outcome 3]

Philosophy Minor

Code	Title	Credits
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 Required:		21

Political Science

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 Outcomes

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

Political Science Minor

Code	Title	Credits
PLS 150	AMERICAN GOVERNMENT	3
PLS 250	STATE AND LOCAL GOVERNMENT	3
PLS 300	INTERNATIONAL RELATIONS	3

Code	Title	Credits
PLS 305	COMPARATIVE GOVERNMENT	3
Approved Electives		9-10
Total Credits Required:		21-22

Approved Electives

Code	Title	Credits
ECN 201	MACROECONOMICS	3
ECN 202	MICROECONOMICS	3
PLS 325	POLITICAL THEORY	3
PLG 370	CONSTITUTIONAL LAW	3
PLS 392	SPECIAL TOPICS IN GOVERNMENT	3
PLS 499	SENIOR PAPER	3
PLG 405	ADMINISTRATIVE LAW	3
PHL 235	PHILOSOPHY OF LAW	3
SCS 312	SOC RSRCH MTHDS & APPLIED STAT	4
SOC 354	MINORITIES	3

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 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 Outcomes 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.

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

Degree Requirements

- Bachelor Degree Requirements

Psychology Major (B.A.)

Code	Title	Credits
PSY 200	GENERAL PSYCHOLOGY	3
PSY 201	PERSONALITY THEORY	3
PSY 212	DEVELOPMENTAL PSYCHOLOGY	3
PSY 220	SOCIOCLTRL & INTERNTL AWRENESS	3
PSY 326	ETHICS IN HUMAN SERVICES	3
PSY 330	SOCIAL PSYCHOLOGY	3
PSY 352	ABNORMAL PSYCHOLOGY	3
PSY 355	PRINCIPLES OF LEARNING	3
or PSY 360	COGNITIVE SCIENCE	
PSY 422	EXPERIMENTAL PSYCHOLOGY	4
PSY 450	PHYSIOLOGICAL PSYCHOLOGY I	3
PSY 490	SENIOR PSYCH CAPSTONE SEMINAR	3
MTH 108	ELEMENTARY STATISTICS	3
SCS 312	SOC RSRCH MTHDS & APPLIED STAT	4
Specialized Concentration		11-13
Total Credits Required:		52-54

Specialized Concentrations

Generalist Concentration

Code	Title	Credits
Select One Course from Helping Skills Concentration		3
Select One Course from Human Services Concentration		3
Select One Course from Forensic Psychology Concentration		3
Select One Course from Phys. Psych Concentration		3-4
Total Credits Required:		12-13

Helping Skills Concentration

Code	Title	Credits
PSY 241	THEORIES OF HELPING ¹	3
PSY 340	HELPING SKILLS ¹	3
PSY 498	GROUP THEORIES AND PROCESS ¹	3
PSY 451	PHYSIOLOGICAL PSYCHOLOGY II	3
or PSY 495	INTERNSHIP	
Total Credits Required:		12

¹ Students completing a dual major in psychology and addictions counseling may use PSY 241 THEORIES OF HELPING, PSY 340 HELPING SKILLS, and PSY 498 GROUP THEORIES AND PROCESS toward the helping skills concentration in psychology

Social Services Concentration

Code	Title	Credits
PSY 394	CASEWORK METHODS & PRACTICES	3
SOC 201	SOCIOLOGY OF THE FAMILY	3
PSY 396	CHILD ABUSE AND NEGLECT	3
SOC 304	SOCIOLOGY OF DEVIANT BEHAVIOR	3
or CRJ 401	JUVENILE JUSTICE	
Total Credits Required:		12

Forensic Psychology Concentration

Code	Title	Credits
PSY 396	CHILD ABUSE AND NEGLECT	3
PSY 480	FORENSIC PSYCHOLOGY	3
SOC 304	SOCIOLOGY OF DEVIANT BEHAVIOR	3
CRJ 401	JUVENILE JUSTICE	3
or CRJ 446	VICTIMOLOGY	
Total Credits Required:		12

Physiological Psychology Concentration

Code	Title	Credits
BIO 151	GENERAL BIOLOGY I	4
BIO 152	GENERAL BIOLOGY II	4
PSY 451	PHYSIOLOGICAL PSYCHOLOGY II	3
Total Credits Required:		11

Sports Psychology Concentration

Code	Title	Credits
EXS 233	SOCIOLOGY OF SPORT	3
EXS 260	SPORTS PSYCHOLOGY	3
PSY 241	THEORIES OF HELPING	3

Code	Title	Credits
PSY 340	HELPING SKILLS	3
Total Credits Required:		12

Psychology Minor

Code	Title	Credits
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	3
or PSY 360	COGNITIVE SCIENCE	
Approved 300/400 level PSY elective		3
Total Credits Required:		24

Sports Management

Faculty: Tom Raunig, Ed.D

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

Sports Management Program Outcomes

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

- Apply content knowledge in sport management, sport management planning, and implementation methods and strategies through class projects;
- Demonstrate the ability to use professional development tools and exhibit professional disposition in the field of sports management through class simulations and practicum experiences;
- Differentiate diverse cultures impact sport on sport through case studies and discussion;
- Apply leadership and management skills through class projects and practicum experiences;
- Employ the ability to collaborate in the sport business setting through the planning and implementation of an event;

- Construct and foster personnel, clientele, community, donor, and business relationships in a variety of sport business settings through class projects and practicum experiences;
- Value assessment and critical thinking methods to promote ethical decision making and professional problem solving skills in a sport environment through class projects and exercise

Degree Requirements

- Bachelor Degree Requirements

Sports Management Major (B.S.)

Code	Title	Credits
ACC 201	PRIN OF FINANCIAL ACCOUNTING	3
BUS 220	COMMERCIAL LAW I	3
BUS 240	LEADERSHIP & MANAGEMENT	3
BUS 260	MARKETING	3
BUS 380	ENTREPRENEURSHIP	3
CPS 205	SPREADSHEETS	3
ECN 201	MACROECONOMICS	3
ECN 305	FINANCE & ECONOMICS OF SPORT	3
EXS 223	YOUTH SPORTS	3
EXS 233	SOCIOLOGY OF SPORT	3
EXS 260	SPORTS PSYCHOLOGY	3
EXS 315	EVENT AND FACILITY MANAGEMENT	3
EXS 333	Sport Marketing, Media, and Public Relations	3
EXS 340	ETHICS, LAW & HLTH/FTNS PROFSN	3
EXS 495	INTERNSHIP	1
HPE 215	PE, REC, FITNESS & SPT MGMT	3
Approved Electives for Major		12

ACC 202	PRIN OF MANAGERIAL ACCOUNTING
ACC 300	FINANCIAL STATEMENT ANALYSIS
ACC 372	INTERM FINANCIAL ACCOUNTING II
ACC 380	COST MANAGEMENT
ACC 425	ADV FINANCIAL ACCOUNTING I
ACC 481	ADVANCED COST MANAGEMENT
BIO 103	STRUCT & FUNC OF HUMAN BODY
BIO 151	GENERAL BIOLOGY I
BIO 152	GENERAL BIOLOGY II
BIO 221	CELL AND MOLECULAR BIOLOGY
BIO 251	HUMAN ANATOMY & PHYSIOLOGY I
BIO 252	HUMAN ANATOMY & PHYSIOLOGY II
BIO 271	BASIC AND CLINICAL NUTRITION
BUS 201	THE ART OF THINKING
BUS 245	ARGO ENTREPRENEURS
BUS 301	THE ART OF COMMUNICATION
BUS 335	COMMERCIAL LAW II
BUS 341	HUMAN RESOURCE MGMT
BUS 342	LABOR RELATIONS & EMPLOY LAW
BUS 400	FINANCIAL ANALYSIS
BUS 401	THE ART OF LEADERSHIP
BUS 496	COMMERCE INTEGRATION
CPS 210	NETWORKS & TELECOMMUNICATIONS
CPS 250	I.S. THRY, STRAT, ARCH, & PRAC

Code	Title	Credits
EXS 201	SAFETY, FIRST AID, & CPR	
EXS 202	RACQUET AND INDIVIDUAL SPORTS	
EXS 203	TEAM SPORTS	
EXS 275	EXERCISE AND SPORTS NUTRITION	
EXS 281	COACHING GOLF	
EXS 282	COACHING RACQUET SPORTS	
EXS 283	COACHING WEIGHT TRAINING	
EXS 284	COACHING TRACK/FIELD/XCOUNTRY	
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 305	EXERCISE PHYSIOLOGY	
EXS 310	FITNESS ASSESSMENT METHODS	
EXS 325	ADV STRENGTH & CONDITIONING	
EXS 411	EXERCISE PRESCRIPTION I	
EXS 412	EXERCISE PRESCRIPTION II	
HPE 210	HST, PHL, & SOC OF HPE & REC	
HPE 230	ADAPTED PHYSICAL EDUCATION	
HPE 252	MOA OFFICIATING CERT COURSE	
HPE 300	STRATS IN HEALTH ENHANCEMENT	
HPE 312	MTHD IN PHYS EDUC AND SPORT	
HPE 315	KINESIOLOGY & BIOMECHANICS	
HPE 330	ASSESSMENT AND TESTING	
HPE 405	PREV & CARE-ATH INJURIES	
HPE 485	PHYSIOLOGY OF EXERCISE	

Total Credits Required: 58

Sports Management Minor

Code	Title	Credits
ACC 201	PRIN OF FINANCIAL ACCOUNTING	3
BUS 220	COMMERCIAL LAW I	3
BUS 240	LEADERSHIP & MANAGEMENT	3
BUS 260	MARKETING	3
EXS 233	SOCIOLOGY OF SPORT	3
EXS 315	EVENT AND FACILITY MANAGEMENT	3
EXS 340	ETHICS, LAW & HLTH/FTNS PROFSN	3
HPE 215	PE, REC, FITNESS & SPT MGMT	3

Total Credits Required: 24

Sports Management Major (B.S.)

Plan Template: Sports Management 4 Year

Description: Bachelor of Arts

of Terms: 8

Term Start: Fall

Year 1

Fall	Credits
COD 100	CORPS OF DISCOVERY 3

ENG 117	WRITING ESSAYS	3
PHL 101	WHAT DOES IT MEAN TO BE HUMAN	3
EXS 202	RACQUET AND INDIVIDUAL SPORTS	2
HPE 215 or EXS 333	PE, REC, FITNESS & SPT MGMT or Sport Marketing, Media, and Public Relations	3
Select one of the following:		1
CPS 140	ESSENTIALS OF SPREADSHEETS	
CPS 141	ESSENTIALS OF WORD PROCESSING	
CPS 142	ESSENTIALS OF PRESENTATIONS	

Credits		15
Spring		
BUS 240	LEADERSHIP & MANAGEMENT	3
TRL 201	INTRODUCTION TO THEOLOGY	3
CPS 215	INFORMATION LITERACY	1
EXS 233 or EXS 260	SOCIOLOGY OF SPORT or SPORTS PSYCHO	3
MTH 106 or MTH 108	CONTEMPORARY MATHEMATICS or ELEMENTARY STATISTICS	3
EXS 201 or EXS 203	SAFETY, FIRST AID, & CPR or TEAM SPORTS	2

Credits 15

Year 2

Fall		
BUS 260	MARKETING	3
BUS 220	COMMERCIAL LAW I	3
HPE 215 or EXS 233	PE, REC, FITNESS & SPT MGMT or SOCIOLOGY OF SPORT	3

EXS 340 or EXS 333	ETHICS, LAW & HLTH/FTNS PROFSN or Sport Marketing, Media, and Public Relations	3	Spring BUS 380 or TRL 301	ENTREPRENEURSHIP 3 or THE CHRISTIAN LIFE		
FA	Fine Arts	3	EXS 315 or ECN 305	EVENT AND FACILITY MANAGEMENT or FINANCE & ECONOMY OF SPORT	3	
Credits		15	ENG 300-319	Upper Division English or WAC	3	
Spring			ILC 330 or ILC 350	WHAT IS TRUTH or WHAT IS THE COMMON GOOD	4	
ECN 201	MACROECONOMICS	3	Select one of the following:			2
BIO 103	STRUCTURE & FUNCTION OF HUMAN BODY	4	EXS 281	COACHING GOLF (:290)		
EXS 201 or EXS 203	SAFETY, FIRST AID, & CPR or TEAM SPORTS	2	HPE 252	MOA OFFICIATING CERT COURSE		
EXS 233 or EXS 260	SOCIOLOGY OF SPORT or SPORTS PSYCHOLOGY	3	Credits			15
Select one of the following:		3	Year 4			
HST 102	GLOBAL HISTORY II		Fall			
HST 203	UNITED STATES HISTORY I		PHL 301	ETHICS	3	
HST 204	UNITED STATES HISTORY II		EXS 495	INTERNSHIP	3	
Credits		15	General Elective		3	
Year 3			General Elective		3	
Fall			General Elective		3	
ACC 201	PRINCIPLES OF FINANCIAL ACCOUNTING	3	Credits			15
ENG 215	INTRODUCTION TO LITERARY STUDIES	3	Spring			
CPS 205	SPREADSHEETS	3	BUS 380 or TRL 301	ENTREPRENEURSHIP 3 or THE CHRISTIAN LIFE		
ILC 330 or ILC 350	WHAT IS TRUTH or WHAT IS THE COMMON GOOD	4	EXS 315 or ECN 305	EVENT AND FACILITY MANAGEMENT or FINANCE & ECONOMY OF SPORT	3	
EXS 340 or EXS 333	ETHICS, LAW & HLTH/FTNS PROFSN or Sport Marketing, Media, and Public Relations	3	General Elective		3	
Credits		16	General Elective		3	
			General Elective		3	
			Credits			15
			Total Credits Required:			121

*Plan templates are based on the most current catalog and ideal route for degree completion, and should only be used to get an idea of what

*Plan templates are based on the most current catalog and ideal route for degree completion, and should only be used to get an idea of what degree completion may look like. New and enrolled students should log into DegreeWorks to see their specific degree requirements.

Sports Psychology

Faculty:

Michelle Hill, M.S.

Ross De Forrest, Ph.D.

Robert Packer, Ph.D.

Some students in exercise science, psychology, and potentially other areas have an interest in working with athletes and with people who are engaging in physical activity or exercise of some kind, such as in the case of rehabilitation. To assist in their preparation and improve their work quality, we offer the sports psychology minor.

Program Outcomes for Sports Psychology Minor

Program objectives are related specifically to the acquisition of psychological knowledge. The psychology area's assessment plan makes provisions for assessing such acquisition within psychology courses.

- Describe psychological concepts and theories that can be applied to enhance athletic performance.
- Demonstrate knowledge about topics that affect all athletes such as anxiety, social context, past experiences, and more.

Sports Psychology Minor

Code	Title	Credits
EXS 233	SOCIOLOGY OF SPORT	3
EXS 260	SPORTS PSYCHOLOGY	3
PSY 200	GENERAL PSYCHOLOGY	3
PSY 212	DEVELOPMENTAL PSYCHOLOGY	3
PSY 241	THEORIES OF HELPING	3
PSY 330	SOCIAL PSYCHOLOGY	3
PSY 340	HELPING SKILLS	3
PSY 355	PRINCIPLES OF LEARNING	3
PSY 220	SOCIOCLTRL & INTERNTL AWRENESS	3
or SOC 354	MINORITIES	

Total Credits Required: 27

Theology and Ministry

Theology and Ministry at the University of Providence is the most explicit expression of the mission of the University to participate in the teaching mission of Jesus Christ. Courses and programs in Theology and Ministry express the Catholic and ecumenical heritage and values of the University. These programs of study enable students to:

1. Construct a critical, grounded understanding and appreciation of the roots and function of religion in life.
2. Demonstrate consistently the dignity of the human person and the interrelatedness of all creation
3. Identify and explain central Catholic and Christian doctrines and ethical principles.
4. Make sound moral decisions that contribute to a just world and the salvation of souls.

Theology and Ministry Minor Program Outcomes

Students who earn a minor in Theology and Ministry will:

- Demonstrate, orally and in writing, how theological discourse, as the interpretation and articulation of matters of faith and morals, incorporates and employs various sources – Scripture, human reason, and religious experience.
- Demonstrate, orally and in writing, the relevance of theological discourse (including Scriptural and philosophical components) through its mutually-informing relationship with other academic fields (history, sociology, philosophy, literature, language study) and spheres of societal life (politics, economics, personal, and family).
- Explain, orally and in writing, central Christian and Catholic Doctrines in terms of the historical contexts in which they were formulated, the details of their formulation (including Scriptural and philosophical components), and how they developed in history.
- Demonstrate, orally and in writing, how spirituality is the personal dimension of Christian faith. Read and analyze the works of those great figures in Christian history (including the theological sources for their works – Scriptures and spiritual traditions) who serve as guides to personal development.
- Demonstrate, orally and in writing, how the Christian faith incorporates a moral dimension and be able to explain both what sources the Church and Christian theologians utilize in formulating moral teachings (including Scriptural and philosophical components) and the authority the Church has to promulgate those teachings.

Theology and Ministry Minor

Code	Title	Credits
TRL 105	THE HUMAN PERSON	3
TRL 131	INTRO TO CHRISTIAN SPIRITUALTY	3
TRL 207	THE GOSPELS	3
TRL 305	CHURCH AND STATE	3
TRL 415	MARRIAGE AND FAMILY	3
Approved electives		6
Total Credits Required:		21

University Studies

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.

Degree Requirements

- Bachelor Degree Requirements

Course Descriptions

A

- Accounting (ACC)
- Addiction Counseling (ADC)
- Applied Hlth Informatics Cert (XAHl)
- Art (ART)

B

- Biology (BIO)
- Business (BUS)

C

- Cert./Addict. Counseling (XADC)
- Cert./Medical Assistant (XMA)
- Cert./Psych Addict. Conseling (XPSY)
- Chemistry (CHM)
- Communications (COM)
- Computer Science (CPS)
- Corps of Discovery (COD)
- Criminal Justice (CRJ)

D

- Drama (DRM)

E

- Economics (ECN)
- Education (EDU)
- English (ENG)
- Exercise Science (EXS)

F

- Forensic Science (FSC)

G

- General Elective (GEN)
- General Science (GSC)

H

- Health and Physical Education (HPE)
- Health Care Administration (HCA)
- History (HST)

I

- Integrated Learning Community (ILC)

L

- Leadership (LDR)

M

- Mathematics (MTH)
- Music (MUS)

N

- Nursing (NRS)

P

- Paralegal (PLG)
- Pharmacy Technician (XPHM)
- Philosophy (PHL)
- Physics (PHS)
- Political Science (PLS)
- Psychology (PSY)

S

- School of Health Professions (SHP)
- Social Science (SCS)
- Sociology (SOC)
- Surgical Technology (SGT)

T

- Theology and Religion (TRL)

Accounting (ACC)

ACC 110 INTRO OF ACCOUNTING PRINCIPLES 3 Credit

What the numbers mean is relevant to the student whose interest is not in the area of accounting. Accounting is the language of business. Financial statements result from the accounting process and are used by owners/investors, employees, creditors, regulators, and other in the planning, controlling, and decision making activities as they seek to achieve and/or evaluate the achievement of the organization's objectives. To effective in the activities requires some command of this language. This course will cover the basics: what accounting information is, how it is developed, how it is used, and what it means. An examination of financial statements to learn what they do and do not communicate, aimed at enhancing the student's decision-making and problem-solving abilities form a user perspective. The course will not focus on the mechanical aspects of the accounting process. Expected to be offered: Fall and Spring semesters

Grade Mode: Standard Letter, Audit, Pass/Fail

Course Offerings: Hybrid, Lecture, Web Based

Equivalencies: ACC 110SS

ACC 201 PRIN OF FINANCIAL ACCOUNTING 3 Credit

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.

Grade Mode: Standard Letter, Audit, Pass/Fail

Course Offerings: Hybrid, Lecture, Web Based

ACC 202 PRIN OF MANAGERIAL ACCOUNTING 3 Credit

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.

Pre-requisite: ACC 201

Grade Mode: Standard Letter, Audit, Pass/Fail

Course Offerings: Hybrid, Lecture, Web Based

ACC 300 FINANCIAL STATEMENT ANALYSIS 3 Credit

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.

Grade Mode: Standard Letter, Audit, Pass/Fail

Course Offerings: Hybrid, Lecture, Web Based

ACC 341 FUNDAMENTALS OF TAXATION 3 Credit

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.

Pre-requisite: ACC 201, ENG 117

Grade Mode: Standard Letter, Audit, Pass/Fail

Course Offerings: Hybrid, Lecture, Web Based

ACC 371 INTERM FINANCIAL ACCOUNTING I 3 Credit

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.

Pre-requisite: ACC 201, ENG 117

Grade Mode: Standard Letter, Audit, Pass/Fail

Course Offerings: Hybrid, Lecture, Web Based

ACC 372 INTERM FINANCIAL ACCOUNTING II 3 Credit

The purpose of this course will examine financial accounting information and its increasingly varied uses in the world today. Accounting is the practice of identifying, measuring, recording, and communicating economic information that enables users to make informed economic decisions. The course will explore Generally Accepted Accounting Principles and compliances with other regulatory pronouncements as related to financial statements reporting for liabilities, investments, and stockholders equity. The course will also cover income recognition and measurement of net assets, accounting for income tax, accounting for postemployment benefits, accounting for leases, cash flow statements, and accounting for changes and errors. This course will equip students with the tools to evaluate evolving accounting practices needed to meet the demands of a dynamic, professional world.

Pre-requisite: ACC 371, ENG 117

Grade Mode: Standard Letter, Audit, Pass/Fail

Course Offerings: Hybrid, Lecture, Web Based

ACC 373 INTER FINANCIAL ACCOUNTING III 3 Credit

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.

Pre-requisite: ACC 372

Grade Mode: Standard Letter, Audit, Pass/Fail

Course Offerings: Hybrid, Lecture, Web Based

ACC 380 COST MANAGEMENT 3 Credit

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.

Pre-requisite: ACC 202, ENG 117

Grade Mode: Standard Letter, Audit, Pass/Fail

Course Offerings: Hybrid, Lecture, Web Based

ACC 392 SPECIAL TOPICS: 1-6 Credit

Expected to be offered: Sufficient demand

Pre-requisite: ENG 117

Grade Mode: Standard Letter, Audit, Pass/Fail

Course Offerings: Hybrid, Lecture, Web Based

ACC 415 GOV'T & NOT-FOR-PROFIT ACCT 3 Credit

This course will 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.

Pre-requisite: ACC 201

Grade Mode: Standard Letter, Audit, Pass/Fail

Course Offerings: Hybrid, Lecture, Web Based

ACC 422 ATTESTATION AND AUDITING 3 Credit

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.

Pre-requisite: ACC 372, MTH 108, ENG 117

Grade Mode: Standard Letter, Audit, Homestudy, Pass/Fail, Transfer

Course Offerings: Hybrid, Lecture, Web Based

ACC 425 ADV FINANCIAL ACCOUNTING I 3 Credit

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.

Pre-requisite: ACC 372, ENG 117

Grade Mode: Standard Letter, Audit, Pass/Fail

Course Offerings: Hybrid, Lecture, Web Based

ACC 450 ACCOUNTING INFORMATION SYSTEMS 3 Credit

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.

Pre-requisite: ACC 373, ENG 312

Grade Mode: Standard Letter, Audit, Pass/Fail

Course Offerings: Hybrid, Lecture, Web Based

ACC 481 ADVANCED COST MANAGEMENT 3 Credit

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.

Pre-requisite: ACC 380, ENG 117

Grade Mode: Standard Letter, Audit, Pass/Fail

Course Offerings: Hybrid, Lecture, Web Based

ACC 485 ACCOUNTING SEMINAR-CAPSTONE 1 Credit

The purpose of the course is to update the students on current and emerging accounting issues.

Pre-requisite: ACC 425, ENG 117

Grade Mode: Standard Letter, Audit, Pass/Fail

Course Offerings: Lecture, IN/FE/Rsrch/Thsis/Prjct/Capstn

ACC 495 INTERNSHIP 1-15 Credit

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 Great Falls 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.

Pre-requisite: ENG 117

Grade Mode: Other to Include Option of IP, Audit

Course Offerings: IN/FE/Rsrch/Thsis/Prjct/Capstn

Applied Hlth Informatics Cert (XAHl)

XAHl 100 EXPLORING INFORMATICS 3 Credit

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 AHl Certificate Program completion.

Co-requisite(s): XAHl 120

Grade Mode: Standard Letter, Pass/Fail

Course Offerings: Hybrid, Web Based

XAHl 120 APPLYING INFORMATICS 3 Credit

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.

Pre-requisite: XAHl 100

Grade Mode: Standard Letter, Pass/Fail

Course Offerings: Hybrid, Web Based

XAHI 140 LEADING INFORMATICS 3 Credit

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.

Pre-requisite: XAHI 120

Co-requisite(s): XAHI 160

Grade Mode: Standard Letter, Pass/Fail

Course Offerings: Hybrid, Web Based

XAHI 160 REVEALING INFORMATICS 3 Credit

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.

Pre-requisite: XAHI 100, XAHI 120, XAHI 140

Grade Mode: Standard Letter, Pass/Fail

Course Offerings: Hybrid, Web Based

XAHI 192 SPCL TPC 3 Credit

Grade Mode: Pass/Fail, Standard Letter

Course Offerings: Hybrid, Web Based

Biology (BIO)

BIO 103 STRUCT & FUNC OF HUMAN BODY 4 Credit

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.)

Co-requisite(s): BIO 103L

Grade Mode: Standard Letter, Audit, Pass/Fail

Course Attributes: Fulfills ELA Exper. Science

Course Offerings: Hybrid, Lecture, Web Based

BIO 103L STRUCT & FUNC OF HMN BODY LAB 0 Credit

Co-requisite(s): BIO 103

Grade Mode: Credit/No Credit

Course Offerings: Lab, Hybrid

BIO 107 MEDICAL TERMINOLOGY 2 Credit

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.

Grade Mode: Standard Letter

Course Offerings: Hybrid, Lecture, Web Based

BIO 110 THE LIVING ENVIRONMENT 4 Credit

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 laboratory and science process skills are developed through hands-on activities and discussion contributions. Students will gain an understanding of science as a way to serve human needs and solve human problems. Expect to be offered: Fall Semesters

Distance Learning: Spring Semester, even years

Grade Mode: Standard Letter, Audit, Pass/Fail

Course Attributes: Fulfills ELA Exper. Science

Course Offerings: Hybrid, Web Based

Equivalencies: BIO 110ES

BIO 111 ENVIRONMENTAL GEOLOGY 4 Credit

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.

Grade Mode: Standard Letter, Audit, Pass/Fail

Course Offerings: Hybrid, Lecture, Web Based

BIO 112 FIELD ECOLOGY 4 Credit

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.

Grade Mode: Standard Letter, Audit, Pass/Fail

Course Offerings: Hybrid, Lecture, Web Based

BIO 115 ENVIRONMENTAL ECOLOGY 4 Credit

An interdisciplinary study for both science and non-science majors interested in the interconnection between human society and the natural world as they have developed over time. Based on an understanding of ecological concepts and principles, students examine lifestyle issues and critically analyze the relationship among populations, natural resources, land use, agriculture, biodiversity, industrialization and pollution.

Environmental problems are examined from scientific, ethical, economic and sociological perspectives to enable students to understand the relevance of biology to contemporary issues in human society. Expected to be offered: Spring semesters Distance Learning: Fall semester, Even years

Grade Mode: Standard Letter, Audit, Pass/Fail

Course Attributes: Fulfills ELA Exper. Science

Course Offerings: Hybrid, Web Based

Equivalencies: BIO 115ES

BIO 151 GENERAL BIOLOGY I 4 Credit

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.

Co-requisite(s): BIO 151L

Grade Mode: Standard Letter, Audit, Pass/Fail

Course Attributes: Fulfills ELA Exper. Science

Course Offerings: Hybrid, Lecture, Web Based

BIO 151L GENERAL BIOLOGY I LAB 0 Credit**Co-requisite(s): BIO 151****Grade Mode: Credit/No Credit****Course Offerings: Lab, Hybrid****BIO 152 GENERAL BIOLOGY II 4 Credit**

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.

Pre-requisite: BIO 151**Co-requisite(s): BIO 152L****Grade Mode: Standard Letter, Audit, Pass/Fail****Course Offerings: Hybrid, Lecture, Web Based****BIO 152L GENERAL BIOLOGY II LAB 0 Credit****Co-requisite(s): BIO 152****Grade Mode: Pass/Fail****Course Offerings: Lab, Hybrid****BIO 190 FRESHMAN SCIENCE SEMINAR 1 Credit**

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

Grade Mode: Standard Letter, Audit, Pass/Fail**Course Offerings: Hybrid, Lecture, Web Based****BIO 192 SPECIAL PROBLEMS IN BIOLOGY 1-3 Credit****Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer****Course Offerings: Lecture, Web Based****BIO 200 ECOLOGY 4 Credit**

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.

Pre-requisite: BIO 151**Co-requisite(s): BIO 200L****Grade Mode: Standard Letter, Audit, Pass/Fail****Course Offerings: Hybrid, Lecture, Web Based****BIO 200L ECOLOGY LAB 0 Credit****Co-requisite(s): BIO 200****Grade Mode: Credit/No Credit****Course Offerings: Lab, Hybrid****BIO 208 MICROBIOLOGY FOR HL SCI W/ LAB 4 Credit**

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.

Pre-requisite: BIO 251**Grade Mode: Standard Letter****Course Offerings: Hybrid, Web Based****BIO 211 ZOOLOGY 4 Credit**

Principles of zoology; comparative study of structure & function in animals. Topics discussed: reproduction, development, heredity, ecology, & a survey of the animal kingdom.

Pre-requisite: BIO 151**Grade Mode: Standard Letter, Audit, Pass/Fail****Course Offerings: Hybrid, Web Based****BIO 212 GENERAL BOTANY 4 Credit**

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.

Pre-requisite: BIO 152**Grade Mode: Standard Letter, Audit, Pass/Fail****Course Offerings: Hybrid, Web Based****BIO 221 CELL AND MOLECULAR BIOLOGY 4 Credit**

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.

Pre-requisite: BIO 152, CHM 111, CHM 112**Co-requisite(s): BIO 221L****Grade Mode: Standard Letter****Course Offerings: Hybrid, Lecture, Web Based****BIO 221L CELL AND MOLECULAR BIOLOGY LAB 0 Credit****Co-requisite(s): BIO 221****Grade Mode: Credit/No Credit, Pass/Fail****Course Offerings: Lab, Hybrid****BIO 251 HUMAN ANATOMY & PHYSIOLOGY I 4 Credit**

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.

Pre-requisite: BIO 151, BIO 110, BIO 110ES, BIO 103, CHM 102**Co-requisite(s): BIO 251L****Grade Mode: Standard Letter, Audit, Pass/Fail****Course Offerings: Hybrid, Lecture, Web Based****BIO 251L HUMAN ANAT/PHYS I LAB 0 Credit****Co-requisite(s): BIO 251****Grade Mode: Credit/No Credit****Course Offerings: Lab, Hybrid**

BIO 252 HUMAN ANATOMY & PHYSIOLOGY II 4 Credit

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.

Pre-requisite: BIO 251

Grade Mode: Standard Letter, Audit, Pass/Fail

Course Offerings: Hybrid, Lecture, Web Based

BIO 252L HUMAN ANATOMY & PHYS II LAB 0 Credit

Grade Mode: Pass/Fail, Credit/No Credit

Course Offerings: Lab, Hybrid

BIO 271 BASIC AND CLINICAL NUTRITION 3 Credit

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. expect to be offered:

Spring Semesters

Pre-requisite: BIO 103, BIO 251

Grade Mode: Standard Letter, Audit, Pass/Fail

Course Offerings: Hybrid, Lecture, Web Based

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.

Grade Mode: Standard Letter, Audit, Pass/Fail

Course Offerings: Hybrid, Lecture, Web Based

BIO 292 SPECIAL TOPICS IN BIOLOGY 1-6 Credit

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Offerings: Hybrid, Lecture, Web Based

BIO 302 ORNITHOLOGY 4 Credit

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

Pre-requisite: BIO 211, ENG 117

Grade Mode: Standard Letter, Audit, Pass/Fail

Course Offerings: Hybrid, Web Based

BIO 304 MAMMALOLOGY 4 Credit

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.

Pre-requisite: BIO 211, ENG 117

Grade Mode: Standard Letter, Audit, Pass/Fail

Course Offerings: Hybrid, Web Based

BIO 311 GENETICS 4 Credit

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.

Pre-requisite: ENG 117, BIO 221

Grade Mode: Standard Letter, Audit, Pass/Fail

Course Offerings: Hybrid, Lecture, Web Based

BIO 311L GENETICS LAB 0 Credit

Grade Mode: Pass/Fail, Credit/No Credit

Course Offerings: Lab, Hybrid

BIO 320 AQUATIC ECOLOGY 4 Credit

This course is devoted to the major questions, approaches, applications and tools of modern freshwater ecology. With its primary focus on freshwater ecosystems, this course will cover important issues in aquatic ecology. This course will cover basic ecological theory, methodology, and issues such as global warming, surface and groundwater quality, dams and water diversion. Students will acquire the necessary knowledge and tools to assess the quality and ecological status of freshwater bodies and select specific management options.

Pre-requisite: BIO 200, ENG 117

Grade Mode: Standard Letter, Audit, Pass/Fail

Course Offerings: Hybrid, Lecture, Web Based

BIO 380 MICROBIOLOGY 4 Credit

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.

Pre-requisite: BIO 221, ENG 117

Co-requisite(s): BIO 380L

Grade Mode: Standard Letter, Audit, Pass/Fail

Course Offerings: Hybrid, Lecture, Web Based

BIO 380L MICROBIOLOGY LAB 0 Credit

Co-requisite(s): BIO 380

Grade Mode: Credit/No Credit

Course Offerings: Lab, Hybrid

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.

Pre-requisite: ENG 117

Grade Mode: Standard Letter, Audit, Pass/Fail

Course Offerings: Hybrid, Lecture, Web Based

BIO 392 SPECIAL TOPICS: 1-6 Credit

Expected to be offered: Sufficient demand

Grade Mode: Standard Letter, Audit, Pass/Fail

Course Offerings: Hybrid, Lecture, Web Based

BIO 400 IMMUNOLOGY 4 Credit

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.

Pre-requisite: BIO 221, ENG 117

Co-requisite(s): BIO 400L

Grade Mode: Standard Letter, Audit, Pass/Fail

Course Offerings: Hybrid, Lecture, Web Based

BIO 400L IMMUNOLOGY LAB 0 Credit

Co-requisite(s): BIO 400

Grade Mode: Pass/Fail

Course Offerings: Lab, Hybrid

BIO 405 DEVELOPMENTAL BIOLOGY 4 Credit

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.

Pre-requisite: BIO 221, ENG 117

Grade Mode: Standard Letter, Audit, Pass/Fail

Course Offerings: Hybrid, Lecture, Web Based

BIO 405L DEVELOPMENTAL BIOLOGY LAB 0 Credit

Grade Mode: Pass/Fail

Course Offerings: Lab, Hybrid

BIO 411 CELL BIOLOGY 4 Credit

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.

Pre-requisite: BIO 221, ENG 117

Grade Mode: Standard Letter, Audit, Pass/Fail

Course Offerings: Hybrid, Lecture, Web Based

BIO 411L CELL BIOLOGY LAB 0 Credit

Co-requisite(s): BIO 411

Grade Mode: Credit/No Credit

Course Offerings: Lab, Hybrid

BIO 420 VIROLOGY 4 Credit

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.

Pre-requisite: BIO 221, ENG 117

Co-requisite(s): BIO 420L

Grade Mode: Standard Letter, Audit, Pass/Fail

Course Offerings: Hybrid, Lecture, Web Based

BIO 420L VIROLOGY LAB 0 Credit

Grade Mode: Credit/No Credit

Course Offerings: Lab, Hybrid

BIO 422 CONSERVATION ECOLOGY 4 Credit

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.

Pre-requisite: BIO 200, ENG 117

Grade Mode: Standard Letter, Audit, Pass/Fail

Course Offerings: Hybrid, Web Based

BIO 490 RESEARCH IN BIOLOGY 1-4 Credit

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.

Pre-requisite: ENG 117

Grade Mode: Other to Include Option of IP, Pass/Fail

Course Offerings: IN/FE/Rsrch/Thsis/Prjct/Capstn, Research

BIO 495 INTERNSHIP 1-15 Credit

Expected to be offered: Sufficient demand

Pre-requisite: ENG 117

Grade Mode: Standard Letter, Audit, Pass/Fail

Course Offerings: IN/FE/Rsrch/Thsis/Prjct/Capstn

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.

Pre-requisite: ENG 117

Restrictions: Enrollment limited to students with a classification of Senior

Grade Mode: Other to Include Option of IP, Audit, Pass/Fail, Standard Letter

Course Offerings: Senior Project/Research, IN/FE/Rsrch/Thsis/Prjct/Capstn

Business (BUS)

BUS 110 FINANCIAL HEALTH 3 Credit

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.

Grade Mode: Standard Letter, Audit, Pass/Fail

Course Offerings: IN/FE/Rsrch/Thsis/Prjct/Capstn

Equivalencies: BUS 110SS

BUS 201 THE ART OF THINKING 3 Credit

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

Grade Mode: Standard Letter, Audit, Pass/Fail

Course Offerings: Hybrid, Lecture, Web Based

BUS 220 COMMERCIAL LAW I 3 Credit

Law regarding contracts, torts, property, with business applications. Business ethics and governmental regulation.

Pre-requisite: ENG 117

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Offerings: Hybrid, Lecture, Web Based

BUS 240 LEADERSHIP & MANAGEMENT 3 Credit

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.

Grade Mode: Standard Letter, Audit, Pass/Fail

Course Offerings: Hybrid, Lecture, Web Based

BUS 241 BUSINESS RESEARCH METHODS 3 Credit

Students will learn techniques in business research while using a real organization as their model.

Grade Mode: Standard Letter

Course Offerings: Hybrid, Lecture, Web Based

BUS 242 LEADERSHIP COMMUNICATION 3 Credit

How do leaders communicate differently than followers? Examples and techniques will be covered in this course.

Grade Mode: Standard Letter

Course Offerings: Hybrid, Web Based

BUS 245 ARGO ENTREPRENEURS 1 Credit

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

Grade Mode: Pass/Fail, Standard Letter

Course Offerings: Hybrid, Lecture, Web Based

BUS 260 MARKETING 3 Credit

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.

Grade Mode: Standard Letter, Audit, Pass/Fail

Course Offerings: Hybrid, Lecture, Web Based

BUS 292 SPECIAL TOPICS IN BUSINESS 1-6 Credit

Special topics in business. May be repeated with different content

Grade Mode: Standard Letter, Pass/Fail

Course Offerings: Hybrid, Lecture, Web Based

BUS 301 THE ART OF COMMUNICATION 3 Credit

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.

Pre-requisite: ENG 117

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Offerings: Hybrid, Lecture, Web Based

Equivalencies: COM 301

BUS 303 ARTS & ENTERTAINMENT ECONOMICS 3 Credit

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 theater, 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.

Pre-requisite: ENG 117, ACC 110SS, ACC 110, ACC 201

Grade Mode: Standard Letter

Course Offerings: Hybrid, Lecture, Web Based

BUS 306 MANAGEMENT SCIENCE 3 Credit

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.

Pre-requisite: ENG 117, CPS 205

Grade Mode: Standard Letter, Audit, Pass/Fail

Course Offerings: Hybrid, Lecture, Web Based

BUS 308 FINANCIAL MARKETS & INSTITUTIONS 3 Credit

This course explores the function, pricing, regulation and structure of modern financial markets. Understanding the economic foundations of these intermediaries, in addition to their financial instruments, and developing analytical and research skills, will prepare students for today's job market, and will also help to increase flexibility in adapting to future changes.

Pre-requisite: ENG 117, ACC 201, ECN 201, ECN 202

Grade Mode: Standard Letter

Course Offerings: Hybrid, Lecture, Web Based

BUS 315 ETHICS & ENTERPRISE 3 Credit

The focus of this course is on the economic, social, and environmental effects of business decisions and policies. Students identify significant ethical issues affecting today's multicultural and global business environment and evaluate how businesses have responded to them through policy development. Through case studies and examples of current business practices, students analyze successful and unsuccessful strategies for establishing ethical standards and corporate social responsibility.

Pre-requisite: ENG 117, ECN 201, ECN 202

Grade Mode: Standard Letter

Course Offerings: Lecture, Web Based

BUS 335 COMMERCIAL LAW II 3 Credit

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.

Pre-requisite: ENG 117

Grade Mode: Standard Letter, Audit, Pass/Fail

Course Offerings: Hybrid, Lecture, Web Based

BUS 341 HUMAN RESOURCE MGMT 3 Credit

Personnel function as it relates to the management of the human resources of the organization.

Pre-requisite: ENG 117, BUS 240

Grade Mode: Standard Letter, Audit, Pass/Fail

Course Offerings: Hybrid, Lecture, Web Based

BUS 342 LABOR RELATIONS & EMPLOY LAW 3 Credit

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.

Pre-requisite: ENG 117, BUS 240

Grade Mode: Standard Letter, Audit, Pass/Fail

Course Offerings: Hybrid, Lecture, Web Based

BUS 345 SIFE 1 Credit

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Offerings: Lab, Senior Project/Research, Lecture, Internship, IN/FE/Rsrch/Thsis/Prjct/Capstn, Research, Special Topics/Problems, Web Based

BUS 350 BUDGETING 3 Credit

This course explores organizational budgeting and how budgets are used in organizational and non-profit settings. The student will better understand the uses and functions of budgets and the relationships between tactical budgeting and strategic budgeting. Students will also learn about different budget systems. The course will also cover more advanced budgeting topics such as capital and cash flow budgets.

Pre-requisite: ENG 117, ACC 201, CPS 205

Grade Mode: Standard Letter

Course Offerings: Lecture, Web Based

BUS 352 SUPPLY CHAIN MANAGEMENT 3 Credit

This course is an introduction to modern concepts and practices of efficient supply chain management. Students build their knowledge of and demonstrate the relevance of supply chain design in support of organizational strategy and explore ways to manage an effective supply chain. Through the use of case studies, students also analyze existing supply chain systems and recommend improvements.

Pre-requisite: ENG 117, ACC 201, ACC 202

Grade Mode: Standard Letter

Course Offerings: Hybrid, Lecture, Web Based

BUS 355 GLOBAL ENTERPRISE 3 Credit

Students in this course develop an understanding of the ways in which they can effectively approach marketing in different countries and to various cultures, in order to contribute to an organization's global success. Course topics include marketing an existing product outside the domestic market, developing a new product for specific country markets, and marketing from a global managerial perspective. Students also analyze the legal, regulatory, political, and cultural issues associated with international marketing.

Pre-requisite: ENG 117, ECN 201, ECN 202

Grade Mode: Standard Letter

Course Offerings: Hybrid, Lecture, Web Based

BUS 380 ENTREPRENEURSHIP 3 Credit

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.

Pre-requisite: BUS 240, BUS 260, ENG 117

Grade Mode: Standard Letter, Pass/Fail

Course Offerings: Hybrid, Lecture, Web Based

BUS 383 PROJECT MANAGEMENT 3 Credit

Every organization has projects, large and small. This course teaches the aspects of project management including resource management, goal setting, deliverables, and evaluation.

Pre-requisite: ENG 117, ACC 202, BUS 240

Grade Mode: Standard Letter

Course Offerings: Lecture, Web Based

BUS 392 SPECIAL TOPICS: 1-6 Credit

Expected to be offered: Sufficient demand 1-6 credits

Pre-requisite: ENG 117

Grade Mode: Standard Letter, Audit, Pass/Fail

Course Offerings: Hybrid, Lecture, Web Based

BUS 400 FINANCIAL ANALYSIS 3 Credit

A study of the relationship between the time value of money, the valuation of assets, risk and sensitivity to assumptions.

Pre-requisite: ENG 117, ACC 201, CPS 205, ECN 202

Restrictions: Enrollment limited to students with a classification of Junior or Senior

Grade Mode: Standard Letter, Audit, Pass/Fail

Course Offerings: Hybrid, Lecture, Web Based

BUS 401 THE ART OF LEADERSHIP 3 Credit

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.

Pre-requisite: ENG 117, BUS 201, BUS 301

Grade Mode: Standard Letter, Audit, Pass/Fail

Course Offerings: Hybrid, Lecture, Web Based

BUS 405 PORTFOLIO AND SOCIAL MEDIA 3 Credit

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

Pre-requisite: ENG 117

Grade Mode: Standard Letter

Course Offerings: Hybrid, Lecture, Web Based

BUS 413 FINANCIAL ANALYSIS II 3 Credit

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.

Pre-requisite: ENG 117, ACC 201, CPS 205, ECN 202

Restrictions: Enrollment limited to students with a classification of Junior or Senior

Grade Mode: Standard Letter, Pass/Fail

Course Offerings: Hybrid, Lecture, Web Based

BUS 415 INVESTMENTS & PORTFOLIO MANAGEMENT 3 Credit

In this course, students study valuation principles and use them to evaluate various investment instruments. Students also practice applying financial theory to real-world situations and develop a practical approach to investments.

Pre-requisite: ENG 117, BUS 400

Grade Mode: Standard Letter

Course Offerings: Lecture, Web Based

BUS 425 PUBLIC & NON-PROFIT FINANCE 3 Credit

This course presents an overview of nonprofit corporate finance practices, techniques, and concepts. Students examine public finance principles at local and governmental levels and apply financial information to business decisions of nonprofit organizations.

Pre-requisite: ENG 117, BUS 400

Grade Mode: Standard Letter

Course Offerings: Lecture, Web Based

BUS 495 INTERNSHIP 1-15 Credit

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. Completion of internship paperwork is required prior to beginning of the semester during which the internship occurs.

Pre-requisite: ENG 117

Restrictions: Enrollment limited to students with a classification of Junior or Senior

Grade Mode: Other to Include Option of IP, Pass/Fail

Course Offerings: Internship, IN/FE/Rsrch/Thsis/Prjct/Capstn

BUS 496 COMMERCE INTEGRATION 3 Credit

The focus of this course will be on integrating the various tools that the 21st century businessperson needs in order to run a successful enterprise. Particular attention will be paid to the development of business plans. Accordingly, understanding marketing and its central role in business planning will be a significant part of this course. Furthermore, this course will focus on understanding the integration of web and other new market economic tools into the traditional "bricks and mortar" methods of doing business. The role of the manager as "chief integrator" of the business will also be examined. This includes the manager's role as the organization's first team leader, visionary, and prime communicator.

Pre-requisite: ENG 117, BUS 400, BUS 413

Grade Mode: Standard Letter, Audit, Pass/Fail

Course Offerings: Hybrid, Lecture, Web Based

BUS 499 CAPSTONE 3 Credit

In this capstone course for online business majors, students will be required to submit either a written research project or completed project at the workplace.

Pre-requisite: ENG 117

Grade Mode: Pass/Fail

Course Offerings: IN/FE/Rsrch/Thsis/Prjct/Capstn

Cert./Addict. Counseling (XADC)

XADC 145 ADDICTION THEORY & COUNSELING I 3 Credit

This course focuses on evidence-based theories, principles and therapeutic interventions for treating people of all ages with substance-related and addictive disorders including relapse prevention.

Grade Mode: Pass/Fail

Course Offerings: Hybrid, Web Based

XADC 147 ADDICTION THEORY & COUNSELING II 3 Credit

Continuation of ADC 145, Addiction Theory and Counseling I. This course focuses on evidence-based theories, principles and therapeutic interventions for treating people with substance-related and addictive disorders including HIV brief risk intervention for the chemically dependent, relapse prevention, couples and family interventions, and community education.

Pre-requisite: XADC 145

Grade Mode: Standard Letter, Pass/Fail

Course Offerings: Hybrid, Web Based

XADC 261 ASSESSMENT AND APPRAISAL 4 Credit

This course will examine methods and techniques for assessing and placing clients with substance-related/use disorders. Content will include biopsychosocial testing, diagnosis, referrals, and the American Society of Addiction Medical Placement (ASAM) or another nationally recognized equivalent with DSM-5 assessment of co-occurring and addiction disorders.

Pre-requisite: XADC 145, XADC 147

Grade Mode: Standard Letter, Pass/Fail

Course Offerings: Hybrid, Web Based

XADC 264 RECORD DOCUMENTATION 2 Credit

Students learn record keeping skills including treatment planning, documenting client and counselor interactions, and report writing. Legal and professional standards of record keeping applicable to the chemical dependency and other health care fields will be covered.

Pre-requisite: XADC 145, XADC 147

Grade Mode: Standard Letter, Pass/Fail

Course Offerings: Hybrid, Web Based

XADC 374 ETH ISS & MLTCL COMP FOR ADC 2 Credit

Covers the ethical and multicultural issues of concern for the addictions counselor. Students will be trained in the ethical guidelines for treating individuals with substance-related and addictive disorders. Students will also learn the fundamentals of cross-cultural counseling by addressing the cultural impact of race, nationality, gender, age, sexual orientation, religion, and socio-economic status on the development and progression of substance-related and addictive problems

Pre-requisite: ADC 145, XADC 145, ADC 147, XADC 147, PSY 200, XPSY 200, ENG 117

Grade Mode: Standard Letter, Pass/Fail

Course Offerings: Hybrid, Web Based

XADC 380 GAMBLING 2 Credit

This class is designed to increase awareness about gambling as well as teaching skills required to assess and treat clients who have gambling disorder. The course will also help students to understand the etiology of this disorder.

Pre-requisite: XADC 145, ADC 145, XADC 147, ADC 147, PSY 200, XPSY 200, ENG 117

Grade Mode: Standard Letter, Pass/Fail

Course Offerings: Hybrid, Web Based

XADC 446 PSY, SOC & PHARM OF DRUG USE 4 Credit

This alcohol and drug studies course discusses the classes of drugs along with their effects on individuals, society, and human behavior. Equal emphasis is placed on pharmacology including drug classification, effects, detoxification, and withdrawal.

Pre-requisite: XADC 145, ADC 145, XADC 147, ADC 147, PSY 200, XPSY 200, ENG 117

Grade Mode: Standard Letter, Pass/Fail

Course Offerings: Hybrid, Web Based

XADC 450 CO-OCCURRING DISORDERS IN ADC 2 Credit

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.

Pre-requisite: XADC 145, ADC 145, XADC 147, ADC 147, XADC 261, ADC 261, PSY 200, XPSY 200, ENG 117

Grade Mode: Standard Letter, Pass/Fail

Course Offerings: Hybrid, Web Based

Cert./Medical Assistant (XMA)

XMA 101 ANATOMY, PHYSIOLOGY, & NUTRITION 3 Credit

This course is the first of two classes, and provides the student with an introduction to the study of the Anatomy & Physiology of the human body. This class includes the study of the structure and function of major organ systems, the introduction to common disease processes, and accompanying medical terminology. This course also integrates a nutritional component into each body system further supporting student understanding on how nutrition not only contributes to good health, but how the human body relies on nutrients to optimally function. Unique nutrient needs of people in different stages of the life cycle, including pregnant and lactating women, infants, children, adolescents, adults and the elderly are examined. Physiological changes and conditions that influence nutrient needs, factors that influence food choices and appropriate dietary recommendations, and recent research are discussed. This course also provides information on basic clinical skills. Through understanding and application of these concepts, the student will be able to apply this knowledge in their clinical practice setting.

Co-requisite(s): XMA 102

Grade Mode: Standard Letter

Course Offerings: Web Based

XMA 102 ANATOMY, PHYSIOLOGY, & PHARMACOLOGY 3 Credit

This course is the second of two classes, and provides the student with a continuation of the study of Anatomy & Physiology of the human body, common disease processes, and medical terminology. The course also provides the student with information on basic clinical skills, and medical record documentation. Additional content included addresses principles of pharmacology, including medications, immunizations and safe medication practice for the medical assistant. This course also introduces the topic of food safety and technology. As a healthcare professional, it is important that the student understand how foodborne illness can affect the population, including those that are healthy, and those that have chronic illnesses. This also gives the student the opportunity to understand how to prevent food borne illness. The student is also introduced to the foundations of complementary and alternative medicine. Through understanding and application of these concepts, the student will be able to apply this knowledge in his or her clinical practice setting.

Co-requisite(s): XMA 101

Grade Mode: Standard Letter

Course Offerings: Web Based

XMA 120 HEALTHCARE ETHICS, LEGAL ISSUES & INFECTION PREVENTION PHARMACOLOGY 3 Credit

This course provides the learner with a basic introduction to healthcare ethics, legal issues, risk management procedures, professional liability insurance and infection prevention. The course content will include legal, ethical and moral considerations including professional ethics, cultural and social norms. The course will provide information description of the laws and regulations within the Medical Assistant Scope of Practice. Additional course content will provide the student with an understanding of Meaningful Use regulations and compliance in healthcare. The learner will be able to explain and apply emergency planning, safety techniques, infection prevention measures including specimen collection and processing techniques.

Pre-requisite: XMA 102

Grade Mode: Standard Letter

Course Offerings: Hybrid, Web Based

XMA 160 ADMINISTRATIVE PRAC & FINANCE 3 Credit

This course provides a comprehensive understanding of administrative practices, business etiquette, and finance for today's Medical Assistant. Key topics that are discussed and applied include administrative responsibilities, the psychology of human interaction, effective communication, financial considerations and challenges in the medical office setting. Additional topics in this course include cultural awareness, understanding human behaviors, growth and development and the stages of death and dying to support the student's understanding of communication skills and techniques.

Pre-requisite: XMA 120

Grade Mode: Standard Letter

Course Offerings: Hybrid, Web Based

XMA 192 SPECIAL TOPICS 3 Credit

Grade Mode: Standard Letter, Credit/No Credit, Pass/Fail

Course Offerings: Hybrid, Web Based

XMA 195 INTERNSHIP & CAREER PREP 4 Credit

The course provides the student with hands-on training in a clinical practice setting based on the cumulative learnings from the previous four Medical Assistant courses. Key activities include 160 hours of unpaid clinical internship/practicum and career planning. The course will cover information on preparing the student for the Medical Assistant certification process and will include how to obtain and maintain continuing education for the Certified Medical Assistant (CMA).

Pre-requisite: XMA 160

Grade Mode: Other to Include Option of IP, Pass/Fail, Standard Letter

Course Offerings: IN/FE/Rsrch/Thsis/Prjct/Capstn

XMA 292 SPECIAL TOPICS 3 Credit

Grade Mode: Standard Letter

Course Offerings: Web Based

XMA 293 MEDICAL ASSISTANT ADVANCED NATIONAL EXAM PREP 2 Credit

This course is designed to support employed Medical Assistants (MA) who are seeking national credentialing to obtain their certification to become a Certified Medical Assistant. The course serves as an exam prep course for the MA who has completed a program or, is actively employed as an MA, seeking knowledge supporting the hands-on work performed in the healthcare setting. The course takes place over eight (8) consecutive weeks and is offered in an online format with assignment due dates. The MA is provided opportunities throughout the course to apply the concepts of the course contents to practice tests and have access to answers and explanations to each test item. You will have an assignment that requires you to register and pay for a national exam (Week 6). The MA will participate in various discussion forums and create a student study plan based off activities in this course. In the final week of the course, the MA will complete a cumulative practice exam emulating an actual certification exam which will help support the MA in preparing for their national credentialing exam.

Grade Mode: Pass/Fail

Course Offerings: Web Based

XMA 294 MA-R TO MA-C PATHWAY 3 Credit

This course is designed as a career development pathway for employed Medical Assistant Registered (MA-R) professionals with a minimum of 2000 work hours seeking national certification as a Medical Assistant Certified (MA-C). To be eligible for enrollment, students must meet the specified prerequisites. This hybrid course consists of sixteen consecutive weeks of online coursework and five in-person Skill Labs. (Please note that this is not a self-paced course as there are assignments due each week.) Students taking the course are eligible to sit for the National Healthcareer Association (NHA) Certified Clinical Medical Assistant (CCMA) exam. Successful completion of the course requires a minimum of 75% in all online course content and skill lab evaluations. Washington Residents: Successful completion of this course includes completing skill validations for all authorized duties listed under the MA-C RCW 18.360.050 and completing the educational hours that meet the requirement of the Washington State Department of Health for an MA-C licensure.

Grade Mode: Pass/Fail

Course Offerings: Hybrid, Web Based

Cert./Psych Addict. Conseling (XPSY)

Corresponding course descriptions may be found under Psychology (PSY) course descriptions.

XPSY 200 GENERAL PSYCHOLOGY 3 Credit

Grade Mode: Standard Letter

Course Offerings: Hybrid, Web Based

XPSY 201 PERSONALITY THEORY 3 Credit

Principles of the development and maintenance of a healthy, integrated, functioning personality; emphasis on the major personality theories and their supporting evidence.

Pre-requisite: PSY 200, XPSY 200

Grade Mode: Standard Letter

Course Offerings: Hybrid, Web Based

XPSY 212 DEVELOPMENTAL PSYCHOLOGY 3 Credit

Grade Mode: Standard Letter

Course Offerings: Hybrid, Web Based

XPSY 241 INTRODUCTION TO COUNSELING 3 Credit

An introductory course which surveys the major concepts and practices of contemporary counseling systems and addresses ethical, professional, and personal issues in counseling practice.

Grade Mode: Standard Letter

Course Offerings: Hybrid, Web Based

XPSY 340 HELPING SKILLS 3 Credit

Pre-requisite: PSY 241, XPSY 241, ENG 117

Grade Mode: Standard Letter, Audit, Challenge, Lifelong Learning

Course Offerings: Hybrid, Web Based

XPSY 352 ABNORMAL PSYCHOLOGY 3 Credit

Pre-requisite: PSY 200, XPSY 200, ENG 117

Grade Mode: Standard Letter

Course Offerings: Hybrid, Web Based

XPSY 394 CASEWORK METHODS & PRACTICES 3 Credit

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.

Pre-requisite: ENG 117, PSY 200, CRJ 100

Grade Mode: Standard Letter

Course Offerings: Hybrid, Lecture, Web Based

XPSY 498 GROUP COUNSELING 3 Credit

Study of group dynamics and theory, including participation in group experiences, simulations, and role-playing.

Pre-requisite: PSY 200, XPSY 200, PSY 241, XPSY 241, ENG 117

Grade Mode: Standard Letter

Course Offerings: Hybrid, Web Based

Chemistry (CHM)

CHM 101 ESSENTIALS OF INORGANIC CHEM 4 Credit

An overview of inorganic chemistry. Topics include scientific methods, tools of science, historical aspects, atomic structure, chemical bonding, gases, liquids, solids, solutions, colloids, and chemical reactions. May be used in preparation for CHM 111.

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Attributes: Fulfills ELA Exper. Science

Course Offerings: Hybrid, Lecture, Web Based

CHM 101L ESSNTLS OF INORGANIC CHEM LAB 0 Credit

Co-requisite(s): CHM 101

Grade Mode: Credit/No Credit

Course Offerings: Lab, Hybrid

CHM 102 ESSENTIALS / ORGANIC & BIOCHEM 4 Credit

A survey of organic and biochemical molecules—especially designed for health occupations students—with an emphasis on the names, structures, and functions of key molecular types.

Pre-requisite: CHM 101

Grade Mode: Standard Letter, Audit, Pass/No Pass, Transfer

Course Offerings: Hybrid, Web Based

CHM 102L ESSNTL / ORGANIC & BIOCHEM LAB 0 Credit

Grade Mode: Credit/No Credit

Course Offerings: Lab

CHM 110 CHEMISTRY IN CONTEXT 4 Credit

Elementary treatment of principles of general and organic chemistry for non science majors. This is a non-science majors course designed to help the student acquire a wide and general view of science through chemistry and to reflect the significant role chemistry in environmental science, medicine, forensics, industry and technology. Expected to be offered: Spring semesters Distance Learning: Fall semester, Odd years

Grade Mode: Standard Letter, Audit, Pass/Fail

Course Attributes: Fulfills ELA Exper. Science

Course Offerings: Hybrid, Web Based

Equivalencies: CHM 110ES

CHM 111 GENERAL CHEMISTRY I 4 Credit

This course covers the study of atoms, ions, ad molecules, theories of bonding, molecular geometries, naming of inorganic compounds, stoichiometry, thermochemistry, and properties of gases, liquids, and solids.

Co-requisite(s): CHM 111L

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Attributes: Fulfills ELA Exper. Science

Course Offerings: Hybrid, Lecture, Web Based

CHM 111L GENERAL CHEMISTRY I LAB 0 Credit

Co-requisite(s): CHM 111

Grade Mode: Credit/No Credit

Course Offerings: Lab, Hybrid

CHM 112 GENERAL CHEMISTRY II 4 Credit

This course covers the study of solutions, rates of chemical reactions, chemical equilibrium, acids and bases (including their equilibria), thermodynamics, spontaneity of reactions, and electrochemistry.

Pre-requisite: CHM 111

Co-requisite(s): CHM 112L

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Offerings: Hybrid, Lecture, Web Based

CHM 112L GENERAL CHEMISTRY II LAB 0 Credit

Co-requisite(s): CHM 112

Grade Mode: Credit/No Credit

Course Offerings: Lab, Hybrid

CHM 192 SPCL TPC 1-3 Credit

Grade Mode: Standard Letter

Course Offerings: Hybrid, Lecture, Web Based

CHM 261 ORGANIC CHEMISTRY I 4 Credit

A detailed view of structure of organic compounds & their reactions with an emphasis on the mechanisms for their preparation & conversion. Organic Chemistry I & II follow a mechanistic approach: the functional groups are introduced in terms of how & why they react.

Pre-requisite: CHM 112

Co-requisite(s): CHM 261L

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Offerings: Hybrid, Lecture, Web Based

CHM 261L ORGANIC CHEMISTRY I LAB 0 Credit

Co-requisite(s): CHM 261

Grade Mode: Credit/No Credit

Course Offerings: Lab, Hybrid

CHM 262 ORGANIC CHEMISTRY II 4 Credit

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.

Pre-requisite: CHM 261

Co-requisite(s): CHM 262L

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Offerings: Hybrid, Lecture, Web Based

CHM 262L ORGANIC CHEMISTRY LAB 0 Credit

Co-requisite(s): CHM 262

Grade Mode: Credit/No Credit

Course Offerings: Lab, Hybrid

CHM 340 PHYSICAL CHEMISTRY I 4 Credit

A survey of thermodynamics & quantum chemistry & their applications to molecular studies. Topics include gas laws, energies, chemical equilibrium, quantum effects, & electrochemistry.

Pre-requisite: CHM 112, ENG 117

Co-requisite(s): CHM 340L

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Offerings: Hybrid, Lecture, Web Based

CHM 340L PHYSICAL CHEMISTRY LAB 0 Credit

A survey of thermodynamics & quantum chemistry & their applications to molecular studies. Topics include gas laws, energies, chemical equilibrium, quantum effects, & electrochemistry.

Co-requisite(s): CHM 340

Grade Mode: Pass/Fail

Course Offerings: Lab, Hybrid

CHM 341L PHYSICAL CHEMISTRY I LAB 0 Credit

Co-requisite(s): CHM 341

Grade Mode: Standard Letter

Course Offerings: Lab

CHM 342 PHYSICAL CHEMISTRY II 4 Credit

Quantum mechanics, and atomic and molecular structure.

Pre-requisite: CHM 341, MTH 242

Co-requisite(s): CHM 342L

Grade Mode: Standard Letter, Audit, Homestudy, Pass/Fail, Transfer

Course Offerings: Hybrid, Lecture, Web Based

CHM 342L PHYSICAL CHEMISTRY II LAB 0 Credit

Co-requisite(s): CHM 342

Grade Mode: Standard Letter

Course Offerings: Lab, Hybrid

CHM 350 QUANTITATIVE ANALYSIS 4 Credit

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.

Pre-requisite: CHM 112, ENG 117

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Offerings: Hybrid, Lecture, Web Based

CHM 350L QUANTITATIVE ANALYSIS LAB 0 Credit

Co-requisite(s): CHM 350

Grade Mode: Credit/No Credit

Course Offerings: Lab, Hybrid

CHM 360 ADVANCED INORGANIC CHEMISTRY 4 Credit

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.

Pre-requisite: ENG 117, CHM 262

Co-requisite(s): CHM 360L

Grade Mode: Standard Letter, Audit, Homestudy, Pass/Fail, Transfer

Course Offerings: Hybrid, Lecture, Web Based

CHM 360L ADVANCED INORGANIC CHEM LAB 0 Credit

Lab associated with CHM 360 Advanced Inorganic Chemistry.

Pre-requisite: CHM 262

Co-requisite(s): CHM 360

Grade Mode: Credit/No Credit

Course Offerings: Lab

CHM 380 ENVIRONMENTAL CHEMISTRY 4 Credit

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.

Pre-requisite: CHM 262

Grade Mode: Standard Letter, Pass/Fail

Course Offerings: Hybrid, Web Based

CHM 392 SPECIAL TOPICS: 1-6 Credit

Expected to be offered: Sufficient demand

Pre-requisite: ENG 117

Grade Mode: Standard Letter, Audit, Pass/Fail

Course Offerings: Hybrid, Lecture, Web Based

CHM 401 BIOCHEMISTRY I 4 Credit

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.

Pre-requisite: CHM 262, ENG 117

Co-requisite(s): CHM 401L

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Offerings: Hybrid, Lecture, Web Based

CHM 401L BIOCHEMISTRY I LAB 0 Credit

Co-requisite(s): CHM 401

Grade Mode: Credit/No Credit, Pass/Fail, Standard Letter

Course Offerings: Lab, Hybrid

CHM 402 BIOCHEMISTRY II 4 Credit

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.

Pre-requisite: CHM 262, ENG 117

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Offerings: Hybrid, Lecture, Web Based

CHM 402L BIOCHEMISTRY II LAB 0 Credit

Co-requisite(s): CHM 402

Grade Mode: Credit/No Credit, Pass/Fail, Standard Letter

Course Offerings: Lab, Hybrid

CHM 410 ORGANIC CHEMISTRY III 4 Credit

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.

Pre-requisite: ENG 117, CHM 262

Grade Mode: Standard Letter, Pass/Fail, Transfer

Course Offerings: Hybrid, Lecture, Web Based

CHM 410L ORGANIC CHEMISTRY III LAB 0 Credit

Co-requisite(s): CHM 410

Grade Mode: Pass/Fail

Course Offerings: Lab, Hybrid

CHM 490 RESEARCH IN CHEMISTRY 1-4 Credit

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.

Pre-requisite: ENG 117

Grade Mode: Other to Include Option of IP, Audit, Pass/Fail, Transfer

Course Offerings: IN/FE/Rsrch/Thsis/Prjct/Capstn, Research

CHM 492 SPECIAL TOPICS IN CHEMISTRY 1-6 Credit

Expected to be offered: Sufficient Demand

Pre-requisite: ENG 117

Grade Mode: Standard Letter, Audit, Pass/Fail

Course Offerings: Hybrid, Lecture, Web Based

CHM 495 INTERNSHIP 1-15 Credit

Pre-requisite: ENG 117

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Offerings: IN/FE/Rsrch/Thsis/Prjct/Capstn

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.

Pre-requisite: ENG 117

Restrictions: Enrollment limited to students with a classification of Senior

Grade Mode: Other to Include Option of IP, Audit, Pass/Fail, Transfer

Course Offerings: IN/FE/Rsrch/Thsis/Prjct/Capstn, Research

Communications (COM)

COM 101 FUND OF SPEECH COMMUNICATIONS 3 Credit

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

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Attributes: Fulfills Communication

Course Offerings: Hybrid, Lecture, Web Based

COM 230 USING HUMOR EFFECTIVELY 3 Credit

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).

Pre-requisite: COM 101, ENG 117

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Offerings: Lecture

COM 310 THE ART OF PERSUASION 3 Credit

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.

Pre-requisite: ENG 117, COM 101

Grade Mode: Standard Letter

Course Offerings: Hybrid, Lecture, Web Based

COM 321 PUBLIC RELATIONS 3 Credit

Function of public relations in our social and economic system; theory and process of public relations; practical information needed to implement public relations activities.

Pre-requisite: COM 101, ENG 117

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Offerings: Lecture

COM 392 SPECIAL TOPICS: 1-6 Credit

Expected to be offered: Sufficient demand

Pre-requisite: ENG 117

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Offerings: Hybrid, Lecture, Web Based

COM 495 INTERNSHIP 1-15 Credit

Expected to be offered: sufficient demand

Pre-requisite: ENG 117

Grade Mode: Other to Include Option of IP, Audit, Pass/Fail, Transfer

Course Offerings: IN/FE/Rsrch/Thsis/Prjct/Capstn

Computer Science (CPS)

CPS 110 CONQUERING THE DIGITAL DIVIDE 3 Credit

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 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.

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Offerings: Hybrid, Lecture, Web Based

CPS 120 FUND OF INFORMATION SYSTEMS 3 Credit

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.

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Offerings: Hybrid, Lecture, Web Based

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.

Grade Mode: Standard Letter

Course Offerings: Hybrid, Lecture, Web Based

Equivalencies: CPS 110

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.

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Offerings: Hybrid, Lecture, Web Based

Equivalencies: CPS 110

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.

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Offerings: Hybrid, Lecture, Web Based

Equivalencies: CPS 110

CPS 161 ELEMENTARY PROGRAMMING 3 Credit

An introduction to basic programming tools and processes with an emphasis on fundamental programming tools, processes, and documentational methods. Students will program using standard programming tools and processes. Elementary logical programming structures will be presented.

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Offerings: Hybrid, Lecture, Web Based

CPS 165 ADVANCED PROGRAMMING 3 Credit

A second course in programming that will introduce more advanced programming concepts such as arrays and file processing. Students will learn how to do sorting and searching. Introductory analysis of algorithms will be introduced.

Pre-requisite: CPS 161

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Offerings: Hybrid, Lecture, Web Based

CPS 205 SPREADSHEETS 3 Credit

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.

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Offerings: Hybrid, Lecture, Web Based

CPS 206 SPREADSHEETS FOR BUSINESS 3 Credit

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.

Grade Mode: Standard Letter

Course Offerings: Hybrid, Lecture, Web Based

CPS 210 NETWORKS & TELECOMMUNICATIONS 3 Credit

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.

Pre-requisite: CPS 120

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Offerings: Hybrid, Lecture, Web Based

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.

Grade Mode: Standard Letter, Pass/Fail

Course Offerings: Hybrid, Lecture, Web Based

Equivalencies: CPS 110

CPS 250 I.S. THRY, STRAT, ARCH, & PRAC 3 Credit

Students will be exposed to the theory of the Information Systems discipline with the course focusing on the 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 of these theories to the success of organizations and to the roles of management, users, and IS professionals 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

Pre-requisite: CPS 120

Grade Mode: Standard Letter

Course Offerings: Hybrid, Lecture, Web Based

CPS 270 INTRODUCTION TO PROGRAMMING 3 Credit

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

Pre-requisite: CPS 120

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Offerings: Hybrid, Lecture, Web Based

CPS 276 ROUTERS 3 Credit

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

Pre-requisite: CPS 120

Grade Mode: Standard Letter, Pass/Fail

Course Offerings: Hybrid, Lecture, Web Based

CPS 280 COMPUTER SECURITY 3 Credit

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.

Pre-requisite: CPS 120

Grade Mode: Standard Letter, Pass/Fail

Course Offerings: Hybrid, Lecture, Web Based

CPS 292 SPECIAL TOPICS 1-3 Credit

Grade Mode: Standard Letter, Audit, Pass/Fail

Course Offerings: Hybrid, Lecture, Web Based

CPS 300 SYST ANALYSIS & PROJ MGMT 3 Credit

Students will apply their understanding of structured analysis and design techniques by performing feasibility studies, designing plans for systems implementation, doing systems design documenting and diagramming, and creating data dictionaries and other developmental tools while working in high-performance teams to address issues of project management such as 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.

Pre-requisite: ENG 117, CPS 120

Restrictions: Enrollment limited to students with a classification of Junior or Senior

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Offerings: Hybrid, Lecture, Web Based

CPS 301 DATABASE SYSTEMS 3 Credit

A course in database design and organization. This course will not only teach design principles, but it will also teach students how both relational and non-relational systems work. Students will learn how to both Data Design Languages and Data Manipulation Languages work. Students will learn how to write database data inquiries.

Pre-requisite: ENG 117, CPS 165

Grade Mode: Standard Letter, Audit, Pass/Fail

Course Offerings: Hybrid, Lecture

Equivalencies: CPS 201

CPS 310 INFO TECHN LGY HRDWRE & SFTWRE 3 Credit

Organization and operation of digital computers. Assembly language programming including addressing, looping, logic, and registers. Used as a vehicle for understanding computer architecture.

Pre-requisite: CPS 270, ENG 117

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Offerings: Hybrid, Lecture, Web Based

CPS 320 COMPUTER FORENSICS 3 Credit

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.

Pre-requisite: CPS 270, ENG 117

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Offerings: Hybrid, Lecture, Web Based

CPS 325 INFORMATION ASSURANCE 3 Credit

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. Pre-requisite: Consent of Instructor

Pre-requisite: CPS 210, ENG 117

Grade Mode: Standard Letter, Audit, Pass/Fail

Course Offerings: Hybrid, Lecture, Web Based

CPS 330 OPERATING SYSTEMS THEORY 3 Credit

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

Pre-requisite: ENG 117, CPS 310

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Offerings: Hybrid, Lecture, Web Based

CPS 370 PROG W/ DATA, FILE & OBJECT 3 Credit

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.

Pre-requisite: ENG 117, CPS 270

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Offerings: Hybrid, Lecture, Web Based

CPS 376 APPLIED NETWORKING 3 Credit

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.

Pre-requisite: CPS 210, ENG 117

Grade Mode: Standard Letter, Pass/Fail

Course Offerings: Hybrid, Lecture, Web Based

CPS 385 DATA SCRIPTING 3 Credit

An examination of an advanced data scripting language including elements of language syntax, objects, data extraction and formatting, mathematical libraries, and graphics libraries.

Pre-requisite: ENG 117, CPS 270, CPS 301, MTH 252

Grade Mode: Standard Letter, Audit, Pass/Fail

Course Offerings: Hybrid, Lecture, Web Based

CPS 392 SPECIAL TOPICS: 1-6 Credit

Expected to be offered: Sufficient Demand

Pre-requisite: ENG 117

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Offerings: Hybrid, Lecture, Web Based

CPS 403 PRINCIPLES OF MACHINE LEARNING 3 Credit

Theory and implementation of common supervised and unsupervised learning algorithms: regression and logistic regression using gradient descent for high-dimensional data, clustering, introduction to neural networks and support vector machines. General principles of model improvement and evaluation will be applied throughout: feature creation, principal component analysis, over- vs. under-fitting, and methods of cross validation.

Pre-requisite: CPS 301, ENG 117

Grade Mode: Standard Letter, Audit, Transfer

Course Offerings: Hybrid, Lecture, Web Based

CPS 411 ALGORITHMS 3 Credit

Advanced sorting and searching algorithms, graph theory, recursion, and fundamentals of data structures (lists, queues, and trees). Prerequisite: CPS 385

Pre-requisite: ENG 117, CPS 385

Grade Mode: Standard Letter, Audit, Pass/Fail

Course Offerings: Hybrid, Lecture, Web Based

CPS 415 PROGRAMMING LANGUAGES 3 Credit

An overview of the theory and structure of computer programming languages focusing on the characteristics and applicability of different classes of programming languages. Offered on an as needed basis.

Pre-requisite: ENG 117

Grade Mode: Standard Letter, Audit, Pass/Fail

Course Offerings: Hybrid, Lecture, Web Based

CPS 445 NETWORK INTEGRATION 3 Credit

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.

Pre-requisite: ENG 117

Grade Mode: Standard Letter, Pass/Fail

Course Offerings: Hybrid, Lecture, Web Based

CPS 450 ADVANCED NETWORKING 3 Credit

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.

Pre-requisite: ENG 117, CPS 120

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Offerings: Hybrid, Lecture, Web Based

CPS 495 INTERNSHIP 1-15 Credit

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. Pre-requisite: Consent of Instructor Expected to be offered: Sufficient demand

Pre-requisite: ENG 117

Grade Mode: Other to Include Option of IP, Audit, Pass/Fail, Transfer

Course Offerings: Internship, IN/FE/Rsrch/Thsis/Prjct/Capstn

CPS 498 PHYS DESIGN IN EMERGING ENVIRO 3 Credit

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.

Pre-requisite: ENG 117

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Offerings: Hybrid, Lecture, Web Based

Corps of Discovery (COD)

COD 100 CORPS OF DISCOVERY 3 Credit

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

Fees: Yes, see schedule for amount

Grade Mode: Standard Letter

Course Offerings: Lecture

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.

Fees: Yes, see schedule for amount

Grade Mode: Pass/Fail, Standard Letter

Course Offerings: Hybrid, Lecture, Web Based

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.

Fees: Yes, see schedule for amount

Grade Mode: Pass/Fail, Standard Letter

Course Offerings: Hybrid, Lecture, Web Based

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 Great Falls.

Grade Mode: Pass/Fail, Standard Letter

Course Offerings: Hybrid, Lecture, Web Based

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.

Grade Mode: Pass/Fail, Standard Letter

Course Offerings: Hybrid, Lecture, Web Based

Criminal Justice (CRJ)

CRJ 100 INTRO TO CRIMINAL JUSTICE SYST 3 Credit

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.

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Attributes: Fulfills ELA Social Science

Course Offerings: Hybrid, Lecture, Web Based

CRJ 215 SOC JSTC & CIVIC ENGMT IN AMER 3 Credit

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. Prerequisites: None

Grade Mode: Standard Letter, Pass/Fail

Course Attributes: Fulfills ELA Social Science

Course Offerings: Hybrid, Lecture, Web Based

CRJ 231 CRIMINAL LAW 3 Credit

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. s

Pre-requisite: CRJ 100, CRJ 211, PLG 101

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Offerings: Hybrid, Lecture, Web Based

CRJ 251 CRIMINAL EVIDENCE & PROCEDURE 3 Credit

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.

Pre-requisite: CRJ 100, CRJ 231, PLG 101

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Offerings: Hybrid, Lecture, Web Based

CRJ 261 PATROL OPERATIONS & PROCEDURES 3 Credit

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.

Pre-requisite: CRJ 100

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Offerings: Hybrid, Lecture, Web Based

CRJ 284 BASIC FIREARMS: LAW ENFORCEMENT 2 Credit

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. Pre-requisite: Consent of Instructor

Restrictions: Enrollment limited to students with a classification of Junior or Senior

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Offerings: Hybrid, Lecture, Web Based

CRJ 306 CRIMINOLOGY 3 Credit

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.

Pre-requisite: ENG 117, CRJ 100, SOC 110, SOC 110SS

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Offerings: Hybrid, Lecture, Web Based

CRJ 308 JUVENILE DELINQUENCY 3 Credit

Etiology and extent of delinquency; personal, familial, and community factors; theories, punishment and treatment; preventive and institutional agencies; and research.

Pre-requisite: CRJ 100, SOC 110, SOC 110SS, ENG 117

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Offerings: Hybrid, Lecture, Web Based

CRJ 309 JUVENILE JUST: YOUTH OFFENDER 3 Credit

Examination of the various methods used to control and treat the youthful offender, including, but not limited to, diversion, detention, institutionalization, probation, parole, group homes, and foster homes.

Pre-requisite: CRJ 308, ENG 117

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Offerings: Hybrid, Lecture, Web Based

CRJ 315 RESTORATIVE JUSTICE 3 Credit

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. Prerequisites: none

Pre-requisite: ENG 117

Grade Mode: Standard Letter, Pass/Fail

Course Offerings: Hybrid, Lecture, Web Based

CRJ 326 ETHICS & CAREER SURVIVAL IN CJ 3 Credit

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, PSY 200, or SOC 110

Pre-requisite: ENG 117, SOC 110, SOC 110SS, CRJ 100

Grade Mode: Standard Letter, Pass/Fail

Course Offerings: Hybrid, Lecture, Web Based

CRJ 361 COMMUNITY POLICING 3 Credit

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."

Pre-requisite: CRJ 261, ENG 117

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Offerings: Lecture, Web Based

CRJ 371 CORRECTIONS 3 Credit

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. .

Pre-requisite: CRJ 100, CRJ 306, ENG 117

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Offerings: Hybrid, Lecture, Web Based

CRJ 381 INTERVIEWING AND INTERROGATION 3 Credit

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.

Pre-requisite: ENG 117, CRJ 100

Restrictions: Enrollment limited to students with a classification of Junior or Senior

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Offerings: Hybrid, Lecture, Web Based

CRJ 392 SPECIAL TOPICS: 1-6 Credit

Special topics in criminal justice.

Pre-requisite: ENG 117

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Offerings: Hybrid, Lecture, Web Based

CRJ 397 FIELD PROJECTS 3 Credit

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. Pre-requisite: Consent of Instructor

Pre-requisite: ENG 117

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Offerings: IN/FE/Rsrch/Thsis/Prjct/Capstn

CRJ 401 JUVENILE JUSTICE 3 Credit

An examination of the dynamics concerning youth at risk, which have affected stress, substance abuse, adolescent pregnancies, trancies, and developmental disabilities. It includes missing, abducted, runaway, and throwaway children, and those affected by the multiple-problem family and fetal alcohol syndrome. The further examination of the various methods used to control and treat the youthful offender, including, but not limited to, diversion, detention, institutionalism, probation, parole, group homes, and foster homes. Prerequisite: CRJ 100, CRJ 308, or PSY 200 or SOC 110

Pre-requisite: ENG 117, PSY 200, SOC 110SS, CRJ 100, CRJ 308

Grade Mode: Standard Letter, Pass/Fail

Course Offerings: Hybrid, Lecture, Web Based

CRJ 405 ADV CRIMINAL INVESTIGATION: SEXUAL ASSAULT, & HOMICIDE 3 Credit

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

Pre-requisite: ENG 117, CRJ 261

Grade Mode: Standard Letter, Pass/Fail

Course Offerings: Hybrid, Lecture, Web Based

CRJ 411 COMMUNITY PROGRAMS IN CRJ 3 Credit

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

Pre-requisite: ENG 117, CRJ 371

Grade Mode: Standard Letter, Pass/Fail

Course Offerings: Hybrid, Lecture, Web Based

CRJ 446 VICTIMOLOGY 3 Credit

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.

Pre-requisite: ENG 117, CRJ 100, PSY 200

Restrictions: Enrollment limited to students with a classification of Junior or Senior

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Offerings: Hybrid, Lecture, Web Based

CRJ 461 POLICE MANAGEMENT 3 Credit

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.

Pre-requisite: ENG 117, CRJ 261

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Offerings: Hybrid, Lecture, Web Based

CRJ 464 COMPARATIVE CRIMINAL JUSTICE SYSTEMS 3 Credit

This course will address an encompassing view of the discrete elements which comprise the criminal justice system and their interrelatedness. The subsystems of the criminal justice system (law enforcement, courts, and corrections), will be discussed to encapsulate the global community. More specifically, explorations will be made of identifying, comparing, and contrasting alternative methods of employing justice throughout the world. Instructor's Elaboration This course will also encompass in-depth analysis of criminal justice systems worldwide. It incorporates an encompassing view of discrete elements which comprise criminal justice systems and their interrelatedness.

Pre-requisite: ENG 117

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Attributes: Fulfills Global Distribution

Course Offerings: Hybrid, Lecture, Web Based

CRJ 495 INTERNSHIP IN CRIMINAL JUSTICE 1-15 Credit

Pre-requisite: Consent of Instructor

Pre-requisite: ENG 117

Restrictions: Enrollment limited to students with a classification of Junior or Senior

Grade Mode: Other to Include Option of IP

Course Offerings: IN/FE/Rsrch/Thsis/Prjct/Capstn

CRJ 499 CRIMINAL JUSTICE CAPSTONE 3 Credit

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. E

Pre-requisite: ENG 117

Grade Mode: Other to Include Option of IP, Pass/Fail

Course Offerings: IN/FE/Rsrch/Thsis/Prjct/Capstn

Drama (DRM)

DRM 112 INTRO TO DRAMATIC LITERATURE 3 Credit

American theater and media arts have been influenced principally from Western European traditions and practices. However, unique viewpoints and styles have come from the minds of talented American artists who have been influenced by a wide of array of world cultures. American Theater and Media Arts Traditions will examine those forms and practices that are uniquely American as well as examining the origins of and influences on those forms. Although live theater in America is an outgrowth of the European theatrical tradition, movies and television are art forms that were developed in the United States. All three of these story-telling forms will be experienced. Students will study the development of these forms from their inception to the present. Students will explore landmark works while placing these works within the social and political context of the times in which they were produced.

Grade Mode: Standard Letter, Audit, Pass/Fail

Course Offerings: Hybrid, Lecture, Web Based

Equivalencies: DRM 112FA

DRM 118 INTRO TO TECHNICAL THEATER 3 Credit

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.

Grade Mode: Standard Letter

Course Attributes: Fulfills ELA Fine Arts

Course Offerings: Hybrid, Lecture, Web Based

DRM 120 INTRODUCTION TO ACTING 3 Credit

Theatrical performance is a time honored method of teaching the fundamentals of theater. While the non-performance based study of theatrical history and appreciation of theater's many forms is an essential component of theatrical study, mounting and participating in all aspects of live performance is an irreplaceable experience. Performance-Based Theatrical Expression will allow students to explore a wide range of theatrical pieces and styles. Students will be expected to participate in live University of Great Falls theater performances as either actors or crew.

Grade Mode: Standard Letter, Audit, Pass/Fail

Course Attributes: Fulfills ELA Fine Arts

Course Offerings: Hybrid, Lecture, Web Based

Equivalencies: DRM 120FA

DRM 121 THEATRE PERFORMANCE:ACTING 1-2 Credit

Students may receive credit for acting in University productions. May be repeated to a total of six credits.

Grade Mode: Standard Letter, Audit, Pass/Fail

Course Offerings: Hybrid, Lecture, Web Based

DRM 123 THEATRE PERFORMANCE: CREW 1-2 Credit

Students may receive credit for work on the stage crew in University productions. May be repeated to a total of six credits.

Grade Mode: Standard Letter, Audit, Pass/Fail

Course Offerings: Hybrid, Lecture, Web Based

DRM 225 MUSICAL THEATRE PERFORMANCE 3 Credit

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.

Pre-requisite: DRM 120FA, MUS 155, MUS 121

Grade Mode: Standard Letter

Course Offerings: Hybrid, Lecture, Web Based

DRM 230 THEATRE LAB I 3 Credit

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.

Pre-requisite: DRM 112FA, DRM 120FA, DRM 118FA

Grade Mode: Standard Letter

Course Offerings: Lab, Hybrid, Web Based

DRM 240 THEATRE & BUS ARTS PRACTICUM 1 Credit

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.

Pre-requisite: DRM 112FA, DRM 120FA, DRM 118FA

Grade Mode: Standard Letter, Pass/Fail

Course Offerings: Hybrid, Lecture, Web Based

DRM 292 SPECIAL TOPICS IN DRAMA 1-6 Credit

Course may be repeated with a different topic. Expected to be offered: Sufficient Demand

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Offerings: Hybrid, Lecture, Web Based

DRM 300 THEATRE HISTORY 3 Credit

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.

Pre-requisite: ENG 117

Grade Mode: Standard Letter

Course Offerings: Hybrid, Lecture, Web Based

DRM 310 THEATRE LAB II 3 Credit

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.

Pre-requisite: ENG 117, DRM 230, DRM 330, DRM 370

Grade Mode: Standard Letter

Course Offerings: Lab, Hybrid, Web Based

DRM 330 WRITING FOR STAGE OR FILM 3 Credit

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.

Pre-requisite: ENG 117, DRM 112FA, DRM 120FA, DRM 112, DRM 120

Grade Mode: Standard Letter

Course Offerings: Hybrid, Lecture, Web Based

DRM 370 DIRECTING 3 Credit

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.

Pre-requisite: ENG 117, DRM 112FA, DRM 120FA

Grade Mode: Standard Letter

Course Offerings: Hybrid, Lecture, Web Based

DRM 392 SPECIAL TOPICS: DRAMA 1-6 Credit

Pre-requisite: ENG 117

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Offerings: Hybrid, Lecture, Web Based

Economics (ECN)

ECN 201 MACROECONOMICS 3 Credit

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.

Grade Mode: Standard Letter, Audit, Pass/Fail

Course Attributes: Fulfills ELA Social Science

Course Offerings: Hybrid, Lecture, Web Based

ECN 202 MICROECONOMICS 3 Credit

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.

Grade Mode: Standard Letter, Audit, Pass/Fail

Course Attributes: Fulfills ELA Social Science

Course Offerings: Hybrid, Lecture, Web Based

ECN 215 MANAGERIAL ECONOMICS 3 Credit

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.

Pre-requisite: ECN 201, ECN 202

Grade Mode: Standard Letter, Audit, Pass/Fail

Course Offerings: Hybrid, Lecture, Web Based

ECN 305 FINANCE & ECONOMICS OF SPORT 3 Credit

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.

Pre-requisite: ENG 117

Grade Mode: Standard Letter

Education (EDU)

EDU 200 INTRODUCTION TO EDUCATION 3 Credit

Introduction to Education provides a broad overview and introduction to issues relevant to K-12 education in the United States for candidates considering the teaching profession and teaching licensure in the state of Montana. Along with a twenty hour K-8 field practicum, candidates 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. The importance of a safe school community will be discussed. Curriculum approaches and lesson plan design will be introduced. This class is required for all 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.

Grade Mode: Standard Letter, Audit, Pass/Fail

Course Offerings: Hybrid, Lecture, Web Based

EDU 202 INTRO TO GIFTED EDUCATION 2 Credit

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.

Grade Mode: Standard Letter, Audit, Pass/Fail

Course Offerings: Hybrid, Lecture, Web Based

EDU 244 INSTRUCTIONAL TECHNOLOGY 2 Credit

The focus of this course will be the development of competence in the use of technology for the purpose of teaching and learning in the classroom setting. Candidates will examine the underlying theories regarding effective technology integration in the classroom and will explore numerous technological tools which can support effective teaching and learning. Candidates will also learn about the safe use of technology, including social media. Candidates will be introduced to concepts of teaching online and will create an online classroom comprised of various digital components.

Grade Mode: Standard Letter, Audit, Pass/Fail

Course Offerings: Hybrid, Lecture, Web Based

EDU 255 MATH & MTHDS ELEM TEACHERS I 3 Credit

This course is designed to prepare K-8 teaching candidates to teach mathematics and utilize appropriate methods based on the Standards for Mathematical Content and the Standards for Mathematical Practice of the common core standards of the State of Montana. The study of number and operations for prospective elementary and middle school teachers, including whole numbers, decimals, fractions, percents, operations, numeration systems, and problem solving. Assessment, error detection and correction of mathematics misconceptions will also be addressed.

Pre-requisite: MTH 106

Grade Mode: Standard Letter

Course Offerings: Hybrid, Lecture, Web Based

Equivalencies: MTH 255

EDU 256 MATH & MTHDS ELEM TEACHERS II 3 Credit

This course is designed to prepare K-8 teaching candidates to teach mathematics and utilize appropriate methods based on the Standards for Mathematical Content and the Standards for Mathematical Practice of the common core standards of the State of Montana. The study of geometry and geometric measurement for prospective elementary and middle school teachers, including synthetic, transformational, and coordinate geometry, constructions, congruence and similarity, 2-dimensional and 3-dimensional measurement, and problem solving. Assessment, error detection and correction of mathematics misconceptions will also be addressed.

Pre-requisite: MTH 106

Grade Mode: Standard Letter, Audit, Transfer

Course Offerings: Hybrid, Lecture, Web Based

Equivalencies: MTH 256

EDU 260 MULTICULTURAL AND AMERICAN INDIAN EDUCATION 3 Credit

Multicultural Education will prepare candidates to create a classroom learning environment to effectively meet the needs of all students. With increasing diversity in student populations, appropriate, informed, and sensitive approaches are necessary to create equitable experiences. This course will help candidates examine how race, ethnicity, and culture influence students' school experiences and how the beliefs, biases, and background candidates bring to the classroom impact your teaching. Indian Education for All (IEFA) is a primary topic for this course as candidates explore the distinct and unique cultural heritage of American Indians, particularly tribes that reside in Montana. The seven Essential Understandings Regarding Montana Indians and additional IEFA resources will be studied and integrated into student planning.

Grade Mode: Standard Letter, Audit, Pass/Fail

Course Offerings: Hybrid, Lecture, Web Based

EDU 261 INTRO TO EXCEPTIONALITIES 3 Credit

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.

Grade Mode: Standard Letter, Audit, Pass/Fail

Course Offerings: Hybrid, Lecture, Web Based

EDU 284 COGNITIVE PSYCH APPLIED TO LRN 4 Credit

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.

Grade Mode: Standard Letter, Audit, Pass/Fail

Course Offerings: Hybrid, Lecture, Web Based

EDU 290 EDUCATIONAL PSYCHOLOGY 3 Credit

Candidates explore the nature of human growth and development from the viewpoint of learning, discuss factors that contribute to academic success, and connect effective teaching and the positive impact it has on student motivation and learning. Theoretical knowledge, educational research, and practical applications are stressed.

Grade Mode: Standard Letter

Course Offerings: Hybrid, Lecture

EDU 302 LITERATURE FOR YOUNG ADULTS 1 Credit

Students will develop a rational for education and society to support adolescent literacy. Students will survey Adolescent Literacy titles, authors and digital sources in all genres of literature and publications as well as showing knowledge of professional review sources for the evaluation and selection of adolescent literature. Students will demonstrate integrating literature into teaching different curriculums and enhancing the diverse needs and cultures of students, as well as addressing issues concerning publications and intellectual freedom.

Pre-requisite: EDU 200, ENG 117

Grade Mode: Standard Letter, Audit, Pass/Fail

Course Offerings: Hybrid, Lecture, Web Based

EDU 312 SOCIAL/EMOTIONAL COMP. GIFTED 3 Credit

This course is designed to address the social and emotional needs of students who display gifted behaviors and to discuss current research on affective growth and potential adjustment problems of gifted youth. This course is specifically designed to help teacher candidates understand the cognitive complexity and emotional intensity of high ability students. An overview of psychological theory, current research, and practical counseling techniques will provide beginning teachers with a supportive network of developmental knowledge and strategies to help them serve this special population.

Pre-requisite: EDU 202, ENG 117, EDU 200

Grade Mode: Standard Letter, Audit, Pass/Fail

Course Offerings: Hybrid, Lecture, Web Based

EDU 313 DEV GIFTED & TALENTED PROGRAMS 3 Credit

This course is designed to introduce the variety of models used in programming services for high ability youth. Participants will review the research and history regarding talent development and gifted education. Program models, which focus on talent development, curriculum modification, and differentiation, will be explored in depth. Participants will spend a majority of their time learning how to implement a classroom-based or school-based enrichment and talent development program. Additionally, the role of the enrichment specialist will be articulated so that a teacher candidate will be prepared to design and develop a comprehensive program for a school district and work directly with classroom teachers to develop curricular options to meet the academic and social needs of students.

Pre-requisite: EDU 202, ENG 117, EDU 200

Grade Mode: Standard Letter, Audit, Pass/Fail

Course Offerings: Hybrid, Lecture, Web Based

EDU 315 CURRICULUM DESIGN AND ASSESSMENT OF LEARNING 2 Credit

Curriculum, Instruction and Assessment will guide candidates in the development and design of curriculum, instruction, and assessment based on state standards and incorporating best practices for meeting the learning needs of K-12 students. A student-centered approach to learning will be emphasized with candidates developing teaching/learning cycles that are clearly aligned to curriculum outcomes using formative and summative assessment results to inform evaluation, remediation, and instructional planning. Candidates will also develop assessment literacy in understanding standardized measures and data driven decision making.

Pre-requisite: ENG 117

Grade Mode: Standard Letter, Audit, Pass/Fail

Course Offerings: Hybrid, Lecture, Web Based

EDU 320 EXCEPTIONALITIES 3 Credit

Exceptionalities will introduce candidates to the range of exceptionalities students will encounter in the general education classroom and methods for intervention. Candidates will gain understanding in characteristics of exceptionality and explore legislation guiding policy for students with disabilities as well as students identified as gifted and talented. Practical application will include planning and teaching strategies for differentiating instruction, universal design, and working with families. The Response to Intervention (RtI) and Multi-Tiered Systems of Support (MTSS) will be examined.

Pre-requisite: ENG 117

Grade Mode: Standard Letter

Course Offerings: Hybrid, Lecture, Web Based

EDU 325 CLASSROOM COMMUNITIES AND MANAGEMENT 2 Credit

Candidates learn how to create a classroom community plan that establishes an orderly, safe, and inclusive classroom. They will develop communication techniques that motivate students, ensuring that what is communicated is relevant, meaningful and engaging. Strategies are also shared that develop positive and trusting peer-to-peer, teacher-to-student, and teacher-to-parent relationships.

Pre-requisite: ENG 117

Grade Mode: Standard Letter

Course Offerings: Hybrid, Lecture, Web Based

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.

Pre-requisite: EDU 200, ENG 117

Grade Mode: Standard Letter, Audit, Pass/Fail

Course Offerings: Hybrid, Lecture, Web Based

EDU 338 TEACHING READING: CONTENT AREA 2 Credit

Candidates will recognize the need for teaching reading and literacy 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. Candidates 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.

Pre-requisite: EDU 200, ENG 117

Grade Mode: Standard Letter, Audit, Pass/Fail

Course Offerings: Hybrid, Lecture, Web Based

EDU 341 METHODS IN ELEM SCIENCE 2 Credit

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.

Pre-requisite: ENG 117

Grade Mode: Standard Letter, Audit, Pass/Fail

Course Offerings: Hybrid, Lecture, Web Based

EDU 342 METHODS IN ELEM SOCIAL STUDIES 2 Credit

In Methods in Elementary Social Studies candidates learn and practice engaging strategies for teaching history, government, geography, and economics in a K-8 classroom. Candidates will explore resources, curriculum standards, and procedures to guide their students to be informed, responsible citizens, who use inquiry and problem solving to make thoughtful decisions. The importance of civil discourse in a culturally diverse society will be emphasized.

Pre-requisite: ENG 117

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Offerings: Hybrid, Lecture, Web Based

EDU 350 CHILD & LANGUAGE DEVELOPMENT 4 Credit

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.

Pre-requisite: PSY 200, EDU 200, ENG 117

Grade Mode: Standard Letter, Pass/Fail

Course Offerings: Hybrid, Lecture, Web Based

EDU 352 HIGHER MATHEMATICS AND METHODS FOR ELEMENTARY TEACHERS 3 Credit

This course is designed to prepare K-8 teaching candidates to teach mathematics and utilize appropriate methods based on the Standards for Mathematical Content and the Standards for Mathematical Practice of the common core standards of the State of Montana. The study of integers, algebra, number theory, probability and statistics for prospective elementary and middle school teachers, including proportional reasoning, functions, elementary number theory, statistical modeling and inference, and elementary probability theory. Differentiation, assessment, error detection and correction of mathematics misconceptions will also be addressed.

Pre-requisite: MTH 255, MTH 256, MTH 106, MTH 108, MTH 110, ENG 117

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Offerings: Hybrid, Lecture, Web Based

EDU 353 METHODS IN ELEMENTARY ART 2 Credit

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.

Pre-requisite: EDU 200, ENG 117

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Offerings: Hybrid, Lecture, Web Based

EDU 355 DEVELOPMENTAL DISABILITIES 3 Credit

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 foundations of curriculum, curriculum development and implementation, instructional environments, and integration into the general school mainstream.

Pre-requisite: EDU 261, ENG 117

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Offerings: Hybrid, Lecture, Web Based

EDU 356 MTHDS COMM ARTS & CHLD LIT I 3 Credit

Candidates will study the stages of literacy learning K-8. They will explore literacy patterns of practice and the four language systems. Candidates will design literacy strategy lessons and teach mini-lessons to their peers. They will identify, integrate, and investigate the six communication arts: speaking, listening, reading, writing, viewing, and visually representing. Candidates will analyze and categorize children's literature. They will determine effective and engaging ways to use children's literature to teach communication arts.

Pre-requisite: ENG 117

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Offerings: Hybrid, Lecture, Web Based

EDU 357 METHODS OF COMMUNICATION ARTS II AND CHILDREN'S LITERATURE 3 Credit

Candidates will assess oral, reading and writing development in each literacy stage and how to interpret student responses to these assessments. Candidates will become familiar with specific reading, writing and oral assessments and will give assessments in a Title I school setting. Candidates 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. Candidates will use children and young adult literature as part of holistic assessment measures.

Pre-requisite: EDU 356, EDU 200, ENG 117

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Offerings: Hybrid, Lecture, Web Based

EDU 358 METHODS OF THE ARTS 2 Credit

This course prepares candidates in the teaching of the arts (music, art, and drama) for elementary education. Candidates will explore visual arts, music, and drama for child development, communication and problem solving. They will be able to integrate the arts into content areas and Indian Education for All. Candidates will complete a portfolio of elementary projects based in music, art and drama which will include examples and lesson plans aligned to Montana State Standards.

Pre-requisite: ENG 117

Grade Mode: Standard Letter

Course Offerings: Hybrid, Lecture, Web Based

EDU 361 ASSESS: STUDENTS W/DISABILITIES 3 Credit

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.

Pre-requisite: EDU 261, EDU 315, EDU 362, ENG 117

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Offerings: Hybrid, Lecture, Web Based

EDU 362 LEARNING DISABILITIES 3 Credit

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.

Pre-requisite: EDU 261, EDU 315, ENG 117, EDU 284

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Offerings: Hybrid, Lecture, Web Based

EDU 363 EMOTION & BEHAV DISABILITIES 3 Credit

Teacher candidates taking this course will review the philosophical, historical, and legal foundations of the education of children and adolescents with emotional and behavioral disorders and will learn the models, theories, and philosophies that provide the basis for past and present educational practices with the P-12 student with emotional and behavioral disabilities. Students will explore how P-12 students with this disability impact the community of the classroom, school, and the home. Legal mandates, procedural safeguards, and appropriate instructional strategies will be explored. Attention will be given to writing behavioral goals, to carrying out a functional behavior assessment and to creating behavior intervention plans.

Pre-requisite: EDU 261, EDU 315, ENG 117, EDU 284

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Offerings: Hybrid, Lecture, Web Based

EDU 364 THE PRE-SCHOOL CHILD AT RISK 2 Credit

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.

Pre-requisite: EDU 261, ENG 117

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Offerings: Hybrid, Lecture, Web Based

EDU 368 LANGUAGE DEVELOPMENT 2 Credit

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.

Pre-requisite: EDU 261, ENG 117

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Offerings: Hybrid, Lecture, Web Based

EDU 370 CHILDREN'S LITERATURE 3 Credit

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

Pre-requisite: EDU 200, ENG 117

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Offerings: Hybrid, Lecture, Web Based

EDU 384 CRTVE AND CRTCL THINKING 3 Credit

The major purpose of this course is to study the theoretical and practical aspects of creativity (i.e., what it is and how to develop it in ourselves and in the students with whom we work). This course is an introduction to major definitions, theories and research related to the study of creativity and the creative individual. This course is designed to help students better understand creativity and the creative processes, and to suggest ideas for stimulating creative growth and production in their

Pre-requisite: EDU 202, ENG 117, EDU 200

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Offerings: Hybrid, Lecture, Web Based

EDU 392 SPECIAL TOPICS IN EDUCATION 1-6 Credit

Expected to be offered: Sufficient Demand

Pre-requisite: ENG 117

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Offerings: Hybrid, Lecture, Web Based

EDU 395 FIELD EXP IN SPECIAL EDUC 1-3 Credit

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. Instructor permission required

Pre-requisite: EDU 261, ENG 117

Grade Mode: Other to Include Option of IP, Audit, Pass/Fail, Transfer

Course Offerings: Hybrid, Lecture, Web Based

EDU 397 FIELD EXP IN GIFTED EDUCATION 1-3 Credit

This course is designed for prospective elementary teachers who require knowledge of professional literature and field practices within the field of gifted education. The purpose of this course is to provide the students with a practical experience in a resource room setting where identified students are being served by a gifted and talented program. In conjunction with the field experience, the students will meet with the instructor in a seminar session to discuss local, state, and national issues in the field of gifted education. 50 hours of class time per credit. Instructor permission required

Pre-requisite: EDU 202, ENG 117

Grade Mode: Other to Include Option of IP, Audit, Pass/Fail, Transfer

Course Offerings: Hybrid, Lecture, Web Based

EDU 398 FIELD EXPERIENCE IN EDUCATION 1-3 Credit

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. Instructor permission required

Pre-requisite: EDU 200, ENG 117

Grade Mode: Other to Include Option of IP, Audit, Pass/Fail, Transfer

Course Offerings: Hybrid, Lecture, Web Based

EDU 410 CURR DIF STRAT FOR TALENT DEV 3 Credit

The major purpose of this course is to study the theoretical and practical aspects of curricular experiences for meeting the needs of diverse learners. This course has been designed to familiarize educators with the various theories, principles, and models of curriculum development that can assist teachers in designing curriculum that addresses the diverse instructional needs of students. Pre-requisite: Admission to the Teacher Education Program or instructor permission

Pre-requisite: EDU 202, ENG 117

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Offerings: Hybrid, Lecture, Web Based

EDU 420 POLICY & PROC IN SPECIAL ED 2 Credit

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. Pre-requisite: Admission to the Teacher Education Program or instructor permission

Pre-requisite: EDU 261, EDU 355, EDU 362, EDU 363, ENG 117

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Offerings: Hybrid, Lecture, Web Based

EDU 430 SECONDARY TEACHING PROC 2 Credit

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. Pre-requisite: Admission to the Teacher Education Program or instructor permission

Pre-requisite: EDU 472, EDU 482, ENG 117

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Offerings: Hybrid, Lecture, Web Based

EDU 441 REMEDIAL READING 2 Credit

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.

Pre-requisite: EDU 284, EDU 368, ENG 117

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Offerings: Hybrid, Lecture, Web Based

EDU 442 PRACTICUM IN READING 2 Credit

Students will participate in a supervised and coordinated clinical experience in a public school setting. Students will read, analyze and report on current research on the effective teaching of reading and intervention for challenged readers. Students will keep track of observations in the school setting, by concentrating on the following a) effective use of standardized, criterion referenced, program and informal reading assessments and determine the importance of reading assessments of and for learning b) types of effective reading instruction, intervention and accelerated reading instruction and programs c) what affects student success in learning reading/literacy skills and strategies d) the effects of student diversity on learning to read Pre-requisite: Admission to the Teacher Education Program or instructor permission

Instructor permission required r

Pre-requisite: ENG 117

Co-requisite(s): EDU 441

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Offerings: Hybrid, Lecture, Web Based

EDU 461 CURRICULUM OF SPECIAL EDUC 3 Credit

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. Pre-requisite: Admission to the Teacher Education Program or instructor permission

Pre-requisite: EDU 261, EDU 361, EDU 355, EDU 362, ENG 117

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Offerings: Hybrid, Lecture, Web Based

EDU 462 FIELD EXPERIENCE ELEMENTARY 2 Credit

Elementary Field Practice is an opportunity for candidates to experience the real-world responsibilities of teaching and apply the knowledge and skills they have been developing in a classroom setting. Candidates spend 60 hours in a K-6 classroom and 24 hours in the college classroom. This provides time for candidates to prepare for the field practice experience before placement and to reflect on the elements of the experience during the placement. In addition to observing and assisting in the classroom at the mentor teacher's discretion, all candidates will teach one complete lesson in their K-6 classroom with UP supervision. Candidates will experience planning, organizing, assessing, differentiating, and managing behavior. Must be within 2 semesters of student teaching.

Pre-requisite: ENG 117

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Offerings: Lecture, IN/FE/Rsrch/Thsis/Prjct/Capstn

EDU 472 FIELD EXPERIENCE MIDDLE SCHL 2 Credit

Middle School Field Practice is an opportunity for candidates to experience the real-world responsibilities of teaching and apply the knowledge and skills they have been developing in a middle school classroom setting. Candidates spend 60 hours in a 7th or 8th grade classroom and 24 hours in the college classroom. This provides time for candidates to prepare for the field practice experience before placement and to reflect on the elements of the experience during the placement. In addition to observing and assisting in the classroom at the mentor teacher's discretion, all candidates will teach one complete lesson in their middle school classroom with UP supervision. Candidates will experience planning, organizing, assessing, differentiating, and managing behavior. This is a Writing Intensive class. Candidates will be developing a Classroom Management Plan to include with their portfolio.

Pre-requisite: ENG 117

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Offerings: Lecture, IN/FE/Rsrch/Thsis/Prjct/Capstn

EDU 482 PREPROF INTEG EXP (HIGH SCHL) 2 Credit

The purpose of this course is to provide the teacher candidate with a clinical experience in a high school classroom setting prior to the student teaching capstone. Candidates will be required to spend 60 hours in a school setting. The initial portion of this course will consist of 24 hours of classroom instruction at the University. Additionally, candidates will meet with the course instructor in seminar sessions. Admission to the Teacher Education Program or instructor permission is required. Must be within 2 semesters of student teaching.

Pre-requisite: EDU 430, ENG 117

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Offerings: IN/FE/Rsrch/Thsis/Prjct/Capstn

EDU 489 STUDENT TEACHING SEMINAR 2 Credit

The internship seminar provides candidates with opportunities to learn how to complete certification requirements and submit the necessary materials, how to prepare for an interview and complete an electronic portfolio, and how to complete an application for a teaching position. Discussion includes various aspects of classroom management, techniques for helping students learn, and methods of instruction for effective delivery.

Pre-requisite: ENG 117

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Offerings: Hybrid, Lecture, Web Based

EDU 490 STUDENT TEACHING 10 Credit

This capstone experience will provide candidates with teaching opportunities in a classroom setting. After completing all methods courses, candidates will observe, plan and implement lessons based upon standards, assess student learning, and take responsibility for the delivery of the total program in a classroom. Candidates will utilize the knowledge they have acquired during the completion of their education program to demonstrate content proficiency and to develop the skills and dispositions necessary to be a successful teacher in the school setting. Candidates will develop skills for building relationships with students, professional colleagues, families and communities. Supervision is provided at the school site by both the mentor teacher and the University supervisor. Professional development and professional ethics will be addressed during this experience.

Pre-requisite: ENG 117

Co-requisite(s): EDU 489

Grade Mode: Standard Letter, Other to Include Option of IP, Pass/Fail

Course Offerings: Internship, IN/FE/Rsrch/Thsis/Prjct/Capstn

EDU 493 SPEC STUD TCHG: READ INSTRUC 6 Credit

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. Admission to the Teacher Education Program is and internship through application is required.

Pre-requisite: EDU 489, EDU 490, EDU 491, ENG 117

Grade Mode: Other to Include Option of IP, Pass/Fail, Standard Letter

Course Offerings: IN/FE/Rsrch/Thsis/Prjct/Capstn

EDU 496 SPEC STU TCHG: SPECIAL EDUC 6 Credit

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. Admission to the Teacher Education Program and course through application and instructor approval required.

Pre-requisite: EDU 489, EDU 490, EDU 498, ENG 117

Grade Mode: Other to Include Option of IP, Pass/Fail, Transfer

Course Offerings: IN/FE/Rsrch/Thsis/Prjct/Capstn

EDU 498 SECONDARY STUDENT TEACHING 10 Credit

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. Admission to the Teacher Education Program and course through application. All major and minor coursework must be completed. Instructor approval required.

Pre-requisite: ENG 117

Co-requisite(s): EDU 489

Grade Mode: Other to Include Option of IP, Pass/Fail, Standard Letter

Course Offerings: IN/FE/Rsrch/Thsis/Prjct/Capstn

English (ENG)

ENG 117 WRITING ESSAYS 3 Credit

This course emphasizes that writing, both formal and informal, is key means of inquiry into important questions. It also provides a foundational introduction to the principles of Writing Across the Curriculum and Writing in the Disciplines. Students completing this course should demonstrate the following skills: critical reading strategies; a basic understanding of rhetorical situations and rhetorical analysis; the ability to write for specific audiences; and the ability to write well-organized texts free from major grammatical errors. The course also instructs students in college-level research and provides substantive practice in shaping that research into well-reasoned arguments.

Pre-requisite: ENG 099

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Offerings: Hybrid, Lecture, Web Based

ENG 192 SPCL TPC: 1-3 Credit

Special Topics in English.

Grade Mode: Standard Letter, Pass/Fail

Course Offerings: Hybrid, Lecture, Web Based

ENG 209 INTRO TO CREATIVE WRITING 3 Credit

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.

Grade Mode: Standard Letter, Audit, Pass/Fail

Course Attributes: Fulfills ELA Fine Arts

Course Offerings: Hybrid, Lecture, Web Based

Equivalencies: ENG 209FA

ENG 211 INTRO TO LITERARY FRLNCE WRTG 2 Credit

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.

Pre-requisite: ENG 209

Grade Mode: Standard Letter, Audit

Course Offerings: Hybrid, Lecture, Web Based

ENG 215 INTRO TO LITERARY STUDIES 3 Credit

Literature is one of the primary ways that a culture speaks back to itself about its own values and beliefs, wrestles with its most pressing questions, and attempts to envision its own future. In this course, students will develop the critical and analytic skills to read and respond to literature that speaks to contemporary culture. With readings from a variety of genres such as poetry, drama, fiction, artistic nonfiction, and film, students will explore components of literary meaning such as personal reaction, historical influences, traditional form, and artistic language. By studying and applying different critical and theoretical approaches to literature, students will develop their skills at finding literary meaning that is relevant to their lives. Expected to be offered: Every semester

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Offerings: Hybrid, Lecture, Web Based

Equivalencies: ENG 215HU

ENG 220 INTRO TO LITERARY CRITICISM 3 Credit

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.

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Offerings: Hybrid, Lecture, Web Based

ENG 247 GRAMMAR 3 Credit

General outline of English structure and its components, with intensive study of the levels of systematic rules and relationships called syntax. Course provides a paralanguage for describing language, essentially from a structural linguistics perspective.

Pre-requisite: ENG 117

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Offerings: Hybrid, Lecture, Web Based

ENG 292 SPECIAL TOPICS 1-6 Credit

Special topics in English. Course content will vary. See course description in the schedule for more information.

Grade Mode: Standard Letter

Course Offerings: Hybrid, Lecture, Web Based

ENG 308 CREATIVE WRITING: FICTION 3 Credit

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.

Pre-requisite: ENG 117, ENG 209FA, ENG 209

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Attributes: Fulfills Core Upper Div Eng

Course Offerings: Hybrid, Lecture, Web Based

ENG 309 CREATIVE WRITING: NONFICTION 3 Credit

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.

Pre-requisite: ENG 117, ENG 209, ENG 209FA

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Attributes: Fulfills Core Upper Div Eng

Course Offerings: Hybrid, Lecture, Web Based

ENG 310 CREATIVE WRITING: POETRY 3 Credit

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.

Pre-requisite: ENG 117, ENG 209, ENG 209FA

Grade Mode: Standard Letter, Audit, Pass/Fail

Course Attributes: Fulfills Core Upper Div Eng

Course Offerings: Hybrid, Lecture, Web Based

ENG 311 WRITING STRATEGIES 3 Credit

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.

Pre-requisite: ENG 117

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Attributes: Fulfills Core Upper Div Eng

Course Offerings: Hybrid, Lecture, Web Based

ENG 312 WRITING-BUSINESS & PROFESSIONS 3 Credit

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.

Pre-requisite: ENG 117

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Attributes: Fulfills Core Upper Div Eng

Course Offerings: Hybrid, Lecture, Web Based

ENG 313 WRITING FOR SCIENCES 3 Credit

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.

Pre-requisite: ENG 117

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Attributes: Fulfills Core Upper Div Eng

Course Offerings: Hybrid, Lecture, Web Based

ENG 317 WRITING FOR MASS MEDIA 3 Credit

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.

Pre-requisite: ENG 117

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Attributes: Fulfills Core Upper Div Eng

Course Offerings: Hybrid, Lecture, Web Based

ENG 319 TOPICS IN ADVANCED WRITING 3 Credit

Expected to be offered: Sufficient demand

Pre-requisite: ENG 117

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Attributes: Fulfills Core Upper Div Eng

Course Offerings: Hybrid, Lecture, Web Based

ENG 320 BRITISH LIT I (THROUGH 1800) 3 Credit

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

Pre-requisite: ENG 117, ENG 215HU, ENG 215

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Offerings: Hybrid, Lecture, Web Based

ENG 321 BRITISH LIT II (SINCE 1800) 3 Credit

Chronological and critical study of British literature with focus on Romantic, Victorian, and modern writers. Expected to be offered: Spring semester, Even years

Pre-requisite: ENG 117, ENG 215

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Offerings: Hybrid, Lecture, Web Based

ENG 322 AMERICAN LIT I (1620-1861) 3 Credit

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.

Pre-requisite: ENG 117, ENG 215, ENG 215HU

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Offerings: Hybrid, Lecture, Web Based

ENG 323 AMERICAN LITERATURE II (1861- 3 Credit

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.

Pre-requisite: ENG 117, ENG 215, ENG 215HU

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Offerings: Hybrid, Lecture, Web Based

ENG 324 WORLD LITERATURE 3 Credit

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.

Pre-requisite: ENG 215, ENG 215HU, ENG 117

Grade Mode: Standard Letter, Audit, Pass/Fail

Course Offerings: Hybrid, Lecture, Web Based

ENG 329 TPC IN MINORITY OR REGION LIT 3 Credit

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.

Pre-requisite: ENG 117, ENG 215, ENG 215HU

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Offerings: Hybrid, Lecture, Web Based

ENG 339 LITERARY THEMES 3 Credit

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.

Pre-requisite: ENG 117, ENG 215, ENG 215HU

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Offerings: Hybrid, Lecture, Web Based

ENG 346 INTRODUCTION TO LINGUISTICS 3 Credit

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.

Pre-requisite: ENG 117

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Offerings: Hybrid, Lecture, Web Based

ENG 349 MAJOR LITERARY FIGURES 3 Credit

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.

Pre-requisite: ENG 117, ENG 215, ENG 215HU

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Offerings: Hybrid, Lecture, Web Based

ENG 360 SHAKESPEARE'S TRAGEDIES 3 Credit

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.

Pre-requisite: ENG 215, ENG 215HU

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Offerings: Hybrid, Lecture, Web Based

ENG 361 SHAKESPEARE'S COMEDIES & HIST 3 Credit

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

Pre-requisite: ENG 117, ENG 215, ENG 215HU

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Offerings: Hybrid, Lecture, Web Based

ENG 392 SPECIAL TOPICS 1-6 Credit

Expected to be offered: Sufficient demand

Pre-requisite: ENG 117

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Offerings: Hybrid, Lecture, Web Based

ENG 495 INTERNSHIP 1-15 Credit

Pre-requisite: Consent of instructor

Pre-requisite: ENG 117

Grade Mode: Other to Include Option of IP, Audit, Pass/Fail, Standard Letter, Transfer

Course Offerings: Lecture, Internship

ENG 499 SENIOR ENGLISH PAPER 1 Credit

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

Pre-requisite: ENG 308, ENG 309, ENG 310, ENG 311, ENG 312, ENG 313, ENG 317, ENG 319, ENG 308, ENG 309, ENG 310, ENG 311, ENG 312, ENG 313, ENG 317, ENG 319, ENG 117

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Offerings: IN/FE/Rsrch/Thsis/Prjct/Capstn

Exercise Science (EXS)

EXS 105 MEDICAL TERMINOLOGY 2 Credit

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.

Grade Mode: Standard Letter, Pass/Fail

Course Offerings: Hybrid, Lecture, Web Based

EXS 110 INTRO TO EXERCISE SCIENCE 3 Credit

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.

Grade Mode: Standard Letter, Pass/Fail

Course Offerings: Hybrid, Lecture, Web Based

EXS 201 SAFETY, FIRST AID, & CPR 2 Credit

This course provides the student with knowledge and practical techniques associated with safety, first aid and CPR. CPR and First Aid certification is available.

Grade Mode: Standard Letter, Pass/Fail

Course Offerings: Hybrid, Lecture, Web Based

EXS 202 RACQUET AND INDIVIDUAL SPORTS 2 Credit

Motor skill performance, as well as biomechanical, tactical, and pedagogical knowledge for racquet and individual sports, are taught and assessed in this class.

Grade Mode: Standard Letter, Pass/Fail

Course Offerings: Hybrid, Lecture, Web Based

EXS 203 TEAM SPORTS 2 Credit

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.

Grade Mode: Standard Letter, Pass/Fail

Course Offerings: Hybrid, Lecture, Web Based

EXS 223 YOUTH SPORTS 3 Credit

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.

Grade Mode: Standard Letter

Course Offerings: Hybrid, Lecture, Web Based

EXS 233 SOCIOLOGY OF SPORT 3 Credit

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.

Grade Mode: Standard Letter

Course Offerings: Lecture

EXS 260 SPORTS PSYCHOLOGY 3 Credit

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.

Grade Mode: Standard Letter, Pass/Fail

Course Offerings: Hybrid, Lecture, Web Based

EXS 275 EXERCISE AND SPORTS NUTRITION 3 Credit

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

Restrictions: Students with a classification of Freshman may not enroll

Grade Mode: Standard Letter, Pass/Fail

Course Offerings: Hybrid, Lecture, Web Based

Equivalencies: HHP 320

EXS 281 COACHING GOLF 1 Credit

Sport-specific coaching theories, including technical and tactical skill development, will be examined.

Grade Mode: Standard Letter, Pass/Fail

Course Offerings: Hybrid, Lecture, Web Based

EXS 282 COACHING RACQUET SPORTS 1 Credit

Sport-specific coaching theories, including technical and tactical skill development, will be examined.

Grade Mode: Standard Letter, Pass/Fail

Course Offerings: Hybrid, Lecture, Web Based

EXS 283 COACHING WEIGHT TRAINING 1 Credit

This course provides the foundation for the performance and teaching of resistance training. Various modes of resistance training will be taught with focus on each exercise's technique and cuing for clients.

Grade Mode: Standard Letter, Pass/Fail

Course Offerings: Hybrid, Lecture, Web Based

EXS 284 COACHING TRACK/FIELD/XCOUNTRY 1 Credit

Sport-specific coaching theories, including technical and tactical skill development, will be examined.

Grade Mode: Standard Letter, Pass/Fail

Course Offerings: Hybrid, Lecture, Web Based

EXS 285 COACHING WRESTLING 1 Credit

Sport-specific coaching theories, including technical and tactical skill development, will be examined.

Grade Mode: Standard Letter, Pass/Fail

Course Offerings: Hybrid, Lecture, Web Based

EXS 286 COACHING BASEBALL/SOFTBALL 1 Credit

Sport-specific coaching theories, including technical and tactical skill development, will be examined.

Grade Mode: Standard Letter, Pass/Fail

Course Offerings: Hybrid, Lecture, Web Based

EXS 287 COACHING BASKETBALL 1 Credit

Sport-specific coaching theories, including technical and tactical skill development, will be examined.

Grade Mode: Standard Letter, Pass/Fail

Course Offerings: Hybrid, Lecture, Web Based

EXS 288 COACHING FOOTBALL 1 Credit

Sport-specific coaching theories, including technical and tactical skill development, will be examined.

Grade Mode: Standard Letter, Pass/Fail

Course Offerings: Hybrid, Lecture, Web Based

EXS 289 COACHING SOCCER 1 Credit

Sport-specific coaching theories, including technical and tactical skill development, will be examined.

Grade Mode: Standard Letter, Pass/Fail

Course Offerings: Hybrid, Lecture, Web Based

EXS 290 COACHING VOLLEYBALL 1 Credit

Sport-specific coaching theories, including technical and tactical skill development, will be examined.

Grade Mode: Standard Letter, Pass/Fail

Course Offerings: Hybrid, Lecture, Web Based

EXS 292 SPCL TPC IN EXERCISE SCIENCE 1-6 Credit

Special Topics in Exercise Science. Course may be repeated with different topic.

Grade Mode: Standard Letter, Pass/Fail

Course Offerings: Hybrid, Lecture, Web Based

EXS 305 EXERCISE PHYSIOLOGY 3 Credit

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.

Pre-requisite: ENG 117, BIO 251

Grade Mode: Standard Letter, Pass/Fail

Course Offerings: Hybrid, Lecture, Web Based

Equivalencies: HPE 485

EXS 310 FITNESS ASSESSMENT METHODS 3 Credit

This course will provide students with the opportunity to develop an understanding of exercise physiology laboratory skills and protocols necessary for the exercise/fitness profession as well as introduce the student to equipment and basic methods of assessing physiological responses to exercise. Students will also develop the ability to explain the mechanisms underlying the physiological responses to specific exercises and explain the long term adaptations to these exercises and critically analyze and interpret exercise physiology data resulting from physiological stressors. Students will also develop skills which allow students to better analyze movement from a biomechanical perspective.

Prerequisite: EXS 305

Pre-requisite: ENG 117, EXS 305

Grade Mode: Standard Letter, Pass/Fail

Course Offerings: Hybrid, Lecture, Web Based

Equivalencies: HHP 420, HHP 490

EXS 315 EVENT AND FACILITY MANAGEMENT 3 Credit

Basic concepts of planning, facility management and of conducting sports-related events, from inception to completion, are examined in this course. Facility safety, maintenance budgeting, and staffing are also covered. The class addresses practical applications, as well as different strategies to event and facility management. A unique modular format will be used to present the class material. Expert speakers in the areas of event and facility management will present students with real life scenarios and authentic information in the course. A 10 hour practicum requirement in an event or facility management setting as part of a class project assisting in conducting an event. Coordination of the event will require class-wide collaboration and teamwork, with the quality of the event being a major assessment for the course.

Pre-requisite: ENG 117

Grade Mode: Standard Letter, Pass/Fail

Course Offerings: Hybrid, Lecture, Web Based

EXS 325 ADV STRENGTH & CONDITIONING 3 Credit

This course focuses on the various forms of anaerobic training. Students will study the physiological adaptations to anaerobic training and techniques for increasing anaerobic performance, including strength, power, and speed.

Pre-requisite: ENG 117, EXS 305, HPE 315

Grade Mode: Standard Letter, Pass/Fail

Course Offerings: Hybrid, Lecture, Web Based

EXS 333 Sport Marketing, Media, and Public Relations 3 Credit

This course examines the basic principles of marketing and how they are applied to the field of sport. They are evaluated in terms of the elemental marketing mix, which includes product, place, price, promotion, and public relations. Applications of principles for marketing, media and public relations to the sports industry are evaluated and surveyed. The three areas are presented separately and are then addressed in relation to each other.

Pre-requisite: ENG 117

Grade Mode: Standard Letter

Course Offerings: Lecture

EXS 340 ETHICS, LAW & HLTH/FTNS PROFSN 3 Credit

A problem-centred approach to ethics and moral decision-making in sport and physical activity. Current legislation of importance to the health/fitness profession is then highlighted together with an identification of professional responsibility under the law.

Pre-requisite: ENG 117

Grade Mode: Standard Letter, Pass/Fail

Course Offerings: Hybrid, Lecture, Web Based

EXS 350 COACHING CERTIFICATION 2 Credit

Students will take the American Sport Education Program (ASEP) and test for ASEP certification which is required in many school districts. Additional sport-specific coaching theories will also be examined.

Pre-requisite: ENG 117

Grade Mode: Standard Letter, Pass/Fail

Course Offerings: Hybrid, Lecture, Web Based

EXS 392 SPCL TPCS IN EXERCISE SCIENCE 1-6 Credit

Special topics in exercise science. May be repeated with different topic.

Pre-requisite: ENG 117

Grade Mode: Standard Letter, Pass/Fail

Course Offerings: Hybrid, Lecture, Web Based

EXS 411 EXERCISE PRESCRIPTION I 3 Credit

Concepts, theory, practice and research in training and conditioning will be studied. The principles of strength training, overview of training equipment, fitness assessments, and designing individual exercise programs for apparently healthy adults will be taught. Prerequisite: EXS 310

Pre-requisite: ENG 117, EXS 310

Grade Mode: Standard Letter, Pass/Fail

Course Offerings: Hybrid, Lecture, Web Based

EXS 412 EXERCISE PRESCRIPTION II 3 Credit

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

Pre-requisite: ENG 117, EXS 411

Grade Mode: Standard Letter, Pass/Fail

Course Offerings: Hybrid, Lecture, Web Based

EXS 490 RESEARCH IN EXERCISE SCIENCE 1-4 Credit

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.

Restrictions: Enrollment limited to students with a classification of Junior or Senior

Grade Mode: Pass/Fail, Lifelong Learning

Course Offerings: Hybrid, Lecture, Web Based

EXS 495 INTERNSHIP 1-15 Credit

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.

Pre-requisite: ENG 117

Restrictions: Enrollment limited to students with a classification of Senior

Grade Mode: Other to Include Option of IP, Pass/Fail, Standard Letter

Course Offerings: Internship, IN/FE/Rsrch/Thsis/Prjct/Capstn

EXS 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.

Restrictions: Enrollment limited to students with a classification of Senior

Grade Mode: Pass/Fail, Standard Letter

Course Offerings: IN/FE/Rsrch/Thsis/Prjct/Capstn

Forensic Science (FSC)

FSC 201 INTRO TO FORENSIC SCIENCE 3 Credit

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.

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Offerings: Hybrid, Lecture, Web Based

FSC 300 PHYSICAL EVIDENCE 3 Credit

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.

Pre-requisite: ENG 117, FSC 201

Grade Mode: Standard Letter, Pass/Fail, Transfer

Course Offerings: Hybrid, Lecture, Web Based

FSC 310 IMPRESSION EVIDENCE LAB ANALYS 3 Credit

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.

Pre-requisite: ENG 117

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Offerings: Hybrid, Lecture, Web Based

FSC 320 PATTERNED EVIDENCE LAB ANALYSI 3 Credit

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.

Pre-requisite: ENG 117

Grade Mode: Standard Letter, Pass/Fail

Course Offerings: Hybrid, Lecture, Web Based

FSC 330 BLOOD, BDY FLUID & DNA LB ANAL 3 Credit

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.

Pre-requisite: ENG 117

Grade Mode: Standard Letter, Pass/Fail

Course Offerings: Hybrid, Lecture, Web Based

FSC 340 FORENSIC BIOLOGY & MICROSCOPY 3 Credit

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.

Pre-requisite: BIO 151, FSC 201, ENG 117

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Offerings: Hybrid, Lecture, Web Based

FSC 350 FRSC CHEM & INSTRUMENTATION 3 Credit

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.

Pre-requisite: ENG 117, CHM 111, CHM 112

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Offerings: Hybrid, Lecture, Web Based

FSC 360 PHYSICAL EVIDENCE LAB ANALY 3 Credit

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.

Pre-requisite: ENG 117

Grade Mode: Standard Letter, Pass/Fail

Course Offerings: Hybrid, Lecture, Web Based

FSC 392 SPECIAL TOPICS 1-6 Credit

Topics of a specific nature will be presented in each course. Courses may include: arson and explosives; bio-medical methods in forensics; facial and body reconstruction; forensic geology; forensic toxicology; and forensic engineering; forensic entomology. Expected to be offered: Sufficient demand

Pre-requisite: ENG 117

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Offerings: Hybrid, Lecture, Web Based

FSC 410 DRUGS AND POISONS 3 Credit

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

Pre-requisite: ENG 117, CRJ 100, FSC 200

Grade Mode: Standard Letter

Course Offerings: Hybrid, Lecture, Web Based

FSC 430 FORENSIC ANTHROPOLOGY W/ LAB 3 Credit

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.

Pre-requisite: ENG 117, FSC 201

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Offerings: Hybrid, Lecture, Web Based

FSC 495 INTERNSHIP IN FORENSIC SCIENCE 1-15 Credit

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.

Pre-requisite: ENG 117

Grade Mode: Other to Include Option of IP, Audit, Pass/Fail, Standard Letter, Transfer

Course Offerings: IN/FE/Rsrch/Thsis/Prjct/Capstn

FSC 499 SR CAPSTONE SEMINAR 3 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. Pre-requisite: Consent of instructor

Pre-requisite: ENG 117

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Attributes: Fulfills Writing Accross Curr

Course Offerings: IN/FE/Rsrch/Thsis/Prjct/Capstn

General Science (GSC)

GSC 110 CONTEMPORARY PHYSICAL SCIENCES 4 Credit

Course uses the scientific method to understand and make decisions involving the realms of science, including topics and applications from astronomy, geology, chemistry, physics, oceanography, paleontology, meteorology, the biological sciences, forensic sciences, and the history of science. Students will develop proficiency in applying logical and analytical methods in designing experiments (including replicating some of the great experiments of history), manipulating data, analyzing results, and drawing valid conclusions. Communication of results and conclusions will be stressed in both oral and written form. Expected to be offered: Fall semesters Distance Learning: Spring semester, Odd years

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Attributes: Fulfills ELA Exper. Science

Course Offerings: Hybrid, Lecture, Web Based

Equivalencies: GSC 110ES

GSC 121 EARTH AND SPACE SCIENCE 4 Credit

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.

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Offerings: Hybrid, Lecture, Web Based

GSC 215 HISTORY OF SCIENCE 4 Credit

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.

Grade Mode: Standard Letter

Course Offerings: Hybrid, Lecture, Web Based

Equivalencies: GSC 158

GSC 230 METEOROLOGY & OCEANOGRAPHY 3 Credit

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.

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Offerings: Hybrid, Lecture, Web Based

GSC 320 GEOLOGY AND PALEONTOLOGY 4 Credit

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.

Pre-requisite: ENG 117

Grade Mode: Standard Letter

Course Offerings: Hybrid, Lecture, Web Based

Equivalencies: GSC 210

GSC 392 SPECIAL TOPICS: 1-6 Credit

Courses dealing with modern topics of interest in the rapidly developing sciences.

Pre-requisite: ENG 117

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Offerings: Hybrid, Lecture, Web Based

Health and Physical Education (HPE)

HPE 103 STRETCHING WITH YOGA 1 Credit

Expected to be offered: Fall and Spring semesters

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Offerings: Hybrid, Lecture, Web Based

HPE 110 WELLNESS PERSPECTIVES 3 Credit

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.

Grade Mode: Standard Letter, Audit, Pass/Fail

Course Attributes: Fulfills ELA Social Science

Course Offerings: Hybrid, Lecture, Web Based

Equivalencies: HPE 110SS

HPE 110SS WELLNESS PERSPECTIVES 3 Credit

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.

Grade Mode: Standard Letter, Pass/Fail

Course Offerings: Lecture

Equivalencies: HPE 110

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.

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Offerings: Hybrid, Lecture

HPE 112 WEIGHT TRNG & PERSONAL FITNESS 1 Credit

Expected to be offered: Fall and Spring semesters

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Offerings: Hybrid, Lecture

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.

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Offerings: Hybrid, Lecture

HPE 121 GOLF 1 Credit

Expected to be offered: Fall semester

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Offerings: Hybrid, Lecture

HPE 122 AEROBICS 1 Credit

Expected to be offered: Fall and Spring semesters

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Offerings: Hybrid, Lecture

HPE 123 DANCE HIP HOP 1 Credit

Expected to be offered: Fall and Spring semesters

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Offerings: Hybrid, Lecture

HPE 130 SNOW SKIING AND BOARDING 1 Credit

Expected to be offered: Spring semesters

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Offerings: Hybrid, Lecture

HPE 131 HIKING & 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.)

Grade Mode: Standard Letter, Pass/Fail

Course Offerings: Hybrid, Lecture

HPE 134 WHITE WATER RAFTING 1 Credit

Expected to be offered: Fall semesters

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer**Course Offerings: Hybrid, Lecture****HPE 175 THERAPEUTIC MASSAGE 1 Credit**

Expected to be offered: Fall semesters

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer**Course Offerings: Hybrid, Lecture****HPE 188 PERSONAL HEALTH 3 Credit**

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.

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer**Course Attributes: Fulfills ELA Social Science****Course Offerings: Hybrid, Lecture, Web Based****HPE 192 SPECIAL TOPICS 1-3 Credit**

Expected to be offered: Sufficient demand

Grade Mode: Standard Letter, Pass/Fail, Transfer**Course Offerings: Hybrid, Lecture, Web Based****HPE 210 HST, PHL, & SOC OF HPE & REC 2 Credit**

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.

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer**Course Offerings: Hybrid, Lecture, Web Based****HPE 215 PE, REC, FITNESS & SPT MGMT 3 Credit**

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.

Grade Mode: Standard Letter, Audit**Course Offerings: Hybrid, Lecture, Web Based****HPE 230 ADAPTED PHYSICAL EDUCATION 2 Credit**

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.

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer**Course Offerings: Hybrid, Lecture, Web Based****HPE 252 MOA OFFICIATING CERT COURSE 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.

Grade Mode: Standard Letter, Audit, Pass/Fail**Course Offerings: Hybrid, Lecture, Web Based****HPE 300 STRATS IN HEALTH ENHANCEMENT 3 Credit**

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.

Pre-requisite: HPE 188, HPE 110SS, ENG 117**Grade Mode: Standard Letter, Audit, Homestudy, Pass/Fail, Transfer****Course Offerings: Hybrid, Lecture, Web Based****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.

Pre-requisite: ENG 117, HPE 188, HPE 110SS**Grade Mode: Standard Letter, Pass/Fail****Course Offerings: Hybrid, Lecture, Web Based****HPE 312 MTHD IN PHYS EDUC AND SPORT 3 Credit**

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.

Pre-requisite: ENG 117**Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer****Course Offerings: Hybrid, Lecture, Web Based****HPE 315 KINESIOLOGY & BIOMECHANICS 3 Credit**

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.

Restrictions: Students with a classification of Freshman may not enroll**Grade Mode: Standard Letter, Pass/Fail****Course Offerings: Hybrid, Lecture, Web Based****Equivalencies: HPE 415****HPE 330 ASSESSMENT AND TESTING 2 Credit**

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. Students will learn to conduct research, including framing research question, literature review, hypotheses formulation, HPE data collection methods and tools, and ethical issues. In addition, this course will provide preparation in statistical practices, including descriptive statistics, correlation, t-testing, and analysis of variance.

Pre-requisite: MTH 108, MTH 252, ENG 117**Grade Mode: Standard Letter, Audit, Homestudy, Pass/Fail, Transfer****Course Offerings: Hybrid, Lecture, Web Based****HPE 392 SPECIAL TOPICS IN PHYSICAL ED 1-6 Credit**

Expected to be offered: Sufficient demand

Grade Mode: Standard Letter, Pass/Fail, Transfer**Course Offerings: Hybrid, Lecture, Web Based**

HPE 405 PREV & CARE-ATH INJURIES 3 Credit

Study of physical examination, bandaging and taping, massage, physio and hydrotherapy, diet, conditioning, treatment of specific injuries, and training room procedures.

Pre-requisite: ENG 117

Fees: Yes, see schedule for amount

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Offerings: Hybrid, Lecture, Web Based

HPE 485 PHYSIOLOGY OF EXERCISE 3 Credit

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.

Pre-requisite: BIO 103, BIO 151, BIO 152, ENG 117

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Offerings: Hybrid, Lecture, Web Based

Equivalencies: EXS 305

HPE 495 INTERNSHIP 1-15 Credit

Consent of instructor required.

Pre-requisite: ENG 117

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Offerings: Hybrid, IN/FE/Rsrch/Thsis/Prjct/Capstn

Health Care Administration (HCA)

HCA 120 INTRO TO US HEALTHCARE SYSTEM 3 Credit

This course provides an overview of the history, structure, resources, and future of the U.S. healthcare system. This overview includes legislation, policy, and governmental initiatives, as well as, reimbursement mechanisms and continuum of care components. The course highlights disparities and access, with a focus on vulnerable populations.

Grade Mode: Standard Letter

Course Offerings: Hybrid, Web Based

HCA 130 ORG BEHAVIOR IN HEALTHCARE 3 Credit

This course highlights aspects of organizational theory and its practical application within healthcare organizations to facilitate change and pursue goals. The material explores the relationship between individuals, teams or groups, and the organization's structure, along with skills and techniques to impact day-to-day operations management.

Grade Mode: Standard Letter

Course Offerings: Hybrid, Web Based

HCA 140 HEALTHCARE MANAGEMENT 3 Credit

This course provides an introduction to principles, concepts and theories within management of healthcare organizations. It includes a focus on the functions of managers (i.e., planning, organizing, staffing, leading, and controlling performance) in organizational and quality improvement.

Grade Mode: Standard Letter

Course Offerings: Hybrid, Web Based

HCA 160 HUMAN RESOURCE MANAGEMENT IN HEALTHCARE 3 Credit

The course highlights the basics of workforce management including legal issues surrounding employment, organized labor, diversity and inclusion, job analysis and design, compensation and benefits, recruitment and retention, and performance management. The material positions the human resource function as an integral component of operational improvement, while emphasizing human resource practices as a reflection of organizational planning and strategies.

Grade Mode: Standard Letter

Course Offerings: Hybrid, Web Based

HCA 180 LEGAL ISSUES IN HEALTHCARE 3 Credit

This course provides an overview of legal issues in healthcare. Patient care issues include torts, negligence, and malpractice as well as, informed consent and providing, refusing or terminating care. Topics include regulatory issues (including governance, providers, services, payment mechanisms, compliance, privacy, fraud and abuse).

Grade Mode: Standard Letter

Course Offerings: Hybrid, Web Based

HCA 192 SPECIAL TOPICS 3 Credit

Grade Mode: Credit/No Credit

Course Offerings: Web Based

HCA 200 INFORMATICS IN HEALTHCARE 3 Credit

From clinical decision support to e-health and population health applications, this course highlights tools and strategies to influence the use of technology, data, and information for improving safety, quality, efficiency, and patient-centered care. Topics include managing, protecting, and harnessing the power of information.

Grade Mode: Standard Letter

Course Offerings: Hybrid, Web Based

HCA 220 INTRODUCTION TO HEALTHCARE FINANCIAL MANAGEMENT 3 Credit

Foundational concepts within accounting and financial management, along with types of insurers and payers, are introduced and applied across acute and post-acute settings in healthcare. The course includes budgeting, variances, cost structures, profit analysis, along with revenue cycle and supply chain management. The fundamental focus on clinical and operations management can benefit entry-level and early career managers.

Grade Mode: Standard Letter

Course Offerings: Hybrid, Web Based

HCA 250 LEADERSHIP IN HEALTHCARE 3 Credit

This course emphasizes the need for not simply leadership, but skilled leadership in healthcare. Course materials provide an introduction to leadership theory, styles, essential skills, and diverse approaches necessary to meet the challenges of a dynamic and changing healthcare industry.

Pre-requisite: ENG 117

Grade Mode: Standard Letter

Course Offerings: Hybrid, Web Based

Equivalencies: HCA 150

HCA 260 COMMUNICATION IN HEALTHCARE 3 Credit

This course focuses on developing healthcare leaders' communication skills with specific emphasis on, assertiveness, conflict management, and using communication techniques to facilitate organizational results.

Grade Mode: Standard Letter

Course Offerings: Hybrid, Web Based

HCA 270 PROFESSIONALISM, ETHICS, AND VALUES IN HEALTHCARE 3 Credit

Many professional membership organizations have Codes of Ethics which shape the occupation's professionalization. Clinicians rely on their profession's code of ethics, but benefit from additional tools as they advance to managerial roles. This course material expands awareness of ethical practices beyond direct patient care to research, information management, human resources, and strategic planning across acute and post-acute care settings.

Grade Mode: Standard Letter

Course Offerings: Hybrid, Web Based

Equivalencies: HCA 170

HCA 300 POPULATION HEALTH FOR HEALTHCARE MANAGERS 3 Credit

A study of population health shifts the focus from the individual patient to health outcomes within groups of individuals. This course explores population health approaches, as well as principles of epidemiology and the application of principles and concepts to affect health outcomes within communities. The course includes a focus on information seeking to access data and research, as well as, understanding descriptive and statistical analysis for managerial decision making.

Pre-requisite: ENG 117

Grade Mode: Standard Letter

Course Offerings: Hybrid, Web Based

HCA 320 INTRODUCTION TO HEALTHCARE MARKETING 3 Credit

This course frames payers, physicians, patients, and the public as targets of a healthcare organization's marketing efforts. Payers direct patients; physicians make referrals; patients may be referred or seek services; and while members of the public may not need services today, they or someone in their family or social circles may need services in the future. Each of these groups need to be educated regarding services available to make informed decisions. Everyone in a healthcare organization is in effect, a marketer. This course focuses on the research, considerations, planning and actions, to create strategic initiatives as well as, the leadership and communication skills needed in marketing.

Pre-requisite: ENG 117

Grade Mode: Standard Letter

Course Offerings: Hybrid, Web Based

HCA 330 QUALITY MANAGEMENT IN HEALTHCARE 3 Credit

From a focus on safety and quality of care within an organization to best practice and transition strategies to impact the patient journey and population health, quality management is part of every department or strategic business unit. Course content highlights the fundamentals of measuring, assessing and improving quality along with application of different tools in quality management processes.

Pre-requisite: ENG 117

Grade Mode: Standard Letter

Course Offerings: Hybrid, Web Based

HCA 340 3 Credit

This course examines health policy through a lens of economics. Reimbursement topics include Medicare, Medicaid, managed care and healthcare legislation. The course highlights how supply and demand affect the cost of healthcare. Course content raises ethical questions regarding payment for healthcare, as well as, issues surrounding competition, cost shifting, profits, and the roles of government and health associations in health policy.

Pre-requisite: ENG 117

Grade Mode: Standard Letter

Course Offerings: Hybrid, Web Based

Equivalencies: HCA 240

HCA 494 CAPSTONE 3 Credit

As the final course in the sequence, Capstone provides opportunities to apply concepts from across the curriculum. It is a culmination of curricular work, designed to apply and demonstrate multiple healthcare leadership competencies.

Pre-requisite: ENG 117

Grade Mode: Other to Include Option of IP, Standard Letter

Course Offerings: IN/FE/Rsrch/Thsis/Prjct/Capstn

HCA 495 INTERNSHIP I 2 Credit

This two-part course includes a 120-hour managerial experience internship across a 16-week semester. One credit will be earned for successful completion of the first 8-week term.

Grade Mode: Other to Include Option of IP, Standard Letter

Course Offerings: IN/FE/Rsrch/Thsis/Prjct/Capstn

HCA 496 INTERNSHIP II 1 Credit

This two part course includes a 120-hour managerial experience internship over a 16-week semester. Two credits will be earned for successful completion of the second 8-week term.

Pre-requisite: ENG 117

Grade Mode: Other to Include Option of IP, Standard Letter

Course Offerings: IN/FE/Rsrch/Thsis/Prjct/Capstn

History (HST)

HST 101 GLOBAL HISTORY I 3 Credit

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.

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Attributes: World History Focus

Course Offerings: Hybrid, Lecture, Web Based

HST 102 GLOBAL HISTORY II 3 Credit

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 the empires in Spain, England, and France. Themes include trading patterns, slavery, destructions of indigenous cultures, and the rise of modern capitalism.

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Attributes: World History Focus

Course Offerings: Hybrid, Lecture, Web Based

HST 110 CONTEMP ISSUES IN HISTORY 3 Credit

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.

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Attributes: Fulfills ELA Social Science

Course Offerings: Hybrid, Lecture, Web Based

Equivalencies: HST 110HU

HST 203 UNITED STATES HISTORY I 3 Credit

A survey of American history from the era of discovery through the Civil War.

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Attributes: Fulfills History Array in Core

Course Offerings: Hybrid, Lecture, Web Based

HST 204 UNITED STATES HISTORY II 3 Credit

Continues the survey of American history to the present. May be taken whether or not students have completed HST 203

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Attributes: Fulfills History Array in Core

Course Offerings: Hybrid, Lecture, Web Based

HST 230 WORLD & REGIONAL GEOGRAPHY 3 Credit

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.

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Attributes: World History Focus

Course Offerings: Hybrid, Lecture, Web Based

HST 232 THE AMERICAN REVOLUTION 3 Credit

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.

Grade Mode: Standard Letter, Pass/Fail

Course Attributes: American History Focus

Course Offerings: Hybrid, Lecture, Web Based

HST 242 THE AMERICAN CIVIL WAR 3 Credit

History of this defining event including origins, meaning, the developing conflict from Sumter through Appomattox, and the era of Reconstruction.

Grade Mode: Standard Letter, Pass/Fail

Course Attributes: American History Focus

Course Offerings: Hybrid, Lecture, Web Based

Equivalencies: HST 342

HST 245 HISTORY OF LATIN AMERICA 3 Credit

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.

Grade Mode: Standard Letter

Course Attributes: World History Focus

Course Offerings: Hybrid, Lecture, Web Based

HST 272 HISTORY OF SECOND WORLD WAR 3 Credit

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.

Grade Mode: Standard Letter, Pass/Fail

Course Attributes: Fulfills ELA Social Science

Course Offerings: Hybrid, Lecture, Web Based

HST 292 SPECIAL TOPICS 1-6 Credit

Grade Mode: Standard Letter

Course Offerings: Hybrid, Lecture, Web Based

HST 315 NATIVE AMERICAN HISTORY 3 Credit

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.

Pre-requisite: ENG 117

Grade Mode: Standard Letter, Pass/Fail

Course Attributes: American History Focus

Course Offerings: Hybrid, Lecture, Web Based

HST 321 ANCIENT HISTORY 3 Credit

An analysis of the ancient civilizations of the Near East, Greece, and Rome; emphasis on the institutional and cultural developments that shaped western civilization.

Pre-requisite: ENG 117, HST 101

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Attributes: World History Focus

Course Offerings: Hybrid, Lecture, Web Based

HST 322 MEDIEVAL HISTORY 3 Credit

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.

Pre-requisite: ENG 117, HST 101

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Attributes: World History Focus

Course Offerings: Hybrid, Lecture, Web Based

HST 326 RENAISSANCE AND REFORMATION 3 Credit

An examination of the intellectual, social, political, and religious character of Europe in the fifteenth, sixteenth, and seventeenth centuries.

Pre-requisite: ENG 117

Grade Mode: Standard Letter, Pass/Fail

Course Attributes: World History Focus

Course Offerings: Hybrid, Lecture, Web Based

Equivalencies: HST 367

HST 327 MODERN EUROPEAN HISTORY 3 Credit

Course covers European History from the French Revolution to the present day with emphasis on the social and cultural changes affecting the continent and, because of European influence, much of the rest of the world. Special attention is given to imperialism, industrialization and the rise of distinctive ideologies such as Marxism/Communism/Liberalism and Fascism.

Pre-requisite: ENG 117

Grade Mode: Standard Letter, Pass/Fail

Course Attributes: World History Focus

Course Offerings: Hybrid, Lecture, Web Based

HST 330 MEDIEVAL MID EAST & CRUSADES 3 Credit

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.

Pre-requisite: ENG 117

Grade Mode: Standard Letter, Lifelong Learning

Course Attributes: World History Focus

Course Offerings: Hybrid, Lecture, Web Based

HST 331 THE MODERN MIDDLE EAST 3 Credit

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.

Pre-requisite: ENG 117

Grade Mode: Standard Letter, Pass/Fail

Course Attributes: World History Focus

Course Offerings: Hybrid, Lecture, Web Based

HST 339 PRACTICING HISTORY 3 Credit

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.

Pre-requisite: ENG 117

Restrictions: Students with a classification of Freshman may not enroll

Grade Mode: Standard Letter

Course Offerings: Hybrid, Lecture, Web Based

Equivalencies: HST 239

HST 350 JPNS HST & CULT THGH ANIMATION 3 Credit

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.

Pre-requisite: ENG 117

Grade Mode: Standard Letter, Pass/Fail

Course Attributes: World History Focus

Course Offerings: Hybrid, Lecture, Web Based

HST 360 MONTANA AND THE WEST 3 Credit

Examines Montana's origins and development in the context of the American West from the pre-contact era into the twenty-first century.

Pre-requisite: ENG 117

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Attributes: American History Focus

Course Offerings: Hybrid, Lecture, Web Based

HST 392 SPECIAL TOPICS IN HISTORY 1-6 Credit

Expected to be offered: intermittently

Pre-requisite: ENG 117

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Offerings: Hybrid, Lecture, Web Based

HST 433 SPIES: HST ESPIONAGE 20TH CENT 3 Credit

This course traces the history of espionage in the Twentieth century beginning with the state of intelligence gathering in the Nineteenth century, covering both World Wars, the interwar period, Cold War, industrial and political espionage and the War on Terror. The institutional histories of the M15, KGB and CIA receive particular emphasis and the course seeks to assess the impact of the covert world on decision making, domestic policy, international relations and popular culture.

Pre-requisite: ENG 117

Grade Mode: Standard Letter, Pass/Fail

Course Attributes: World History Focus

Course Offerings: Hybrid, Lecture, Web Based

HST 436 HST CAPTISM IN US SINCE 1880 3 Credit

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.

Pre-requisite: ENG 117

Grade Mode: Standard Letter

Course Attributes: American History Focus

Course Offerings: Hybrid, Lecture, Web Based

HST 437 AMERICA IN THE COLD WAR 3 Credit

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.

Pre-requisite: ENG 117

Grade Mode: Standard Letter, Pass/Fail

Course Attributes: American History Focus

Course Offerings: Hybrid, Lecture, Web Based

HST 495 INTERNSHIP 1-15 Credit

Pre-requisite: Consent of instructor

Pre-requisite: ENG 117

Grade Mode: Other to Include Option of IP, Audit, Pass/Fail, Standard Letter, Transfer

Course Offerings: IN/FE/Rsrch/Thsis/Prjct/Capstn

HST 499 SENIOR RESEARCH PROJECT 3 Credit

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. Pre-requisite: Consent of instructor

Pre-requisite: ENG 117

Grade Mode: Other to Include Option of IP, Audit, Pass/Fail, Transfer

Course Offerings: IN/FE/Rsrch/Thsis/Prjct/Capstn

Integrated Learning Community (ILC)

ILC 330 WHAT IS TRUTH 4 Credit

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 options will be available each semester via campus and online delivery.

Pre-requisite: ENG 117

Grade Mode: Standard Letter

Course Offerings: Hybrid, Lecture, Web Based

ILC 350 WHAT IS THE COMMON GOOD 4 Credit

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 options will be available each semester via campus and online delivery.

Pre-requisite: ENG 117

Grade Mode: Standard Letter

Course Offerings: Hybrid, Lecture, Web Based

ILC 355 FAITH AND REASON 4 Credit

This course explores the nature of Christian theology as an academic discipline and as a reflection on faith, as well as the philosophical foundations for helping students to develop their understanding of human nature. It examines the elements of theological method and sources as developed over time, placing theology within the context of human reasoning in conversation with related ways of searching for truth. It also introduces to students to fundamental philosophical How do humans relate together in society? What is the nature of the human soul? Are we free to be the authors of our own choices, or determined to act by factors beyond our control? What is the relation between faith and reason? Throughout the process of addressing these questions, an aim of this course is to better students' logical and critical thinking skills, namely being able to (1) identify arguments, (2) construct good arguments, and (3) analyze others' arguments.

Grade Mode: Standard Letter

Course Offerings: Lecture, Web Based

ILC 392 SPECIAL TOPICS 1-6 Credit

Grade Mode: Standard Letter

Course Offerings: Hybrid, Lecture, Web Based

Leadership (LDR)

LDR 201 LEADING MYSELF 1 Credit

This is a required course for students in the IMPACT UP program OR may be taken by other students as an elective. It is designed to create an atmosphere of innovation and creativity as students explore vocational directions on the path to discovering that place where we can "be who we are". The course enlist scintillating reading assignments and experiential learning students to aid us as we learn to hear our own voices, discover our own aspirations in world that often is dominated by the sound of others expectations. In this way we seek to fulfill f the teaching mission of Jesus Christ, the mission of the University of Providence, to provide students with the opportunity to obtain a liberal education for living and making a living. LDR 201 provides a foundation for university students to participate in experiential learning opportunities. Students will develop the necessary skills to represent themselves and the University by developing professional skills, critical thinking strategies and ability to work in an individual and team setting. It challenges students to ask, how they can live their best life. It also seeks to challenge students to move beyond the typical "undergraduate" experience to support them in their professional development. It has the potential to transform and advance student lives.

Grade Mode: Pass/Fail

Course Offerings: Hybrid, Lecture, Web Based

LDR 301 LEADING OTHERS 1 Credit

Provides a foundation for university students to participate in internship and experiential learning opportunities. This course will help students develop the necessary skills to represent themselves and the University by developing professional skills, critical thinking strategies and ability to work in an individual and team setting. Through alumni mentor relationship, informational interviews (prototyping meetings), and class discussions anchored in the writing of highly acclaimed authors students will strengthen their self-efficacy skills in creating the life they want to live. Inspired by their broad faith based liberal arts background students in their junior year will be encouraged to put those faith-based values and their liberal arts foundation into practice as we work on designing our life after graduation. This is done in the context that we are living life and adjusting as we go. Learning to fall fast and fall forward. Students will practice tools for designing their lives, understanding that a well lived life is one that has a solid foundation and is alert to continual intentional, well informed by core value, adjustments.

Pre-requisite: ENG 117

Grade Mode: Pass/Fail

Course Offerings: Hybrid, Lecture, Web Based

LDR 401 LEADING MY LIFE 1 Credit

Provides students with tools to transition from an academic perspective to the career world. This course walks students through the self-discovery, research and application process as they seek graduate school or employment opportunities post-graduation and establish financial futures. Upon completion of this course, students will have developed or refined their personal career portfolio and honed their financial preparedness for post graduations life. The University of Providence mission is to...give students the opportunity to obtain a liberal education for living and for making a living. The Corps of Discovery challenges students to ask, how can I live the best life? It also seeks to challenge students to move beyond the typical "graduate" experience to support them in their future endeavors. It has the potential to transform and advance student lives.

Pre-requisite: ENG 117

Grade Mode: Pass/Fail

Course Offerings: Hybrid, Lecture, Web Based

Mathematics (MTH)

MTH 090 ELEMENTARY ALGEBRA 2 Credit

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.

Grade Mode: Pass/Fail

Course Offerings: Hybrid, Lecture, Web Based

MTH 095 INTERMEDIATE ALGEBRA 2 Credit

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.

Pre-requisite: MTH 090

Grade Mode: Pass/Fail

Course Offerings: Hybrid, Lecture, Web Based

MTH 106 CONTEMPORARY MATHEMATICS 3 Credit

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, mathematics of finance, probability and statistics, as well as practical applications of these topics to situations the student may encounter outside the classroom.

Pre-requisite: MTH 095

Grade Mode: Standard Letter, Audit, Homestudy, Pass/Fail, Transfer

Course Offerings: Hybrid, Lecture, Web Based

MTH 108 ELEMENTARY STATISTICS 3 Credit

Introduction to statistical reasoning as required by an informed citizen. Emphasis on concepts rather than in-depth coverage of traditional statistical methods. Topics include sampling and experimentation, descriptive statistics, concepts of basic probability, the normal distribution, estimation of a population mean and proportion, single sample and two sample hypothesis tests, regression and correlation, and ethical considerations.

Pre-requisite: MTH 095

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Offerings: Hybrid, Lecture, Web Based

MTH 110 PRECALCULUS I 4 Credit

Designed to prepare students in mathematics or science for entry into the calculus sequence. An analytical approach to algebraic and trigonometric functions as models of real world phenomena. Real and complex numbers, theory of polynomial and rational equations and inequalities, exponential, logarithmic, and trigonometric functions.

Pre-requisite: MTH 095

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Offerings: Hybrid, Lecture, Web Based

MTH 120 PRECALCULUS II 4 Credit

A continuation of Math 110. Analytic trigonometry, laws of sines and cosines, systems of equations and inequalities, matrices and determinants, sequences, series, conics, polar coordinates, and parametric equations.

Pre-requisite: MTH 110

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Offerings: Hybrid, Lecture, Web Based

MTH 177 DISCRETE MATHEMATICS 3 Credit

A collection of topics essential to further study of mathematics, or computer science. Topics include the Boolean algebra in the form of propositional logic and elementary set theory, partitions, foundations of number theory and modular arithmetic with applications to cryptography, relations and functions on discrete sets, permutations, algorithms and recursive sequences, and combinatorics.

Pre-requisite: MTH 110

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Offerings: Hybrid, Lecture, Web Based

MTH 241 CALCULUS I 4 Credit

Fundamental concepts of function, limit of a function, continuity, derivatives, applications of derivatives, antiderivatives, and the definite integral. Emphasis on analytical, numerical, and graphical approaches.

Pre-requisite: MTH 120

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Offerings: Hybrid, Lecture, Web Based

MTH 242 CALCULUS II 4 Credit

A continuation of MTH 241. Transcendental functions, applications of integration, integration techniques, and infinite series.

Pre-requisite: MTH 241

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Offerings: Hybrid, Lecture, Web Based

MTH 243 CALCULUS III 4 Credit

A continuation of Math 242. Vectors and vector-valued functions, functions of several variables, multiple integration, and vector analysis.

Pre-requisite: MTH 242

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Offerings: Hybrid, Lecture, Web Based

MTH 252 STAT METHODS FOR THE SCIENCES 3 Credit

Intensive survey course with applications for the sciences. Topics include descriptive statistics, probability theory, random variables, binomial, Poisson, normal, t, F, and Chi-Square distributions, estimation and hypothesis testing of common parameters, analysis of variance, correlation, linear regression, and ethical considerations. Familiarity with a Windows based computer environment is strongly suggested.

Pre-requisite: MTH 241, MTH 242, MTH 243

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Offerings: Hybrid, Lecture, Web Based

MTH 300 LINEAR ALGEBRA I 3 Credit

Linear systems of equations, row-reduction, vector algebra, linear transformations, matrix algebra, concrete and abstract vector spaces and subspaces, structure theorems, determinants, change of basis theory, real eigenvalues and eigenvectors, diagonalization, with applications to nutrition, engineering, chemistry, computer graphics, business, economics, discrete time population models, and more.

Pre-requisite: MTH 110, ENG 117

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Offerings: Hybrid, Lecture, Web Based

MTH 311 MATHEMATICAL STATISTICS I - PROBABILITY THEORY 3 Credit

Events and sets, the algebra of probability, Bayes' theorem, single and multivariate discrete and continuous random variables, expectation, transformation of random variables, moments and moment generating functions, sums of random variables and introductory concepts in estimation. This course includes some preparation for Society of Actuaries Exam P.

Pre-requisite: MTH 177, MTH 242, ENG 117

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Offerings: Hybrid, Lecture, Web Based

MTH 312 MATHEMATICAL STATISTICS II - STATISTICAL INFERENCE 3 Credit

A rigorous treatment of the most common estimators and hypothesis testing procedures at the undergraduate level. Including modes of convergence and limit theorems, theory and implementation for unbiased, consistent, and maximum likelihood estimators, as well as introductions to Fisher information and efficiency, Shannon entropy and sufficiency, and Bayesian estimation.

Pre-requisite: MTH 311, ENG 117

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Offerings: Hybrid, Lecture, Web Based

MTH 351 DIFFERENTIAL EQUATIONS 3 Credit

Ordinary differential equations of first and second order, linear differential equations, Laplace transform approach to initial value problems, exact and approximate power series solutions, and linear systems of differential equations, with applications including population growth models, accumulation of interest in annuities and loans, economic models, epidemiology, chemical kinetics, projectile motion with air resistance, spring-mass and (RLC) electrical oscillators, pendulums, buoyancy, and more. Introduction to separation of variables and Fourier series solutions to the heat and wave PDEs as time permits.

Pre-requisite: MTH 242, ENG 117

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Offerings: Hybrid, Lecture, Web Based

MTH 365 FINANCIAL MATHEMATICS 3 Credit

A thorough treatment of interest theory with introduction to derivatives markets as time permits. Topics will include present, current, and accumulated value of money, annuity and loan payments, bonds, yield curves and analysis of portfolios, immunization, and determinants of interest rates. Additional topics may include forward contracts, insurance, hedging, call and put options. This course includes some preparation for Society of Actuaries Exam FM.

Pre-requisite: MTH 242, ENG 117

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Offerings: Hybrid, Lecture, Web Based

MTH 392 SPECIAL TOPICS - MATH 1-6 Credit

Expected to be offered: Sufficient demand

Pre-requisite: ENG 117

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Offerings: Hybrid, Lecture, Web Based

MTH 400 LINEAR ALGEBRA II 3 Credit

Theory of complex eigenvalues with application to discrete and continuous linear dynamical systems; theory of inner products and orthonormal bases with application to the general least squares regression problem, polynomial trend analysis, and Fourier series; spectral theory of symmetric matrices and singular value decomposition with applications to principal component analysis for data dimension reduction and the use of a covariance matrix in multivariate Gaussian data modeling.

Pre-requisite: MTH 300, MTH 241, ENG 117

Grade Mode: Standard Letter, Pass/Fail

Course Offerings: Hybrid, Lecture, Web Based

MTH 401 REAL ANALYSIS I 3 Credit

Properties of the real numbers, convergence of sequences, functions, continuity, differentiability and integration.

Pre-requisite: MTH 243, MTH 177, ENG 117

Grade Mode: Standard Letter

Course Offerings: Hybrid, Lecture, Web Based

MTH 402 REAL ANALYSIS II 3 Credit

Analysis in \mathbb{R}^n and introduction to abstract metric spaces. Implicit and inverse function theorems. Sequences and series of functions, modes of convergence.

Pre-requisite: MTH 177, MTH 243, ENG 117

Grade Mode: Standard Letter

Course Offerings: Hybrid, Lecture, Web Based

MTH 405 MODERN ALGEBRA 3 Credit

Topics and techniques of abstract algebra. Prepares students for graduate work in mathematics or applications in cryptography while furnishing the theoretical foundations of the familiar: groups, rings, fields, vector spaces.

Pre-requisite: MTH 177, MTH 300, ENG 117

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Offerings: Hybrid, Lecture, Web Based

MTH 406 GAME THEORY 3 Credit

After the groundbreaking work of Morgenstern and vonNeumann in 1944, game theory quickly progressed to reshape and dominate modern economics, business analytics, and even military strategy. This course for mathematically and economically prepared undergraduates lays a rigorous foundation for further study, while also providing abundant examples for the terminal student of how game-theoretic setups and analyses are applied in concrete situations arising in business, economics, finance, sports, and everyday life.

Pre-requisite: MTH 311, ECN 202, ENG 117

Grade Mode: Standard Letter, Audit, Homestudy, Pass/Fail, Transfer

Course Offerings: Lecture, Web Based

MTH 421 MATHEMATICAL & NUMERICAL ANALYSIS 3 Credit

Numerical approaches to single-variable equations, polynomial approximation, integration and differentiation, initial value problems, and selected topics in numerical linear algebra. Emphasis on supporting topics from real analysis and practical software implementations. Software usage will include Geogebra and Octave/Matlab.

Pre-requisite: MTH 300, MTH 351, ENG 117

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Offerings: Hybrid, Lecture, Web Based

MTH 492 SPECIAL PROBLEMS IN MATH 1-6 Credit

Credit for research, workshops, special problems, and independent study.

Restrictions: Enrollment limited to students with a classification of Junior or Senior

Grade Mode: Standard Letter, Credit/No Credit, Pass/Fail

Course Offerings: Hybrid, Lecture, Web Based

MTH 495 INTERNSHIP 1-15 Credit

Expected to be offered: Sufficient demand

Pre-requisite: ENG 117

Grade Mode: Pass/Fail, Audit, Other to Include Option of IP, Standard Letter, Transfer

Course Offerings: IN/FE/Rsrch/Thsis/Prjct/Capstn

MTH 499 SENIOR THESIS 1-3 Credit

This upper division course for mathematics majors requires submission of a written report (thesis) and oral seminar presentation based on critical evaluation of scientific literature and/or an independent research project.

Pre-requisite: ENG 117

Grade Mode: Pass/Fail, Standard Letter

Course Offerings: IN/FE/Rsrch/Thsis/Prjct/Capstn

Music (MUS)

MUS 102 FUNDAMENTALS OF MUSIC 3 Credit

Designed for students with little or no musical background, the course introduces rudimentary concepts and terminology of music theory. Helpful as an adjunct to music performance and as a preparation to additional study of music theory.

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Attributes: Fulfills ELA Fine Arts

Course Offerings: Lecture, Internship

MUS 110 APPREC OF MUSIC OF WESTERN CIV 3 Credit

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

Grade Mode: Standard Letter, Audit, Homestudy, Pass/Fail, Transfer

Course Attributes: Fulfills ELA Fine Arts

Course Offerings: Lecture, Web Based

Equivalencies: MUS 110FA

MUS 111 PIANO IN CLASS I 1 Credit

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

Grade Mode: Standard Letter, Audit, Homestudy, Pass/Fail, Transfer

Course Attributes: Fulfills ELA Fine Arts

Course Offerings: Lecture, Web Based

MUS 112 PIANO IN CLASS II 1 Credit

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

Grade Mode: Standard Letter, Audit, Homestudy, Pass/Fail, Transfer

Course Attributes: Fulfills ELA Fine Arts

Course Offerings: Lecture, Web Based

MUS 115 MUSIC EXPRES THROUGH PERF 3 Credit

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.

Grade Mode: Standard Letter

Course Attributes: Fulfills ELA Fine Arts

Course Offerings: Lecture

Equivalencies: MUS 115FA

MUS 121 PRIVATE MUSIC LESSONS 1-3 Credit

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

Grade Mode: Standard Letter, Audit, Homestudy, Pass/Fail, Transfer

Course Attributes: Fulfills ELA Fine Arts

Course Offerings: Lecture, Web Based

MUS 147 ARGO PERCUSSION ENSEMBLE 1 Credit

The UP Argo Percussion Ensemble consists of experienced and novice musicians alike and is committed to providing opportunities for the exploration of mallet percussion, battery percussion, and timpani in both ensemble and solo settings. This chamber ensemble studies and performs music composed specifically for the percussion family as well as transcriptions adaptable to percussion. The ensemble utilizes the standard compliment of percussion instruments as well as non-traditional, hand made, and found objects. The mission of the ensemble is to expose students and audiences to traditional and cutting edge repertoire.

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Attributes: Fulfills ELA Fine Arts

Course Offerings: Lecture, Web Based

MUS 149 UNIVERSITY JAZZ ENSEMBLE 1 Credit

Participation in the Jazz Ensemble and for all public appearances.

Audition required.

Grade Mode: Standard Letter, Audit

Course Attributes: Fulfills ELA Fine Arts

MUS 151 UNIVERSITY CONCERT BAND 1 Credit

Community Concert band is open to college students and the general public who enjoy playing a musical instrument. Audition required

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Attributes: Fulfills ELA Fine Arts

Course Offerings: Lecture, Web Based

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

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Attributes: Fulfills ELA Fine Arts

Course Offerings: Lab, Senior Project/Research, Lecture, Internship, IN/FE/Rsrch/Thsis/Prjct/Capstn, Research, Special Topics/Problems, Web Based

MUS 155 UNIVERSITY CHOIR 1 Credit

Participation in the University Choir and performing in all concerts. Audition required.

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Attributes: Fulfills ELA Fine Arts

Course Offerings: Lecture, Web Based

MUS 157 SYMPHONIC CHOIR 1 Credit

Participation in Great Falls Symphony Choir. Audition required

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Attributes: Fulfills ELA Fine Arts

Course Offerings: Lecture, Web Based

MUS 159 SYMPHONY ORCHESTRA 1-3 Credit

Participation in Great Falls Symphony Orchestra. Audition required

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Attributes: Fulfills ELA Fine Arts

Course Offerings: Lecture, Web Based

MUS 250 ELEMENTARY SCHOOL MUSIC 2 Credit

Study of melodic, harmonic, and rhythmic elements of music along with the methods of teaching elementary music. Designed for elementary classroom teachers only.

Grade Mode: Standard Letter, Audit, Homestudy, Pass/Fail, Transfer

Course Offerings: Lecture, Web Based

MUS 292 SPECIAL TOPICS 1-6 Credit

Grade Mode: Standard Letter

Course Offerings: Lecture

Nursing (NRS)

NRS 190 INTRODUCTION TO THE PROFESSION OF NURSING 1 Credit

This course introduces the student to the nursing profession. The course provides an overview of the roles and functions of the nurse, nursing process, and factors that influence health care delivery. Basic assessment skills will be taught and practiced. The complexity of the concept of health will be introduced.

Grade Mode: Standard Letter

NRS 192 SPCL TPC: 1-3 Credit

Fees: Yes, see schedule for amount

Grade Mode: Standard Letter

Course Offerings: Hybrid, Web Based

NRS 292 SPECIAL TOPICS IN NURSING 6 Credit

Grade Mode: Standard Letter

Course Offerings: Hybrid, Web Based

NRS 301 RESEARCH METHODS & STATISTICS 3 Credit

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.

Pre-requisite: ENG 117

Co-requisite(s): NRS 402, NRS 407

Grade Mode: Standard Letter

Course Offerings: Hybrid, Web Based

NRS 313 NURSING PRACTICE FUNDAMENTALS 4 Credit

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.

Pre-requisite: ENG 117

Grade Mode: Standard Letter

Course Offerings: Clinical, Didactic, Hybrid, Web Based

NRS 350 CLINICAL NURSING PRACTICE 4 Credit

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.

Pre-requisite: ENG 117

Grade Mode: Standard Letter

Course Offerings: Hybrid, Web Based

NRS 370 INTRODUCTION TO PROFESSIONAL NURSING 1 Credit

This course is designed to emphasize the professional roles and responsibilities of the Registered Nurse. An overview of the history of nursing is included in this course. The student will explore the topics of leadership, professional accountability and communication in the profession of nursing. Healthcare regulations of professional licensure will be reviewed.

Pre-requisite: ENG 117

Grade Mode: Standard Letter

Course Offerings: Hybrid, Web Based

NRS 372 NURSING CONCEPTS I 4 Credit

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.

Pre-requisite: ENG 117

Grade Mode: Standard Letter

Course Offerings: Clinical, Didactic, Hybrid, Web Based

NRS 374 NURSING CONCEPTS II 3 Credit

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.

Pre-requisite: ENG 117

Grade Mode: Standard Letter

Course Offerings: Hybrid, Web Based

NRS 376 PATHOPHYSIOLOGY AND PHARMACOLOGY CONCEPTS I 3 Credit

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.

Pre-requisite: ENG 117

Grade Mode: Standard Letter

Course Offerings: Hybrid, Web Based

NRS 378 PATHOPHYSIOLOGY AND PHARMACOLOGY CONCEPTS II 3 Credit

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.

Pre-requisite: ENG 117

Grade Mode: Standard Letter

Course Offerings: Hybrid, Web Based

NRS 402 EVIDENCE-BASED PRACTICE 3 Credit

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.

Pre-requisite: ENG 117

Co-requisite(s): NRS 301, NRS 407

Grade Mode: Standard Letter

Course Offerings: Hybrid, Web Based

NRS 403 ETHICAL DEC-MAKING & SPIRITUAL 3 Credit

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 natural law moral principles, with special attention to how these principles apply to nursing practice. An introduction to the elements of Christian spirituality, with an ecumenical emphasis on processing and discerning appropriate responses to challenging and traumatic experiences related to pain, suffering, and end of life care are included.

Pre-requisite: NRS 419, NRS 407, NRS 402, NRS 301

Grade Mode: Standard Letter

Course Offerings: Hybrid, Web Based

NRS 405 PATHOPHYS & PHARMOCOL CNCPTS 3 Credit

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 in all body systems. Ultimately, this course prepares the professional nurse to systematically analyze and manage the patient with a holistic assessment that incorporates the sciences of pathophysiology and pharmacology.

Pre-requisite: NRS 419, NRS 407, NRS 402

Co-requisite(s): NRS 301

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Offerings: Hybrid, Web Based

NRS 407 PUBLIC HTH: NUR CARE OF POPLTNS 3 Credit

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.

Pre-requisite: ENG 117

Co-requisite(s): NRS 301, NRS 402

Grade Mode: Standard Letter

Course Offerings: Hybrid, Lecture, Web Based

NRS 408 HLTH PROM & DISEASE IN COMMNTY 3 Credit

This course prepares the nurse to evaluate the impact of health promotion and chronic illness on the patient, family, and community. This course emphasizes the health and development issues found in the pediatric and geriatric populations. This course prepares the nurse to integrate current concepts and science in genetics and bioethics. This course focuses on health promotion, education, illness prevention and cultural care of the individual, family and community.

Pre-requisite: NRS 405, NRS 407, NRS 402, NRS 301

Grade Mode: Standard Letter

Course Offerings: Hybrid, Web Based

NRS 410 EVIDENCE-BASED NURSING PRACTICE 3 Credit

This course is an introduction to the role of nursing theory, research, and quality improvement in the provision of holistic nursing care. An overview of selected nursing theorists will demonstrate the relationship between scientific inquiry and development of nursing knowledge. Students will become familiar with the language of research, gain competency in database query and learn to assess the credibility of scientific studies. Ethical considerations and the importance of scientific integrity are integrated throughout the course as students learn sound methods to answer questions related to nursing practice. The focus is on critical evaluation and application of scientific evidence to provide the highest quality of patient centered care to individuals, families and communities.

Pre-requisite: ENG 117

Grade Mode: Standard Letter

Course Offerings: Hybrid, Lecture, Web Based

NRS 411 LDG EFIVE CHNG IN HLTHCR ORGS 3 Credit

This course prepares the nurse to lead and manage clinically excellent care of patients in the context of constant, complex change. Understanding of management and leadership theory supports exploration of personal attributes and essential expertise for nurse manager and leader success. Major themes throughout the course include change and change theory, group-based communication, conflict management, and nurse sensitive outcomes of care for groups of patients.

Grade Mode: Standard Letter

Course Offerings: Hybrid, Web Based

NRS 412 NURSING ETHICS AND SPIRITUALITY 3 Credit

This course introduces students to leading ethical theories, including Utilitarian, Kantian, and Virtue, which underpin the ANA Code of Ethics and inform moral judgment, decision-making, and advocacy. Students will explore how a Caritas approach, reflecting on one's own spirituality and connection to others, is related to: caring; compassionate service to others and opportunity to apply ethical frameworks to their personal values, healthcare scenarios, and decision-making. Students will engage in a collaborative presentation designed to inform others about aspects of patient and family cultural preferences from the lens of the Code of Ethics Provision 1: The nurse practices with compassion and respect for the inherent dignity, worth, and personal attributes of every person, without prejudice.

Pre-requisite: ENG 117

Grade Mode: Standard Letter

Course Offerings: Hybrid, Lecture, Web Based

NRS 414 POPULATION HEALTH 3 Credit

This course prepares the nurse for designing, delivering, and evaluating care for groups, communities, and populations. The course incorporates essential concepts of epidemiology, surveillance, and disaster management from public health. Key aspects of public health care finance are introduced. Central to the course are the themes of social justice, human rights, resource management, and cultural aspects of health and illness.

Pre-requisite: ENG 117

Grade Mode: Standard Letter

Course Offerings: Hybrid, Lecture, Web Based

NRS 417 PERSPECTIVES IN GLOBAL HEALTHCARE 2 Credit

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.

Pre-requisite: ENG 117

Grade Mode: Standard Letter

Course Offerings: Hybrid, Web Based

NRS 418 GLOBAL PERSPECTIVES IN HEALTHCARE 3 Credit

This course prepares the nurse for professional practice by developing a global perspective on healthcare. Students will explore emerging trends in nutrition and pharmacological science. Students will investigate global healthcare topics, identify barriers to healthcare access, and integrate the historical, social, political, and economic forces that impact healthcare. Students will study professional, legal and ethical challenges to the nursing profession.

Pre-requisite: NRS 419, NRS 407, NRS 402, NRS 301

Grade Mode: Standard Letter

Course Offerings: Hybrid, Web Based

NRS 419 ORG LEADERSHIP IN QUALITY & SAFETY 3 Credit

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.

Pre-requisite: NRS 407, NRS 402, NRS 301, NRS 405, NRS 403, NRS 418

Grade Mode: Standard Letter

Course Offerings: Hybrid, Web Based

NRS 420 ADV ISSUES IN NURSING LEADERSHIP 3 Credit

This course builds on NRS 419 "Organizational Leadership in Quality & Safety" by examining strategic and administrative aspects of health care delivery in complex organizations. The nurse is prepared to enact the leader role in an interdisciplinary context, with emphasis on ethical behavior. Major course themes are strategic planning and resource management (people, money, information, time, and clinical outcomes management). The nurse applies course content at an administrative level in a complex healthcare delivery setting.

Pre-requisite: NRS 419, NRS 405, NRS 403, NRS 418

Co-requisite(s): NRS 494

Grade Mode: Standard Letter

Course Offerings: Hybrid, Web Based

NRS 421 NURSING LEADERSHIP 4 Credit

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.

Pre-requisite: ENG 117

Grade Mode: Standard Letter

Course Offerings: Clinical, Hybrid, Web Based

NRS 422 QUALITY & SAFETY IN NURSING LEADERSHIP 2 Credit

This course prepares the nurse to lead and manage care of patients in the context of constant and complex change. Understanding of management and leadership theory supports exploration of personal attributes and essential expertise for nurse manager and leader success. Major themes throughout the course include change and change theory, group-based communication, conflict management, patient safety, and nurse sensitive outcomes of care for patients. This course prepares nurses for effective utilization of healthcare informatics systems for patient care.

Pre-requisite: ENG 117

Grade Mode: Standard Letter

Course Offerings: Hybrid, Lecture, Web Based

NRS 425 HEALTH PROMOTION IN NURSING 3 Credit

This course prepares the nurse to evaluate the impact of health promotion and chronic illness on the patient, family, and community. It emphasizes essential aspects of care of illnesses within the family and community focusing on primary, secondary, and tertiary care. This course emphasizes the health and development issues found across the lifespan. This course focuses on health promotion, education, illness prevention and cultural care of the individual, family, and community.

Pre-requisite: ENG 117

Grade Mode: Standard Letter

Course Offerings: Hybrid, Lecture, Web Based

NRS 430 CLINICAL CONCEPTS I 3 Credit

This course is designed to promote continued exposure to nursing skills required to provide safe, effective patient care across the lifespan. 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.

Pre-requisite: ENG 117

Grade Mode: Standard Letter

Course Offerings: Clinical, Hybrid, Web Based

NRS 440 CLINICAL CONCEPTS II 3 Credit

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.

Grade Mode: Standard Letter

Course Offerings: Hybrid, Web Based

Equivalencies: NRS 350

NRS 450 TRANSITION TO NURSING PRACTICE 6 Credit

Transition to Nursing Practice is designed to provide comprehensive learning opportunities. This clinical immersion course uses advanced simulation and direct care experiences, which promote integration of baccalaureate learning outcomes, to prepare the graduate for professional nursing practice.

Pre-requisite: ENG 117

Grade Mode: Standard Letter

Course Offerings: Hybrid, Web Based

NRS 474 NURSING CONCEPTS III 3 Credit

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.

Pre-requisite: ENG 117

Grade Mode: Standard Letter

Course Offerings: Hybrid, Web Based

NRS 491 CAPSTONE I 4 Credit

Serving as a culmination of a student's coursework for a BSN program, the capstone course is intended to reinforce and further develop the program level competencies. The project expects the student to integrate their learning experiences into a coherent, focused product that blends theory, practice, and experience. The capstone project is an analytical exercise that is expected to be of superior quality. <P> The learning outcomes include developing analytical skills, framing problems and recommendations, engaging students collaboratively, communicating effectively both orally (public speaking) and in writing (analytical and persuasive) for a clinical based nursing problem. After a careful and thoughtful review of the course description, course objectives, and the Nursing Program Outcomes, a clinically relevant project demonstrating Best Practices is expected. Instructor permission and manager support/permission is required prior to beginning the project. Interdisciplinary involvement is highly encouraged. <P> During Capstone I, the student will (a) select a clinically based nursing problem, (b) obtain manager support and instructor permission, (c) complete review of literature, and prepare a written proposal. The paper will include project synopsis, needs assessment, and review of literature. The paper will be presented to the appropriate staff involved in the work, e.g. nurse manager, interdisciplinary team members, and/or senior leadership prior to project implementation.

Co-requisite(s): NRS 403, NRS 405

Grade Mode: Standard Letter

Course Offerings: Hybrid, Lecture, IN/FE/Rsrch/Thsis/Prjct/Capstn, Web Based

NRS 492 CAPSTONE II 3 Credit

Serving as a culmination of a student's coursework for a BSN program, the capstone course is intended to reinforce and further develop the program level competencies. The project expects the student to integrate their learning experiences into a coherent, focused product that effectively blends theory, practice, and experience. The capstone project is an analytical exercise that is expected to be of superior quality. <P> During Capstone II, the student will (a) implement the approved clinically relevant project, (b) access outcomes, (c) disseminate the findings, and (d) submit a final paper and presentation that summarizes the work from Capstone I and II. The paper will include project synopsis, needs assessment, planning implementation, and evaluation. The presentation will have the same elements and will be provided to their peers on the unit/departments or to other key groups.

Co-requisite(s): NRS 408, NRS 420

Grade Mode: Standard Letter

Course Offerings: Hybrid, Lecture, IN/FE/Rsrch/Thsis/Prjct/Capstn, Web Based

NRS 494 SENIOR SEMINAR 3 Credit

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.

Pre-requisite: NRS 419, NRS 405, NRS 403, NRS 418

Grade Mode: Standard Letter, Pass/Fail

Course Offerings: Senior Project/Research, IN/FE/Rsrch/Thsis/Prjct/Capstn

NRS 495 SENIOR SEMINAR 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.

Pre-requisite: ENG 117

Grade Mode: Pass/Fail, Standard Letter

Course Offerings: IN/FE/Rsrch/Thsis/Prjct/Capstn

NRS 499 HMN RESP VAR HLTH STAT LFSPN 3 Credit

This capstone course integrates BSN-level program content in organizing and delivering care for patients and families experiencing complex responses to changes in health status. With a spirit of inquiry, the nurse utilizes opportunities in the chosen specialty to responsively and appropriately support patients, families, and communities across the health-illness continuum. The nurse leader student role models anticipation and proactive management of variable patient and family responses to illness and healthcare experiences, both physical and behavioral in nature. Finally, the nurse focuses on reflective practice and evolution of fully accountable, professional nursing practice over the course of the baccalaureate curriculum.

Co-requisite(s): NRS 413, NRS 489

Grade Mode: Standard Letter

Course Offerings: Hybrid, Web Based

Paralegal (PLG)

PLG 101 INTRODUCTION TO LAW 3 Credit

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.

Grade Mode: Standard Letter, Audit, Pass/Fail

Course Attributes: Fulfills ELA Social Science

Course Offerings: Hybrid, Lecture, Web Based

PLG 203 INTRODUCTION TO LEGAL ANALYSIS 3 Credit

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

Pre-requisite: PLG 101

Grade Mode: Standard Letter, Audit, Pass/Fail

Course Offerings: Hybrid, Lecture, Web Based

Equivalencies: PLG 103

PLG 305 LEGAL RESEARCH AND WRITING 4 Credit

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. Expected to be offered Fall semesters Distance Learning: Spring semesters

Pre-requisite: PLG 203, ENG 117

Grade Mode: Standard Letter, Audit, Pass/Fail

Course Offerings: Hybrid, Lecture, Web Based

PLG 325 PERSONAL INJURY LAW 3 Credit

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. If a student intends on working with a Personal Injury Firm or an Insurance Defense Firm, the Course is essential.

Pre-requisite: ENG 117

Grade Mode: Standard Letter, Audit, Pass/Fail

Course Offerings: Hybrid, Lecture, Web Based

PLG 333 LITIGATION AND TRIAL PRACTICE 3 Credit

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.

Pre-requisite: PLG 101, PLG 203, ENG 117

Grade Mode: Standard Letter, Audit, Pass/Fail

Course Offerings: Hybrid, Lecture, Web Based

PLG 336 ENVIRONMENTAL LAW 3 Credit

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.

Pre-requisite: ENG 117

Grade Mode: Standard Letter, Audit, Pass/Fail

Course Offerings: Hybrid, Lecture, Web Based

PLG 364 BUSINESS ORGANIZATIONS 3 Credit

Legal aspects of business organizations: corporations, partnerships, sole proprietorships and agency law relationships. Emphasis on drafting and maintaining various forms of business organizations.

Pre-requisite: BUS 335, ENG 117

Grade Mode: Standard Letter, Audit, Pass/Fail

Course Offerings: Hybrid, Lecture, Web Based

PLG 370 CONSTITUTIONAL LAW 3 Credit

Analysis of constitutional principles and doctrines, precedents and interpretations of courts in judicial review by studying leading cases in criminal and civil law.

Pre-requisite: ENG 117, PLS 150

Grade Mode: Standard Letter

Course Offerings: Hybrid, Lecture, Web Based

Equivalencies: PLS 370

PLG 373 DOMESTIC AND FAMILY LAW 3 Credit

Legal provisions and documents pertaining to marriage, separation, divorce, communal property, child custody, child support, adoption, and other domestic relations.

Pre-requisite: PLG 333, ENG 117

Grade Mode: Standard Letter, Audit, Pass/Fail

Course Offerings: Hybrid, Lecture, Web Based

PLG 375 PROPERTY LAW 3 Credit

Personal and real property documents and pertaining law; mineral and energy resources, mortgages, zoning and covenants, titles, legal descriptions, and appraisals.

Pre-requisite: ENG 117, BUS 335

Grade Mode: Standard Letter, Audit, Pass/Fail

Course Offerings: Hybrid, Lecture, Web Based

PLG 376 ESTATE LAW 3 Credit

Principles, provisions, and documents pertaining to wills and trusts. Includes jurisdiction of probate courts, estate and inheritance taxation, and estate planning.

Pre-requisite: ENG 117

Grade Mode: Standard Letter, Audit, Pass/Fail

Course Offerings: Hybrid, Lecture, Web Based

PLG 388 PSYCHOLOGY AND LAW 3 Credit

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.

Pre-requisite: ENG 117

Grade Mode: Standard Letter, Audit, Pass/Fail

Course Offerings: Hybrid, Lecture, Web Based

PLG 392 SPECIAL TOPICS: 1-6 Credit

Expected to be offered: Sufficient Demand

Pre-requisite: ENG 117

Grade Mode: Standard Letter, Pass/Fail, Transfer

Course Offerings: Hybrid, Lecture

PLG 396 CLINICAL PRACTICUM 3 Credit

Expected to be offered: Fall and Spring Semesters

Pre-requisite: ENG 117

Restrictions: Enrollment limited to students with a classification of Junior or Senior

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Offerings: Lecture, IN/FE/Rsrch/Thsis/Prjct/Capstn

PLG 397 FIELD EXP IN LEGAL ASSISTANCE 3 Credit

Internships designed to provide practical experience in legal settings.

Pre-requisite: PLG 305, ENG 117

Grade Mode: Other to Include Option of IP, Standard Letter

Course Offerings: IN/FE/Rsrch/Thsis/Prjct/Capstn

PLG 403 NEGOTIATION & MEDIATION 3 Credit

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.

Pre-requisite: ENG 117

Restrictions: Enrollment limited to students with a classification of Junior or Senior

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Offerings: Hybrid, Lecture, Web Based

PLG 405 ADMINISTRATIVE LAW 3 Credit

Introduces paralegal or Government students to the processes of administrative agency rule making and adjudication. Examination of agency decision-making procedures in light of relevant statutes. Analysis of agency powers to issue regulations, penalize violators, and implement legislative goals. Discussion of constitutional and statutory limitations on agency discretion and conduct and of courts' power to review agency decisions. Federal agencies emphasized.

Pre-requisite: PLG 150, PLG 203, ENG 117

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Offerings: Hybrid, Lecture, Web Based

PLG 420 DEBTOR-CREDITOR LAW 3 Credit

Examines basic concepts in the debtor-creditor relationship including the rights and interests of both parties in a transaction. Principles of bankruptcy stressed.

Pre-requisite: ENG 117, PLG 333, BUS 335

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Offerings: Hybrid, Lecture, Web Based

PLG 430 LEGAL AND PARALEGAL CAPSTONE 3 Credit

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.

Pre-requisite: ENG 117

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Offerings: Hybrid, Lecture, Web Based

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.

Pre-requisite: ENG 117

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Offerings: Hybrid, Lecture, Web Based

PLG 461 EVIDENCE AND REMEDIES 3 Credit

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.

Pre-requisite: PLG 333, ENG 117

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Offerings: Hybrid, Lecture, Web Based

PLG 493 LEGAL RESEARCH INSTITUTE 1-3 Credit

Training select paralegal students in advanced legal research techniques, with emphasis upon computerized research systems.

Pre-requisite: PLG 305, ENG 117

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Offerings: IN/FE/Rsrch/Thsis/Prjct/Capstn

PLG 495 INTERNSHIP 1-15 Credit

Prerequisite: Consent of instructor

Grade Mode: Other to Include Option of IP, Audit, Pass/Fail, Transfer

Course Offerings: IN/FE/Rsrch/Thsis/Prjct/Capstn

Pharmacy Technician (XPHM)

XPHM 100 INTRODUCTION TO PHARMACY 3 Credit

This course will introduce the student to the professional functions and expectations of the pharmacy technician role. Students will demonstrate an understanding of beginning medical terminology, medical abbreviations, and of human anatomy and physiology topics relevant to the practice of a pharmacy technician. Students will also solve basic dosage calculations. Students will learn and practice basic therapeutic and business communication skills.

Co-requisite(s): XPHM 110, XPHM 120, XPHM 130

Grade Mode: Standard Letter

XPHM 110 PHARMACY PRACTICE I 3 Credit

Students will explore pharmaceutical classifications, indications, therapeutic effects, side effects, interactive and contraindications of most commonly prescribed medications. Students will exam in# proper methods for dispensing medications safely and error free. Students will discover the general principles of drug administration and perform moderately complex dosage calculations. Students will identify confidentiality. Students will explore a variety of cultures and how it affects the Pharmacy Technician. Students will demonstrate communication skills for communication with other professionals, the team or patients/customers.

Co-requisite(s): XPHM 100, XPHM 120, XPHM 130

Grade Mode: Standard Letter

XPHM 120 PHARMACY PRACTICE II 3 Credit

This course will have students examine technology systems that are integral for performing pharmacy technician duties in retail, ambulatory care, and hospital settings. Students will demonstrate teamwork and proper customer service, communication skills, and interactions with patients, team members, and other professionals. Students will perform complex dosage calculations. Students will discuss all steps of pharmacokinetics. Students will practice sterile and non-sterile compounding of medications. Students will discuss prescription work flow and prevention of medication errors.

Co-requisite(s): XPHM 100, XPHM 110, XPHM 130

Grade Mode: Standard Letter

XPHM 130 PHARMACY PRACTICE III 3 Credit

In this course, students will comprehend and apply knowledge that promotes safe medication therapy. Students will apply general principles of medication regulation, standard references, and legal/ethical responsibilities to the pharmacy setting. Students will compare practice in the hospital, community, ambulatory care, and home care settings. Students will perform highly complex dosage calculations. Students will summarize prescription workflow, prevention of medication errors, and quality improvement. Students will simulate pharmacy functions including inventory management. This course includes a 4-hour AIDS training.

Co-requisite(s): XPHM 100, XPHM 110, XPHM 120

Grade Mode: Standard Letter

XPHM 140 PHARMACY TECH EXAM PREP 3 Credit

This course is a capstone course combined with PHM 195 Pharmacy Internship. This course will provide a review; of test taking skills, material covered in the Pharmacy Technician Certification Board (PTCE) exam, and practice taking several PTCE style practice tests.

Co-requisite(s): XPHM 195

Grade Mode: Standard Letter

Course Offerings: Lecture

XPHM 192 SPCL TPC: 6 Credit

Special Topics in Pharmacy Technician

Grade Mode: Credit/No Credit, Standard Letter

Course Offerings: Special Topics/Problems

XPHM 195 PHARMACY INTERNSHIP 5 Credit

This is a capstone course combined with the Certification Board Exam(PTCE) prep course. This course is a training to practice in the retail and hospital/ambulatory care settings under the supervision of a pharmacist. Students will experience processing and labeling prescriptions, order entry, patient profile's set up or updates, register transactions, prescription pick-up and purchase, control of inventory, and effective professional communication. In the ambulatory care setting, students will also experience dispensing, unit-dose systems, preparations of IV solutions in accordance with established protocols, bulk and sterile compounding. This course is hands-on doing all Pharmacy Technician skills in a safe, infection control, professional manner.

Co-requisite(s): XPHM 140

Grade Mode: Pass/Fail

Course Offerings: IN/FE/Rsrch/Thsis/Prjct/Capstn

XPHM 293 PHARMACY TECHNICIAN NATIONAL EXAM PREP COURSE 2 Credit

This course is designed to support employed Pharmacy Technicians who are seeking to obtain national certification and become a Certified Pharmacy Technician (CPhT). The course serves as an exam prep course to the pharmacy technician who has completed a PTCB-recognized education/training program or has worked as a pharmacy technician for a minimum of 500 hours. This course takes place over eight (8) consecutive weeks and is offered in an online format with assignment due dates. The pharmacy technician is provided opportunities throughout the course to apply the concepts of the course contents to practice tests and will have access to answers and explanations to each test item. You will have an assignment that requires you to register and pay for the Pharmacy Technician Certification Board national exam (Week 7). The pharmacy technician will participate in various discussion forums and apply what they have learned as well as their real-world experiences. IN the final week of the course, the pharmacy technician will complete a cumulative practice exam emulating an actual certification exam which will help support the pharmacy technician in preparing for the national certification exam. A 75% is required on the final exam to pass the course.

Grade Mode: Standard Letter

Course Offerings: Web Based

Philosophy (PHL)

PHL 101 WHAT DOES IT MEAN TO BE HUMAN 3 Credit

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.

Grade Mode: Standard Letter

Course Offerings: Hybrid, Lecture, Web Based

Equivalencies: PHL 110HU, PHL 210HU

PHL 110 INTRO TO WESTERN PHILOSOPHY 3 Credit

Explores the humanist tradition in the West and the relevance of basic philosophical investigation to our contemporary lives through the investigation of major thinkers and their texts from ancient times to the present day. Expected to be offered:

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Attributes: Fulfills ELA Humanities

Course Offerings: Hybrid, Lecture, Web Based

Equivalencies: PHL 110HU

PHL 210 THINKING LOGICALLY 3 Credit

Develops proficiency in an essential skill for the modern world the application of logical methods to thinking and self-expression in both oral and written communication. The course also provides insights into the underlying principles of reason, analysis, argumentation, and scientific synthesis and their application to judging claims made by advertisers, social and political commentators, scientists, civic leaders and others. Expected to be offered: Fall semesters

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Attributes: Fulfills ELA Humanities

Course Offerings: Hybrid, Lecture, Web Based

Equivalencies: PHL 201, PHL 210HU

PHL 215 CONTEMPORARY ETHICAL ISSUES 3 Credit

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.

ENG 117 recommended Expected to be offered: Sufficient Demand

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Offerings: Hybrid, Lecture, Web Based

PHL 220 ANCIENT PHILOSOPHY 3 Credit

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.

Pre-requisite: PHL 101

Grade Mode: Standard Letter

Course Offerings: Hybrid, Lecture, Web Based

PHL 222 MEDIEVAL PHILOSOPHY 3 Credit

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.

Pre-requisite: PHL 101

Grade Mode: Standard Letter

Course Offerings: Hybrid, Lecture, Web Based

PHL 224 MODERN PHILOSOPHY 3 Credit

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.

Pre-requisite: PHL 101

Grade Mode: Standard Letter

Course Offerings: Hybrid, Lecture, Web Based

PHL 235 PHILOSOPHY OF LAW 3 Credit

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. ENG 117 recommended

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Offerings: Hybrid, Lecture, Web Based

PHL 240 AESTHETICS 3 Credit

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. ENG 117 recommended

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Offerings: Hybrid, Lecture, Web Based

PHL 292 SPECIAL TOPICS IN PHILOSOPHY 1-6 Credit

Intensive study of a particular philosopher, philosophical issue, historical movement, or historical period. ENG 117 recommended

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Offerings: Hybrid, Lecture, Web Based

PHL 301 ETHICS 3 Credit

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.

Pre-requisite: ENG 117, PHL 101

Grade Mode: Standard Letter

Course Offerings: Hybrid, Lecture, Web Based

PHL 302 PHILOSOPHICAL ANTHROPOLOGY 3 Credit

A traditional yet contemporary approach to the question, “What is human nature?” Considers the conditions required for the correct application of the terms “animal” and “rational” and problems such as personal identity, dualism, perception, and free will.

Pre-requisite: ENG 117

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Offerings: Hybrid, Lecture, Web Based

PHL 337 GOD & COSMOS: DESIGN OR CHANCE 3 Credit

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.

Pre-requisite: ENG 117

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Offerings: Hybrid, Lecture, Web Based

PHL 392 TOPICS IN PHILOSOPHY 1-6 Credit

Intensive study of a particular philosopher, philosophical issue, historical movement, or historical period. Consent of instructor

Pre-requisite: ENG 117

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Offerings: Hybrid, Lecture, Web Based

PHL 495 INTERNSHIP 1-15 Credit

Expected to be offered: Sufficient demand

Pre-requisite: ENG 117

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Offerings: IN/FE/Rsrch/Thsis/Prjct/Capstn

Physics (PHS)

PHS 241 CLASSICAL & MODERN PHYSICS I 4 Credit

Introductory level physics for science students, using calculus as a problem-solving tool. Includes basic topics of motion in one and two dimensions, laws of motion, work and energy, as well as rotational motion, equilibrium, and dynamics.

Pre-requisite: MTH 241

Co-requisite(s): PHS 241L

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Offerings: Hybrid, Lecture, Web Based

PHS 241L GENERAL PHYSICS I LAB 0 Credit

Co-requisite(s): PHS 241

Grade Mode: Credit/No Credit

Course Offerings: Lab, Hybrid

PHS 292 SPECIAL TOPICS 3 Credit

Grade Mode: Pass/Fail

Course Offerings: Lecture, Web Based

PHS 300 CLASSICAL & MODERN PHYSICS II 4 Credit

Continuation of introductory physics for science students. Focuses on electricity and magnetism, and optics.

Pre-requisite: PHS 241, ENG 117

Co-requisite(s): PHS 300L

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Offerings: Hybrid, Lecture, Web Based

Equivalencies: PHS 242

PHS 300L CLASCL & MDRN PHYSICS II LAB 0 Credit

Co-requisite(s): PHS 300

Grade Mode: Credit/No Credit

Course Offerings: Lab, Hybrid

PHS 392 SPECIAL TOPICS 1-3 Credit

Pre-requisite: ENG 117

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Offerings: Hybrid, Lecture, Web Based

Political Science (PLS)

PLS 110 WE THE PEOPLE: INTRO POL SCI 3 Credit

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.

Grade Mode: Standard Letter

Course Offerings: Hybrid, Lecture, Web Based

Equivalencies: PLS 110SS

PLS 150 AMERICAN GOVERNMENT 3 Credit

Federal Government and the political process.

Grade Mode: Standard Letter, Pass/Fail

Course Attributes: Fulfills ELA Social Science

Course Offerings: Hybrid, Lecture, Web Based

PLS 250 STATE AND LOCAL GOVERNMENT 3 Credit

An examination of the processes and personnel which form the basis of state and local Governments in the U.S.

Pre-requisite: PLS 150

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Attributes: American History Focus

Course Offerings: Hybrid, Lecture, Web Based

PLS 300 INTERNATIONAL RELATIONS 3 Credit

Relations among nations. The role of international law and organizations.

Pre-requisite: ENG 117, PLS 150

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Attributes: World History Focus

Course Offerings: Hybrid, Lecture, Web Based

PLS 305 COMPARATIVE GOVERNMENT 3 Credit

This is a systematic study of a select group of diverse Governmental systems.

Pre-requisite: ENG 117, PLS 150

Grade Mode: Standard Letter, Pass/Fail

Course Attributes: World History Focus

Course Offerings: Hybrid, Lecture, Web Based

PLS 325 POLITICAL THEORY 3 Credit

In-depth study of major political philosophies.

Pre-requisite: ENG 117, PLS 150

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Offerings: Hybrid, Lecture, Web Based

PLS 392 SPECIAL TOPICS IN GOVERNMENT 1-3 Credit

Special topics in government.

Pre-requisite: ENG 117

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Offerings: Hybrid, Lecture, Web Based

PLS 495 INTERNSHIP 1-15 Credit

Prerequisite: Instructor approval

Pre-requisite: ENG 117

Grade Mode: Other to Include Option of IP, Audit, Pass/Fail, Standard Letter, Transfer

Course Offerings: IN/FE/Rsrch/Thsis/Prjct/Capstn

PLS 499 SENIOR PAPER 3 Credit

Pre-requisite: Consent of Instructor and completion of Upper-Division Writing course

Grade Mode: Standard Letter, Pass/Fail

Course Offerings: IN/FE/Rsrch/Thsis/Prjct/Capstn

Psychology (PSY)

PSY 200 GENERAL PSYCHOLOGY 3 Credit

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.

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Attributes: Fulfills ELA Social Science

Course Offerings: Hybrid, Lecture, Web Based

PSY 201 PERSONALITY THEORY 3 Credit

Principles of the development and maintenance of a healthy, integrated, functioning personality; emphasis on the major personality theories and their supporting evidence.

Pre-requisite: PSY 200

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Offerings: Hybrid, Lecture, Web Based

PSY 212 DEVELOPMENTAL PSYCHOLOGY 3 Credit

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.

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Attributes: Fulfills ELA Social Science

Course Offerings: Hybrid, Lecture, Web Based

PSY 220 SOCIOCLTRL & INTERNTL AWRENESS 3 Credit

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.

Grade Mode: Standard Letter, Pass/Fail

Course Offerings: Hybrid, Lecture, Web Based

PSY 241 THEORIES OF HELPING 3 Credit

An introductory course which surveys the major concepts and practices of contemporary counseling systems and addresses ethical, professional, and personal issues in counseling practice.

Pre-requisite: PSY 200

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Offerings: Hybrid, Lecture, Web Based

PSY 243 HUMAN RELATIONS IN SOCIETY 3 Credit

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.

Pre-requisite: ENG 117

Grade Mode: Standard Letter, Pass/Fail

Course Offerings: Hybrid, Lecture, Web Based

PSY 326 ETHICS IN HUMAN SERVICES 3 Credit

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.

Pre-requisite: PSY 200, CRJ 100, ENG 117

Grade Mode: Standard Letter, Pass/Fail

Course Offerings: Hybrid, Lecture, Web Based

Equivalencies: HSV 326

PSY 330 SOCIAL PSYCHOLOGY 3 Credit

Social behavior of the individual in the group. Attention given to linguistic behavior, social perception, learning, personality, and self from a symbolic interaction approach.

Pre-requisite: PSY 200, PSY 200SS, SOC 110, ENG 117

Grade Mode: Standard Letter, Pass/Fail

Course Offerings: Hybrid, Lecture, Web Based

Equivalencies: SOC 330

PSY 340 HELPING SKILLS 3 Credit

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. Expected to be offered: Spring semester, even years

Pre-requisite: PSY 241, ENG 117

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Offerings: Hybrid, Lecture, Web Based

PSY 352 ABNORMAL PSYCHOLOGY 3 Credit

Study of disordered behavior; covers the entire range of abnormal behavior and explanation for these behaviors.

Pre-requisite: PSY 200, ENG 117

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Offerings: Hybrid, Lecture, Web Based

PSY 355 PRINCIPLES OF LEARNING 3 Credit

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.

Pre-requisite: ENG 117, PSY 200

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Offerings: Hybrid, Lecture, Web Based

PSY 360 COGNITIVE SCIENCE 3 Credit

Exploration of current and classical topics in cognition and cognitive neuroscience. Topics include but are not limited to: memory, attention, problem solving and creativity, language, clinical and nonclinical applications, and the physiological underpinnings of cognition.

Pre-requisite: ENG 117, PSY 200

Grade Mode: Standard Letter

Course Offerings: Hybrid, Lecture, Web Based

PSY 392 SPECIAL TOPICS: 1-6 Credit

This course provides the students the opportunity to explore specific areas of interest in the complex field of the study of human behavior.

Pre-requisite: ENG 117

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Offerings: Hybrid, Lecture, Web Based

PSY 394 CASEWORK METHODS & PRACTICES 3 Credit

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.

Pre-requisite: ENG 117, PSY 200, CRJ 100

Grade Mode: Standard Letter, Pass/Fail

Course Offerings: Lecture

Equivalencies: HSV 394

PSY 396 CHILD ABUSE AND NEGLECT 3 Credit

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.

Pre-requisite: ENG 117, PSY 200

Grade Mode: Standard Letter, Pass/Fail

Course Offerings: Hybrid, Lecture, Web Based

PSY 400 PSYCHOLOGY: EXCEPTIONAL CHILD 3 Credit

Pathological concepts of children's problems—mental, social, emotional, and psychological.

Pre-requisite: ENG 117, PSY 200

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Offerings: Hybrid, Lecture, Web Based

PSY 422 EXPERIMENTAL PSYCHOLOGY 4 Credit

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.

Pre-requisite: PSY 200, SCS 312, ENG 117

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Offerings: Hybrid, Lecture, Web Based

PSY 450 PHYSIOLOGICAL PSYCHOLOGY I 3 Credit

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.

Pre-requisite: ENG 117, PSY 200

Grade Mode: Standard Letter, Audit, Homestudy, Pass/Fail, Transfer

Course Offerings: Hybrid, Lecture, Web Based

PSY 451 PHYSIOLOGICAL PSYCHOLOGY II 3 Credit

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.

Pre-requisite: PSY 200, PSY 450, ENG 117

Grade Mode: Standard Letter, Pass/Fail

Course Offerings: Hybrid, Lecture, Web Based

PSY 480 FORENSIC PSYCHOLOGY 3 Credit

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.

Pre-requisite: PSY 200, ENG 117

Grade Mode: Standard Letter, Audit, Homestudy, Pass/Fail, Transfer

Course Offerings: Hybrid, Lecture, Web Based

PSY 490 SENIOR PSYCH CAPSTONE SEMINAR 3 Credit

Senior level capstone seminar that will focus on reading primary literature, integrating the systems of psychology and personal career planning.

Pre-requisite: PSY 200, ENG 117

Restrictions: Enrollment limited to students with a classification of Senior

Grade Mode: Standard Letter, Pass/Fail

Course Offerings: IN/FE/Rsrch/Thsis/Prjct/Capstn

PSY 495 INTERNSHIP 1-15 Credit

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

Pre-requisite: PSY 200, ENG 117

Grade Mode: Other to Include Option of IP

Course Offerings: IN/FE/Rsrch/Thsis/Prjct/Capstn

PSY 497 FIELD EXPERIENCE IN PSYCHOLOGY 3 Credit

Practical application of psychology concepts and theory, assisting students to integrate theory and practice, and to develop skills and knowledge in a professional setting.

Pre-requisite: PSY 200, ENG 117

Restrictions: Enrollment limited to students with a classification of Senior

Grade Mode: Other to Include Option of IP

Course Offerings: IN/FE/Rsrch/Thsis/Prjct/Capstn

PSY 498 GROUP THEORIES AND PROCESS 3 Credit

Study of group dynamics and theory, including participation in group experiences, simulations, and role-playing.

Pre-requisite: PSY 200, PSY 241, ENG 117

Restrictions: Enrollment limited to students with a classification of Junior or Senior

Grade Mode: Standard Letter, Audit, Homestudy, Pass/Fail, Transfer

Course Offerings: Hybrid, Lecture, Web Based

School of Health Professions (SHP)

SHP 105 PROFESSIONAL HEALTHCARE ETHICS 2 Credit

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.

Grade Mode: Standard Letter

Course Offerings: Hybrid, Web Based

Social Science (SCS)

SCS 312 SOC RSRCH MTHDS & APPLIED STAT 4 Credit

Students will learn to conduct social science research. Students will advance through: (1) framing the research question; (2) conducting a relevant literature review; (3) formulating hypotheses; (4) examining various modes of data collection; (5) specifying a methodology; (6) considering ethical issues; and (7) detailing various data analysis techniques. Different types of qualitative and quantitative research designs and methodologies will be presented. There will be emphasis on writing a research proposal and on selecting the appropriate design and methods for a given research problem. In addition, this course will provide a thorough grounding in statistical practices. Concepts, principles, and methods of statistics from two perspective, description and inferential, will be presented. Statistical topics include describing and displaying data, measures of central tendency and dispersion, standard scores and distributions, correlation, simple-linear regression, mean comparisons, analysis of variance, and chi-square.

Pre-requisite: MTH 108, ENG 117

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Offerings: Hybrid, Lecture, Web Based

SCS 392 SPCL TPC 1-3 Credit

Special Topics in Social Sciences.

Pre-requisite: ENG 117

Grade Mode: Standard Letter

Course Offerings: Lecture, Web Based

Sociology (SOC)

SOC 110 THE REAL WORLD: INTRO TO SOC 3 Credit

This course is a contemporary cruise through the discipline of sociology. Students will develop their sociological imagination through the journey into social foundations, dynamics, and inequalities. Real world applications in the study of people and their relationships in groups and institutions; human societies, their development and change; and the effect of social patterns on the behavior of individuals and groups will enhance the learning experience. Expected to be offered; Fall and Spring semesters

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Attributes: Fulfills ELA Social Science

Course Offerings: Hybrid, Lecture, Web Based

Equivalencies: SOC 110SS

SOC 201 SOCIOLOGY OF THE FAMILY 3 Credit

Forms, social functions, and changing roles of the family.

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Offerings: Hybrid, Lecture, Web Based

SOC 202 SOCIAL PROBLEMS 3 Credit

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 domination patterns (sexism, racism, and classism) of post-industrial, American society.

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Offerings: Hybrid, Lecture, Web Based

SOC 304 SOCIOLOGY OF DEVIANT BEHAVIOR 3 Credit

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.

Pre-requisite: ENG 117

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Offerings: Hybrid, Lecture, Web Based

Equivalencies: SOC 280

SOC 330 SOCIAL PSYCHOLOGY 3 Credit

Social behavior of the individual in the group. Attention given to linguistic behavior, social perception, learning, personality, and self from a symbolic interaction approach.

Pre-requisite: ENG 117, SOC 110, SOC 110SS, PSY 200

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Offerings: Hybrid, Lecture, Web Based

Equivalencies: PSY 330

SOC 343 URBAN SOCIOLOGY 3 Credit

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.

Pre-requisite: ENG 117

Grade Mode: Standard Letter

Course Offerings: Hybrid, Lecture, Web Based

SOC 352 SOCIAL THEORY 3 Credit

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.

Pre-requisite: ENG 117

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Offerings: Hybrid, Lecture, Web Based

SOC 354 MINORITIES 3 Credit

The social-psychological forces that are responsible for the creation and maintenance of disadvantaged sub-groups 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 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.

Pre-requisite: ENG 117

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Offerings: Hybrid, Lecture, Web Based

SOC 366 POVERTY AND INEQUALITY 3 Credit

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.

Pre-requisite: ENG 117

Grade Mode: Standard Letter

Course Offerings: Hybrid, Lecture, Web Based

SOC 372 CAMP SKY CHILD 3 Credit

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.

Pre-requisite: ENG 117

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Offerings: Hybrid, Lecture, Web Based

SOC 392 SPECIAL TOPICS: 1-6 Credit

Expected to be offered: Sufficient demand

Pre-requisite: ENG 117

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Offerings: Hybrid, Lecture, Web Based

SOC 397 FIELD PROJECTS IN SOCIOLOGY 3 Credit

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.

Pre-requisite: ENG 117

Restrictions: Enrollment limited to students with a classification of Junior or Senior

Grade Mode: Other to Include Option of IP, Audit, Pass/Fail, Standard Letter, Transfer

Course Offerings: IN/FE/Rsrch/Thsis/Prjct/Capstn

SOC 495 INTERNSHIP 1-15 Credit

Internship in Sociology.

Pre-requisite: ENG 117

Grade Mode: Other to Include Option of IP, Audit, Pass/Fail, Standard Letter, Transfer

Course Offerings: IN/FE/Rsrch/Thsis/Prjct/Capstn

SOC 498 SOCIOLOGY SEMINAR 3 Credit

Review of concepts and principles of sociology.

Pre-requisite: ENG 117

Restrictions: Enrollment limited to students with a classification of Senior

Grade Mode: Standard Letter, Audit, Other to Include Option of IP, Pass/Fail, Transfer

Course Offerings: Hybrid, Lecture, Web Based

Surgical Technology (SGT)

SGT 101 SURGICAL TECHNOLOGY THEORY I 3 Credit

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.

Grade Mode: Standard Letter

Course Offerings: Hybrid, Web Based

SGT 102 PERIOPERATIVE PATIENT CARE 2 Credit

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.

Grade Mode: Standard Letter

Course Offerings: Hybrid, Web Based

SGT 103 SURGICAL TECHNOLOGY THEORY II 3 Credit

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.

Grade Mode: Standard Letter

Course Offerings: Hybrid, Web Based

SGT 104 SURGICAL SCIENCES 2 Credit

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.

Grade Mode: Standard Letter

Course Offerings: Hybrid, Web Based

SGT 105 SURGICAL PROCEDURES I 4 Credit

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.

Grade Mode: Standard Letter

Course Offerings: Hybrid, Web Based

SGT 106 CENTRL SRVCE & STERILE PROCESS 2 Credit

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.

Grade Mode: Standard Letter

Course Offerings: Hybrid, Web Based

SGT 108 SURG PHARMACOLOGY & ANESTHESIA 2 Credit

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.

Grade Mode: Standard Letter

Course Offerings: Hybrid, Web Based

SGT 111 SURGICAL TECH THEORY I LAB 2 Credit

This laboratory course accompanies SGT101: Surgical Technology Theory I. 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.

Grade Mode: Standard Letter

Course Offerings: Lab, Hybrid

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.

Grade Mode: Standard Letter

Course Offerings: Lab, Hybrid

SGT 113 SURG TECH THEORY II LAB 2 Credit

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.

Grade Mode: Standard Letter, Pass/Fail

Course Offerings: Lab, Hybrid

SGT 114 SURGICAL SCIENCES 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.

Grade Mode: Standard Letter, Pass/Fail

Course Offerings: Lab, Hybrid

SGT 115 COMPREHENSIVE LAB EXPERIENCE I 2 Credit

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.

Grade Mode: Standard Letter, Pass/Fail

Course Offerings: Lab, Hybrid, Web Based

SGT 117 COMPREHENSIVE LAB EXPERIENCE II 2 Credit

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.

Grade Mode: Standard Letter, Pass/Fail

Course Offerings: Lab, Hybrid, Web Based

SGT 192 SPCL TPC 3 Credit

Grade Mode: Standard Letter, Pass/Fail

Course Offerings: Web Based

SGT 205 SURG TECH BOARD REVIEW 2 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.

Grade Mode: Standard Letter, Pass/Fail

Course Offerings: Hybrid, Web Based

Theology and Religion (TRL)

TRL 101 FAITH AND THEOLOGY SEMINAR 1 Credit

A one credit per semester seminar which will meet in the evenings and include a formal presentation/talk followed by fellowship and an in-depth discussion of faith and/or theological topics; It will also be the center for planning and execution of service projects.

Grade Mode: Standard Letter, Pass/Fail

Course Offerings: Hybrid, Lecture, Web Based

TRL 105 THE HUMAN PERSON 3 Credit

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.

Grade Mode: Standard Letter, Transfer

Course Offerings: Hybrid, Lecture, Web Based

TRL 110 CHRISTIANITY & WORLD RELIGIONS 3 Credit

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 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.

Grade Mode: Standard Letter, Audit, Pass/Fail

Course Attributes: Fulfills ELA Humanities

Course Offerings: Hybrid, Lecture, Web Based

Equivalencies: TRL 110HU

TRL 115 CHURCH HISTORY I: 33AD TO 1054 3 Credit

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.

Grade Mode: Standard Letter

Course Offerings: Hybrid, Lecture, Web Based

TRL 116 CHURCH HISTORY II: 1054-1965 3 Credit

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.

Grade Mode: Standard Letter

Course Offerings: Hybrid, Lecture, Web Based

TRL 131 INTRO TO CHRISTIAN SPIRITUALTY 3 Credit

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.

Grade Mode: Standard Letter, Transfer

Course Offerings: Hybrid, Lecture, Web Based

TRL 201 INTRODUCTION TO THEOLOGY 3 Credit

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.

Grade Mode: Standard Letter

Course Offerings: Hybrid, Lecture, Web Based

Equivalencies: TRL 200

TRL 207 THE GOSPELS 3 Credit

This course is a study of the content of the four Gospels of the New Testament, as well as their literary, historical, social, and theological contexts. Among the topics examined will be: the way each Gospel depicts Jesus and His apostles; the audience and the author's intended themes; how each Gospel used the Jewish tradition/scriptures; and the importance of each Gospel in the Church. Also examined will be the role of the Gospels in the institutional Church: theologically, pastorally and with respect to the magisterium (teaching office).

Pre-requisite: TRL 201

Grade Mode: Standard Letter

Course Offerings: Lecture, Web Based

TRL 210 CATHOLICISM 3 Credit

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.

Pre-requisite: TRL 201, TRL 200

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Offerings: Hybrid, Lecture, Web Based

TRL 215 SPIRITUALITY AND LAW 3 Credit

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.

Pre-requisite: TRL 131

Grade Mode: Standard Letter

Course Offerings: Hybrid, Lecture, Web Based

TRL 224 FORMATION - CHRIST CONSCIENCE 3 Credit

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.

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Offerings: Hybrid, Lecture, Web Based

TRL 230 CLASSIC SCHOOLS OF SPIRITUALITY 3 Credit

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.

Pre-requisite: TRL 131

Grade Mode: Standard Letter, Transfer

Course Offerings: Hybrid, Lecture, Web Based

TRL 232 SPIRITUALITY AND YOU 3 Credit

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.

Pre-requisite: TRL 131

Grade Mode: Standard Letter, Transfer

Course Offerings: Hybrid, Lecture, Web Based

TRL 240 READING THE OLD TESTAMENT 3 Credit

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.

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Offerings: Hybrid, Lecture, Web Based

TRL 250 READING THE NEW TESTAMENT 3 Credit

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.

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Offerings: Hybrid, Lecture, Web Based

TRL 270 FUNDAMENTALS-CHRISTIAN MNSTRY 3 Credit

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.

Restrictions: Enrollment limited to students with a classification of Junior or Senior

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Offerings: Hybrid, Lecture, Web Based

TRL 292 SPCL TPC IN BIBLICAL THEOLOGY 1-6 Credit

This course may be repeated with a different topic.

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Offerings: Hybrid, Lecture, Web Based

TRL 301 THE CHRISTIAN LIFE 3 Credit

This course prepares students to explain and apply fundamental moral theology with special attention to the foundations and development of specific moral values, norms, principles, and an understanding of the proper role of individual conscience. These foundations prepare students for moral decision making, and for in-depth discussion of basic principles and application of Catholic Social teaching with particular attention to the rights and dignity of all.

Pre-requisite: ENG 117, TRL 201, TRL 200, PHL 101

Grade Mode: Standard Letter

Course Offerings: Hybrid, Lecture, Web Based

TRL 303 JESUS THE CHRIST 3 Credit

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.

Pre-requisite: ENG 117, TRL 200, TRL 201

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Offerings: Hybrid, Lecture, Web Based

TRL 305 CHURCH AND STATE 3 Credit

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. Of particular focus will be the ways in which both Church and State offer social justice efforts – sometimes in cooperation.

Pre-requisite: ENG 117, TRL 200, TRL 201

Grade Mode: Standard Letter, Transfer

Course Offerings: Hybrid, Lecture, Web Based

TRL 315 THE TRINITY 3 Credit

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.

Pre-requisite: TRL 200, TRL 201, ENG 117

Grade Mode: Standard Letter

Course Offerings: Hybrid, Lecture, Web Based

TRL 320 CHRISTIAN VOCATION TO JUSTICE 3 Credit

This course offers a complete overview of the doctrinal corpus of Catholic social teaching. It explains the basic principles and norms for discernment and judgement as well as offering criteria for action. The course will show how these principles are connected with a correct and integral understanding of the human person; and how these teachings are intimately related to revelation Church tradition and theology. The main social encyclicals of the Church will be a constant reference point in explaining the meaning of the dignity of the human person in light of contemporary social challenges.

Pre-requisite: ENG 117, TRL 200, TRL 201, TRL 301

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Offerings: Hybrid, Lecture, Web Based

TRL 370 CHURCH MINISTRIES 3 Credit

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.

Pre-requisite: ENG 117

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Offerings: Hybrid, Lecture, Web Based

TRL 390 SEVEN SACRAMENTS 3 Credit

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.

Pre-requisite: ENG 117

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Offerings: Hybrid, Lecture, Web Based

TRL 392 SPECIAL TOPICS IN THEOLOGY 1-6 Credit

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).

Pre-requisite: ENG 117

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Offerings: Hybrid, Lecture, Web Based

TRL 398 CHURCH'S LIFE & WORSHIP 3 Credit

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.

Pre-requisite: ENG 117

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Offerings: Hybrid, Lecture, Web Based

TRL 405 VATICAN II 3 Credit

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.

Pre-requisite: TRL 200, TRL 201, ENG 117

Grade Mode: Standard Letter

Course Offerings: Hybrid, Lecture, Web Based

TRL 415 MARRIAGE AND FAMILY 3 Credit

This course will examine the Scriptural, traditional and moral aspects of marriage and family life. It will focus on the writings of John Paul II and the modern Catholic understanding of the role of the family. It will include substantial discussion of human sexuality from a Catholic perspective.

Pre-requisite: ENG 117, TRL 200, TRL 201

Grade Mode: Standard Letter, Transfer

Course Offerings: Hybrid, Lecture, Web Based

TRL 495 INTERNSHIP 1-15 Credit

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.

Pre-requisite: ENG 117

Grade Mode: Other to Include Option of IP, Audit, Pass/Fail, Transfer

Course Offerings: IN/FE/Rsrch/Thsis/Prjct/Capstn

TRL 496 PRACTICUM IN MINISTRY 3 Credit

This supervised ministerial practicum emphasizes reflective learning, and integrates the academic with the practical.

Pre-requisite: ENG 117

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Offerings: IN/FE/Rsrch/Thsis/Prjct/Capstn

TRL 498 SENIOR SEMINAR 3 Credit

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.

Pre-requisite: ENG 117

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Offerings: IN/FE/Rsrch/Thsis/Prjct/Capstn

GRADUATE

University of Providence Spring 2024 Graduate Content

- General Information
- Accreditation and Affiliations
- Certification and Licensure
- Degree Program Contact Information
- Graduate Faculty and Program Contacts
- Graduate Studies Mission
- Programs
- Graduate Admission
- Financial Aid
- Academic Policy and Procedure
- Codes of Professional Conduct
- Master's Degree Requirements
- Course Descriptions

Note: Graduate policies which differ from that listed in the above section, are noted independently, below and apply only at the Graduate level.

General Information

The following statements that represent the identity of the University may be found in the Undergraduate section of the Catalog found above. You are encouraged to read and reflect upon these statements as you plan and complete your education:

Degree Program Contact Information

Name	Email	Phone
Dr. Sachin Jain	sachin.jain@uprovidence.edu	406-791-5381

- Master of Science in Clinical Mental Health Counseling, Addiction Counseling Concentration
- Master of Science in Clinical Mental Health Counseling, Rehabilitation Counseling Concentration

Name	Email	Phone
Dr. Tanya Seward	tanya.seward@uprovidence.edu	

- Master of Science in Nursing, Nurse Educator
- Master of Science in Nursing, Adult Gerontology Nurse Practitioner

Name	Email	Phone
Dr. Katrina Stark	katrina.stark@uprovidence.edu	406-791-5332

- Master of Science in Organization Leadership, Management

Name	Email	Phone
Dr. Frankie Lyons	frankie.lyons@uprovidence.edu	406-791-5975

- Master of Science in Infection Prevention & Epidemiology

Name	Email	Phone
Dr. Deanna Melton-Riddle	deanna.meltonriddle@uprovidence.edu	

- Mission Statement
- Catholic University Identity Statement
- The Providence St. Joseph Health Mission, Core Values
- The University of Providence Student Creed

Accreditation and Affiliations

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

The Northwest Commission on Colleges and Universities, an institutional accrediting body recognized by the Council for Higher Education Accreditation and the United States Department of Education, accredits the University of Providence.

Additional details on accreditation, including programmatic accreditation, can be found on the Office of the Provost webpage.

Certification and Licensure

The University of Providence offers programs that enable graduates to apply for and gain state or national certification or licensure in their chosen professional field. The Master of Science in Clinical Mental Health Counseling prepares the program graduate to apply for licensure as a Licensed Professional Counselor by the Montana Board of Social Work Examiners and Professional Counselors.

- **Master of Healthcare Administration**

Name	Email	Phone
Mr. Tom Raunig	thomas.raunig@uprovidence.edu	406-791-5361

- **Master of Science in Sports Management**

Name	Email	Phone
Dr. Deanna Melton-Riddle	deanna.meltonriddle@uprovidence.edu	

- **Health Justice Certificate**

Name	Email	Phone
Dr. Deanna Melton-Riddle	deanna.meltonriddle@uprovidence.edu	

- **Community Health Investment Certificate**

Name	Email	Phone
Dr. Deanna Koepke	deanna.koepke@uprovidence.edu	406-791-5241

- **Mission Leadership Certificate**

Name	Email	Phone
Dr. Tanya Seward	tanya.seward@uprovidence.edu	

- **Nurse Educator Certificate**

Graduate Faculty and Program Contacts

Graduate Full-Time Faculty

A

Mary Amick (2020)
Associate Professor of Healthcare Administration
B.A. Idaho State University
Master of Adult Education and Organizational Development, Oregon State University
Ed.D. University of Southern California

B

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

C

Betty Cardona (2022)
Associate Professor of Counseling
Ph.D. The University of Wyoming, Laramie
M.A. University of Mariano
B.S. University of San Carlos

Jaime Coles-Duff (2019)
Assistant Professor of Nursing

B.S.N. Oregon Health & Science University
M.S., D.N.P. Gonzaga University

H

Andrea Houser (2022)
Ph.D. Capella University
M.S.N., B.S.N., A.D.N, Norwich University
Associate Dean, Nursing

J

Sachin Jain (2019)
Professor of Counseling
B.S., CSJM Kanpur University
M.A., V.B.S. Purvanchal University
Ph.D., University of Wyoming
Program Director: MSC

K

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

L

James Lautenschlager (2020)
Assistant Professor of Business Administration
B.S., M.B.A. Capella University

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

Frankie Lyons (2018)
B.S. University of North Carolina at Chapel Hill
M.H.A. University of North Carolina at Charlotte
Ed.D. North Carolina State University
Associate Dean, Health Programs
Program Lead: MSI

M

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

Deanna Melton-Riddle (2022)
Assistant Professor of Healthcare Administration
D.H.A. Central Michigan University
M.S.A. National Louis University
M.P.H. Parker University
B.A. Chicago State University

P

Robert Packer (2011)
Professor of Psychology
B.A. Brigham Young University
B.S. Utah State University
M.S., Ph.D. Washington State University

R

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

S

Tanya Seward (2023)
Assistant Professor of Nursing
Program Director: MS Nursing

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

Katrina Stark (2008)
Professor of Business Administration
B.A. Scripps College
M.S. Troy University
D.M. University of Phoenix
Program Coordinator: MSL-MGT

Graduate Studies Mission

The University provides qualified applicants the opportunity to pursue graduate degrees with the common goal to afford opportunities for ethics-based professional preparation in a variety of human endeavors. Graduate programs bring together faculty and students as a community of scholars with a common interest in creative work and advanced study.

It is the mission of Graduate Studies to prepare reflective practitioners. The graduate programs all involve learning and mastering the skills of reflective scholarship as the ability to understand and to reflect on the major theoretical and empirical data in a field of study. Reflective learning is the ability to act while reflecting on one's own ideas, analyses, values, personal and organizational interests, and the interests of others; and reflective practice as the ability to apply skills and perspectives in life, to reflect on the appropriateness of practices and to practice self-efficacy in application, both reflection-on-action and reflection-in-action of professional activities.

The goal of graduate education is to instill in the students an understanding of and capacity for scholarship, independent judgment, academic rigor, and intellectual honesty. It is the responsibility of faculty and students to work together in partnership to encourage freedom of inquiry demonstrate personal and professional integrity, and foster mutual respect.

Core Learning Outcomes are Integrated Within Each Degree Plan

- **Reflective Scholarship:**
To understand the major theoretical perspectives in their field of study.
- **Reflective Learning:**
To apply major theoretical perspectives in their field of study to real-life cases and to reflect on these applications.
- **Reflective Practice:**
To reflect and act on one's own ideas, analyses, values, and personal and organizational interests in relation to one's field of study.

Programs

Quality graduate education depends upon the professional and ethical conduct of all parties. The graduate faculty and graduate students have mutual responsibilities in the maintenance of academic standards and the creation of a high quality graduate program. Graduate students have made a career choice and are viewed as members of a profession that has obligations to our human community.

The Graduate Council is comprised of faculty members who share responsibility for standards of admission, retention, graduation requirements, graduate degree curricular matters, approval of new graduate programs, and all other matters of educational policy pertaining to graduate programs. Policy recommendations of the Council are forwarded to the Vice President for Academic Affairs for University review and action. Course work is offered for the following programs:

- Master of Healthcare Administration (MHA)
- Master of Science in Clinical Mental Health Counseling (MSC)
 - Addiction Counseling Concentration
 - Rehabilitation Counseling Concentration
- Master of Science in Infection Prevention & Epidemiology (MSI)
- Master of Science in Nursing Education (MSN)

- Nursing Educator (NE)
- Adult Gerontology Nurse Practitioner (AGNP)
- Nursing Educator Certificate
- Master of Science in Organization Leadership (MSL)
 - Management (MGT)
- Master of Science in Sports Management (MSS)
- Certificate - Health Justice
- Certificate - Community Health Investment
- Certificate - Mission Leadership

Each of these program plans has a unique curriculum that is described in this catalog. Students will find a listing of the prescribed courses that must be successfully completed for the award of a degree or certificate. Prospective students should carefully read the course descriptions required in the degree or certificate program to determine whether the program in which they have an interest will fulfill their expectations and career goals. Students should familiarize themselves with all aspects of pursuing a graduate program. Faculty members are available to assist in curricular planning.

Failing to read and understand program requirements is not a defense for non-completion of any portion of a program. Program planning guides are available within DegreeWorks.

Clinical Mental Health Counseling

Program Director: Sachin Jain, Ph.D.

The Master of Science in Counseling (MSC) degree program prepares students to work as professional counselors in a variety of settings. The MSC Core and Advanced Area courses are augmented by elective coursework chosen by the student and academic advisor depending on the student's area of interest and professional goals.

The Council for Accreditation of Counseling and Related Educational Programs (CACREP), a specialized accrediting body recognized by the Council for Higher Education Accreditation (CHEA), granted accreditation to the Department of Counseling at University of Providence: Clinical Mental Health Counseling (M.S.) effective July 31, 2017. The counseling department has submitted the Interim Report in December 2018 to expand CACREP accreditation until 2025.

The program consists of sixty (60) semester hours of courses specific to counseling, and includes required practicum and internship experiences. The content, course sequence, and contact hours of the degree program are structured to prepare students for the National Counselor Examination (NCE) or the National Clinical Mental Health Counseling Examination (NCMHCE), which are used by Montana and other states as a requirement for licensure as a professional counselor. The Montana Code Annotated sets additional requirements related to post-degree supervised counseling experience as part of the licensing process.

Goals

1. To provide participants with a broad theoretical base that serves as the basis of a personal model of counseling.
2. To expose participants to historical, current, and emerging counseling methods that provide options for the best counseling practice.
3. To provide participants with knowledge and skills that serves as a basis for critically consuming data-based professional literature and informs data-based counselor practice.

4. To provide participants with opportunities to develop knowledge and skills necessary for self-growth and self-care for continued exemplary practice through time.
5. To provide participants with clinical experience that serves as the basis for the practice of emerging counseling skills.
6. To prepare students for passage of the state licensure exam as a basis for entering a professional counselor role.
7. To prepare students to assume leadership positions in their professions and their communities.
8. To provide students with a capstone experience that integrate all of the goals from above.

Transfer Credits

Up to twelve (12) semester hours of post-baccalaureate credit from a regionally accredited, CACREP accredited institution of higher education may be transferred toward the 60 credit MSC degree. As per the Montana Code Annotated (MCA 24.219.604.¶ D), the acceptance of credits from other institutions may be granted 6 (six) years or less from the anticipated date of graduation from the MSC program. Furthermore, transfer credits must be approved by the director of the MSC program. (Consult Credit Aging policy).

The following courses must be taken within the MSC degree program at UProv:

Code	Title	Credits
MSC 512	THEORIES OF COUNSELING	3
MSC 517	TECHNIQUES OF COUNSELING	3
MSC 607	GROUP COUNSELING	3
MSC 617	ADV. TECHNIQUES OF COUNSELING	3
MSC 695	COUNSELING PRACTICUM	3
MSC 696	ADVANCED INTERNSHIP I	3
MSC 697	ADVANCED INTERNSHIP II	3

Admission to Advanced Candidacy

In order to enroll in Advanced Area core classes and to apply for Practicum and Internships, students must apply for and be accepted into Advanced Candidacy. The Advanced Candidacy application should be completed at least three weeks before the start of the semester in which the student intends to enroll in Advanced Core curriculum classes. Applications are available from the MSC Coordinator's office and from the Academic Program Assistant for Graduate Studies. To qualify for degree candidacy, a student must:

- have a GPA of 3.0 or better, and
- have completed all of the following courses:

Code	Title	Credits
MSC 500	PROF ORIEN AND ETHICS	3
MSC 516	RSRCH MTHDS & STATS FOR CNSLNG ¹	3
MSC 508	PSYCHOPATHOLOGY	3
MSC 512	THEORIES OF COUNSELING ¹	3
MSC 515	STANDARD TEST & INDIV ASSESS	3
MSC 517	TECHNIQUES OF COUNSELING ¹	3
MSC 606	MULTICULTURAL COMPETENCE	3
MSC 607	GROUP COUNSELING	3

- have completed at least 12 semester hours of the above courses at the University of Providence.

¹ Must have a B or better.

The Candidacy committee will review the Application for Advanced Candidacy and inform the student of his/her candidacy status before the student will be allowed to enroll in Advanced Core classes.

Qualified Continuation

Professional counseling is a combination of knowledge, skill, and art in which the uniqueness and personality of the counselor have enormous influences on relationship building and counselor effectiveness. It is imperative that each student progressing through the MSC degree program be willing to grow in self-awareness and be open to direction from faculty. Students are also expected to exhibit the highest professional and ethical standards of practice and to actively contribute to the well-being of clients and other students.

Successful completion of the Master of Science in Counseling program is based on the demonstration of competence in academic, professional, and personal areas as they relate to a student's professional objectives. The faculty has a professional responsibility to assess the academic, professional, and personal development of every student in the MSC program. As part of the student review and retention policy of the UP Graduate Studies, faculty may share information about student progress with one another.

All students must maintain a cumulative grade point average of 3.0 to graduate from the MSC program. Only two (2) grades of C or below are accepted for degree completion. If a student's cumulative grade point average falls below 3.0, the student is placed on academic probation and has until the completion of the next semester of enrollment to restore the GPA to at least a 3.0. Failure to do so will result in dismissal from the MSC program.

In addition to maintaining a cumulative grade point average of 3.0, specific courses are considered essential to successful progression through the MSC program. Students must earn a minimum of "B" in Theories of Counseling, Techniques of Counseling, Professional Orientation and Ethics, Group Counseling and Advanced Techniques of Counseling. Practicum and Internships are graded on a Pass or Fail basis. If the student does not achieve the minimum requirement, the student cannot enroll in sequence courses until the student retakes the course and completes it with a grade of "B" or better.

Assessment is an ongoing process that begins with admission to the MSC program, and continues through an informative examination (taken during MSC 695 Practicum). Accumulation of credits and satisfactory grades are not a guarantee of successful program completion. MSC students are assessed for fitness as counseling professionals. Assessed characteristics include, but are not limited to, self-awareness, self-confidence, resilience, balance, emotional stability, communication skills, professional presentation, and interpersonal skills.

Personal Growth Experience

Effective counselors strive for self-awareness, personal congruence, and their own continual personal growth. At some time during enrollment in the MSC program, students are required to participate in a personal growth experience, which entails receiving a minimum 6 hours of personal counseling, either individual or group in nature.

Many students choose to remain in personal counseling beyond the minimum 6-hour requirement. During the internship, many students have recognized the value of working through personal issues so that they do not interfere with professional performance and service to clients. Participating in a personal growth experience will be documented by the student in the form of a written evaluation of the experience.

Program of Study

The MSC program requires 60 credit hours of the outlined course work. The program typically takes three calendar years (Fall, Spring, and some Summer sessions) of full-time study to complete. Students who are employed full-time, and/or have other outside obligations are strongly encouraged to attend MSC courses on a part-time basis. Part-time attendance will extend the length of time required to graduate, but will enhance academic and personal success.

It is important for students be familiar with the sequential course structure of the MSC program. Course emphases move from a focus on foundations in the history and theories of counseling and related fields, to skill acquisition and practical experiences. The MSC curriculum sequence is designed so that students gain competency and integrate the content into a meaningful, practical body of professional knowledge and skills. Students are expected to become increasingly autonomous in their professional activities, academic and otherwise, as they progress through the program.

The clinical practicum course undertaken near the end of the program is designed to facilitate development of higher levels of counseling skills. Before enrolling for Practicum credits, students must complete a Practicum Application, for approval by the Program Coordinator, and have completed a minimum of 40 credit hours. These 40 hours must include the Core Courses. The student must provide proof of professional liability insurance prior to enrollment in Practicum. The University also offers an Addictions Counseling Certificate. MSC students can obtain the Addictions Counseling Certificate by taking 5 additional Addictions Counseling courses (at Continuing Education rates). The particulars for this certificate program are outlined in the Addictions Counseling section of the undergraduate catalog.

Program Outcomes

The specific MSC curriculum components are designed to embrace not only the broader University of Providence mission, but actively incorporate the Providence Leadership Covenant, licensure law standards, and professional counselor preparation guidelines., especially the criteria set forth using the Council for Accreditation of Counseling and Related Educational Programs (CACREP) standards, as described below:

- Professional Counseling Orientation and Ethical Practice – By the end of this program, students will be able to evaluate ethical practice according to the counseling profession; describe ethical practice according to the counseling profession; and synthesize elements of ethical practice in counseling.
- Social and Cultural Diversity – By the end of this program, students will be able to analyze the impact of social and cultural diversity on served clientele; determine multicultural theories to describe cultural identity development; and integrate this knowledge to provide examples of multicultural counseling competencies.
- Human Growth and Development – By the end of this program, students will be able to determine theories of individual and family development across the lifespan; and describe factors that affect human development, functioning, and behavior.

- **Career Development** – By the end of this program, students will be able to analyze theories and models of career development related to counseling; describe strategies for career development program planning and implementation; and identify approaches for conceptualizing the interrelationships among work, relationships, and mental well-being.
- **Counseling and Helping Relationships** – By the end of this program, students will be able to analyze theories and models of counseling; identify relevant counseling interventions suitable to a specific population; and integrate gained knowledge and formulate a personal model of counseling.
- **Group Counseling and Group Work** – By the end of this program, students will be able to determine theories of group counseling and group work; identify dynamics related to group process and development; synthesize gained knowledge to demonstrate relevant strategies to facilitate groups.
- **Assessment and Testing** – By the end of this program, students will be able to define basic concepts of assessment procedures in counseling; identify relevant strategies for selecting appropriate tests in counseling; and evaluate assessment results to diagnose developmental, behavioral, and mental disorders.
- **Research and Program Evaluation** – By the end of this program, students will be able to indicate the importance of research in advancing the counseling profession; identify evidence-based counseling practices; analyze various methods used in research and program evaluation; and evaluate statistical methods used in conducting research and program evaluation.

Degree Requirements

Master's Degree Requirements

Clinical Mental Health Counseling, MSC

Code	Title	Credits
Foundations of Professional Counseling Courses		
Successful completion of foundation courses is required for full candidacy in the MSC program.		
MSC 500	PROF ORIEN AND ETHICS	3
MSC 512	THEORIES OF COUNSELING	3
MSC 517	TECHNIQUES OF COUNSELING	3
Counseling Core courses		
Students must be admitted to Full Candidacy in the MSC program before enrolling in the Core courses.		
MSC 508	PSYCHOPATHOLOGY	3
MSC 515	STANDARD TEST & INDIV ASSESS	3
MSC 516	RSRCH MTHDS & STATS FOR CNSLNG	3
MSC 520	CRISIS PLAN AND INTERVENTION	3
MSC 527	EVID. BASED PRAC. & OUTCM EVAL	3
MSC 529	DEVELOPMNT ACROSS THE LIFESPAN	3
MSC 553	COUNSELING THE ADDICTED CLIENT	3
MSC 604	CAREER COUNSELING	3
MSC 606	MULTICULTURAL COMPETENCE	3
MSC 607	GROUP COUNSELING	3
MSC 617	ADV. TECHNIQUES OF COUNSELING	3
Advanced Core Curriculum		
Students must be admitted to Advanced Candidacy in the MSC program before enrolling the Advanced Core courses.		

Code	Title	Credits
MSC 625	MEDICAL ASPECT OF DISABILITY	3
MSC 630	MEDICAL INFORMATION FOR COUNSELORS	3
MSC 695	COUNSELING PRACTICUM	3
MSC 696	ADVANCED INTERNSHIP I	3
MSC 697	ADVANCED INTERNSHIP II	3
MSC 505	SPIRITUALITY AND COUNSELING	3
Total Credits Required:		60

Addiction Counseling Concentration, MSC

Code	Title	Credits
Foundations of Professional Counseling Courses		
Successful completion of foundation courses is required for full candidacy in the MSC program.		
MSC 500	PROF ORIEN AND ETHICS	3
MSC 512	THEORIES OF COUNSELING	3
MSC 517	TECHNIQUES OF COUNSELING	3
Counseling Core courses		
Students must be admitted to Full Candidacy in the MSC program before enrolling in the Core courses.		
MSC 508	PSYCHOPATHOLOGY	3
MSC 515	STANDARD TEST & INDIV ASSESS	3
MSC 516	RSRCH MTHDS & STATS FOR CNSLNG	3
MSC 520	CRISIS PLAN AND INTERVENTION	3
MSC 527	EVID. BASED PRAC. & OUTCM EVAL	3
MSC 529	DEVELOPMNT ACROSS THE LIFESPAN	3
MSC 553	COUNSELING THE ADDICTED CLIENT	3
MSC 604	CAREER COUNSELING	3
MSC 606	MULTICULTURAL COMPETENCE	3
MSC 607	GROUP COUNSELING	3
MSC 617	ADV. TECHNIQUES OF COUNSELING	3
Advanced Core Curriculum		
Students must be admitted to Advanced Candidacy in the MSC program before enrolling in the Advanced Core courses.		
MSC 625	MEDICAL ASPECT OF DISABILITY	3
MSC 630	MEDICAL INFORMATION FOR COUNSELORS	3
MSC 695	COUNSELING PRACTICUM	3
MSC 696	ADVANCED INTERNSHIP I	3
MSC 697	ADVANCED INTERNSHIP II	3
MSC 505	SPIRITUALITY AND COUNSELING	3
Focused Electives		
MSC 511	ALCOHOL AND DRUG STUDIES	3
MSC 620	GAMBLING & GAMBLING DISORDERS	3
Total Credits Required:		66

Rehabilitation Counseling Concentration, MSC

Code	Title	Credits
Foundations of Professional Counseling Courses		
Successful completion of foundation courses is required for full candidacy in the MSC program.		
MSC 500	PROF ORIEN AND ETHICS	3

Code	Title	Credits
MSC 512	THEORIES OF COUNSELING	3
MSC 517	TECHNIQUES OF COUNSELING	3
Counseling Core courses		
Students must be admitted to Full Candidacy in the MSC program before enrolling in the Core courses.		
MSC 508	PSYCHOPATHOLOGY	3
MSC 515	STANDARD TEST & INDIV ASSESS	3
MSC 516	RSRCH MTHDS & STATS FOR CNSLNG	3
MSC 520	CRISIS PLAN AND INTERVENTION	3
MSC 527	EVID. BASED PRAC. & OUTCM EVAL	3
MSC 529	DEVELOPMNT ACROSS THE LIFESPAN	3
MSC 553	COUNSELING THE ADDICTED CLIENT	3
MSC 604	CAREER COUNSELING	3
MSC 606	MULTICULTURAL COMPETENCE	3
MSC 607	GROUP COUNSELING	3
MSC 617	ADV. TECHNIQUES OF COUNSELING	3
Advanced Core Curriculum		
Students must be admitted to Advanced Candidacy in the MSC program before enrolling in the Advanced Core courses.		
MSC 625	MEDICAL ASPECT OF DISABILITY	3
MSC 630	MEDICAL INFORMATION FOR COUNSELORS	3
MSC 695	COUNSELING PRACTICUM	3
MSC 696	ADVANCED INTERNSHIP I	3
MSC 697	ADVANCED INTERNSHIP II	3
MSC 505	SPIRITUALITY AND COUNSELING	3
Focused Electives		
MSC 507	INTRODUCTION TO REHABILITATION COUNSELING	2
MSC 518	REHAB COUNSELING SRVCS	1
MSC 621	PSYCHOSOCIAL ASPECTS OF DISABILITY	2
MSC 635	JOB DEV & PLCMT IN REHAB CNSL	1
Total Credits Required:		66

Community Health Investment

In the Community Health Investment certificate program, students will explore health equity, and social determinants to develop a broad understanding of population health and identify collaborative opportunities for healthcare providers and community-based partners. Course work includes emphasis on skill set development in interpreting data from health systems, community health needs assessments, payers, public data sets, emerging geospatial analytics and information systems. Students will delve into the roles of policy and regulatory requirements, along with emerging funding models that include pay for success, and socially responsible investing principles.

The certificate blends foundational concepts and application with a goal of preparing champions and leaders of community and health system collaborations to serve communities. Using a case-based approach, learners will use quality improvement and performance management methods to address specific social drivers (e.g. food insecurity, housing instability, transportation barriers, education, social isolation, financial insecurity). During the capstone course, students will be involved in creating, implementing or evaluating a community health advancement program or project.

Program Themes

1. Compassionate caring with the poor and vulnerable
2. Advancing community health and equity, diversity and inclusion
3. Developing ethical leadership and strategic partnerships
4. Effective communication and community engagement
5. Advancing lifelong learning and developing pathway for equitable workforce development
6. Addressing upstream social drivers of health with rigor, quality improvement, and return on social and financial investment

Program Leadership

The CHI Certificate Program is led by members of the Providence Community Health Investment team. These distinguished executives include:

- Dora Barilla, DrPH, MPH, CHES Group Vice President, Community Health Investment
- Dana Codron, Regional Director Community Health Investment - Northern California
- Tavia Hatfield, M Ed, Regional Director Community Health Investment - Texas and New Mexico

Program Design

The Community Health Investment Certificate Program is offered as both a freestanding option and an addition to the University of Providence Master of Healthcare Administration. The MHA is aligned with 19 competencies (<https://www.uprovidence.edu/academics/explore-programs/healthcare-administration/community-health-investment/>) from the National Center for Healthcare Leadership (NCHL). The University of Providence MHA program has been granted eligibility for accreditation by the Commission on Healthcare Management Education (CAHME) and has submitted candidacy documents. If approved, the program will advance to candidacy and self-study in preparation for accreditation site visit. Instructional design of the Community Health Investment courses and syllabi is guided by Quality Matters (QM) principles to enhance the online learning experience.

Program Outcomes

- Analyze and understand concepts of community health, population health, health equity, social drivers of health; understand differences and synergies between concepts, and describe how they are applied in partnership with others, in our communities and health systems
- Demonstrate clear understanding of policy and regulatory requirements for community benefit; principles and concepts of upstream quality improvement; community health data and analytics; financing community health; principles of health equity
- Apply skills of ethical leadership with strategic internal and community partnerships to support health systems and community partners, to define their roles in advancing community health and equity

Community Health Investment Certificate

The certificate may be completed prior to enrolling in the MHA program or after completion of the MHA.

Code	Title	Credits
MHA 507	ESSENTIALS OF COMMUNITY HEALTH AND HEALTH EQUITY	3

Code	Title	Credits
MHA 508	HEALTH INEQUITIES AND SOCIAL EPIDEMIOLOGY	3
MHA 509	COMMUNITY HEALTH DATA ANALYTICS AND FINANCING	3
MHA 513	INTRO TO UPSTREAM QUALITY IMPROVEMENT FOR COMMUNITY HEALTH	3
MHA 525	TRANSFORMATIONAL LEADERSHIP	3
MHA 694	INTERNSHIP / CAPSTONE	1
Total Credits Required:		16

Program Structure

- Content delivery: 8-week online master's level courses with short breaks between courses.
- Courses are designed for working professionals.
- Length of semesters: Two 8-week terms and a brief break within each semester.
- Program length if all courses are taken in sequence: 3 semesters.

Year 1		
Semester I		Credits
First 8 Week Session		
MHA 507	ESSENTIALS OF COMMUNITY HEALTH AND HEALTH EQUITY	3
Second 8 Week Session		
MHA 508	HEALTH INEQUITIES AND SOCIAL EPIDEMIOLOGY	3
		Credits 6
Semester II		
First 8 Week Session		
MHA 509	COMMUNITY HEALTH DATA ANALYTICS AND FINANCING	3
Second 8 Week Session		
MHA 513	INTRO TO UPSTREAM QUALITY IMPROVEMENT FOR COMMUNITY HEALTH	3
		Credits 6
Semester III		
First 8 Week Session		
MHA 525	TRANSFORMATIONAL LEADERSHIP	3
Second 8 Week Session		
MHA 694	INTERNSHIP CAPSTONE	1
		Credits 4
		Total Credits Required: 16

*Plan templates are based on the most current catalog and ideal route for degree completion, and should only be used to get an idea of what degree completion may look like. New and enrolled students should log into DegreeWorks to see their specific degree requirements.

Health Justice

Health Justice Certificate Program

In the Health Justice Certificate Program, students will explore population health related challenges and the possibilities of Medical-Legal Interventions. The certificate program begins with an introduction to Population Health. This is followed by an exploration of health inequities and social epidemiology. Next is a study of Health Justice where the social determinants of health and indicators for medical legal partnerships are examined. Collaborative approaches to improving the health of communities through policy advocacy will be explored. The final Advocacy in Action Capstone seminar highlights how Health Justice grass root approaches can change the healthcare landscape.

The certificate blends theory and application with a goal of preparing students to serve as organizational resources for medical-legal interventions as part of population and community health efforts. Students will be encouraged to identify a specific area of interest as they begin coursework, and incorporate interests into assignments. This strategic approach can result in a valuable portfolio of resources, data and advocacy statements, as well as visual and oral presentations that will be the cumulative work product.

The certificate may be completed prior to enrolling in the MHA program of after completion of the MHA.

Program Leadership and Faculty

Traci Rooks, JD, CHC

Traci Rooks is a graduate of the University of Idaho College of Law. Traci began her work with Medical-Legal Partnership with the Spokane Health Justice Initiative in 2014. As a legal volunteer, Traci examined work flows between medical and legal partners for potential improvement. She wrote policies and procedures for medical, legal, and law school partners. She also aggregated and evaluated patient-client data for reporting and compliance with grant guidelines. In addition, Traci has been a member of the Washington State Coalition of Medical- Legal Partnerships participating in state-wide efforts to establish new medical-legal partnerships and navigate challenges for established partnerships. The foundation for this very important work having been completed, Traci broadened the application of medical-legal partnership to higher education at University of Providence.

Traci is currently an Investigator for Providence Risk and Integrity Services. Prior to her work as an Investigator, Traci was a Compliance Manager and Privacy Officer for Lincoln Hospital and a Compliance Specialist for Providence St. Joseph Health. Over the years, Traci has also been active in the Health Law Sections of both the Washington State Bar and the American Bar Association. Traci joined the adjunct faculty at University of Providence in 2018, teaching Healthcare Law & Ethics for the Master of Healthcare Administration Program.

Traci is committed to equipping tomorrow's healthcare leaders and legal advocates to embrace the precepts of pairing health and justice. The Health Justice program is supported by a cadre of talented faculty. MHA practitioner faculty are experienced in their specialty areas and share a goal of linking theory to practice for students.

Program Design

The Health Justice Certificate Program is offered as both a freestanding option and an addition to the University of Providence Master of Healthcare Administration. The MHA is aligned with 19 competencies (<https://www.uprovidence.edu/academics/explore-programs/healthcare-administration/health-justice/>) from the National Center for Healthcare Leadership (NCHL). The MHA has been granted eligibility for accreditation by the Commission on Healthcare Management Education (CAHME) and has submitted candidacy documents. If approved, the program will advance to candidacy and self-study in preparation for accreditation site visit. Instructional design of the Community Health Investment courses and syllabi is guided by Quality Matters (QM) principles to enhance the online learning experience.

Health Justice Certificate Program Outcomes

- Recognize indicators for medical-legal interventions.
- Investigate social determinants of health, epidemiology, and health inequities.
- Synthesize information about health inequities, social determinants, and epidemiology to create intervention strategies.
- Demonstrate skills in searching and evaluating literature to facilitate evidence-based decision making.
- Create and evaluate approaches to medical legal interventions.
- Apply persuasive writing and oral communication techniques to advocate for legislative change.

Health Justice Certificate Program

Code	Title	Credits
MHA 504	HEALTH JUSTICE (MEDICAL - LEGAL PARTNERSHIP)	3
MHA 508	HEALTH INEQUITIES AND SOCIAL EPIDEMIOLOGY	3
MHA 518	EVIDENCE BASED MANAGEMENT FOR HEALTHCARE LEADERS	3
MHA 521	POPULATION HEALTH - A COMMUNITY ORIENTATION	1
MHA 525	TRANSFORMATIONAL LEADERSHIP	3
MHA 528	HEALTH JUSTICE ADVOCACY IN ACTION CAPSTONE SEMINAR	3
Total Credits Required:		16

Program Structure and Format

- Content delivery: 8-week online master's level courses with short breaks between courses.
- Courses are designed for working professionals.
- Length of semesters: Two 8-week terms and a brief break within each semester.
- Program length if all courses are taken in sequence: 3 semesters.

Year 1		
Semester I		Credits
1st 8 Week Session		
MHA 504	HEALTH JUSTICE (MEDICAL - LEGAL PARTNERSHIP)	3
2nd 8 Week Session		

MHA 508	HEALTH INEQUITIES AND SOCIAL EPIDEMIOLOGY	3
Semester II		Credits
1st 8 Week Session		
MHA 518	EVIDENCE BASED MANAGEMENT FOR HEALTHCARE LEADERS	3
2nd 8 Week Session		
MHA 521	POPULATION HEALTH - A COMMUNITY ORIENTATION	1
Semester III		Credits
1st 8 Week Session		
MHA 525	TRANSFORMATIONAL LEADERSHIP	3
2nd 8 Week Session		
MHA 528	HEALTH JUSTICE ADVOCACY IN ACTION CAPSTONE SEMINAR	3
Total Credits Required:		16

*Plan templates are based on the most current catalog and ideal route for degree completion, and should only be used to get an idea of what degree completion may look like. New and enrolled students should log into DegreeWorks to see their specific degree requirements.

Healthcare Administration Master of Healthcare Administration

Program Director: Deanna Melton-Riddle, DHA MSA, CMA-AAMA, RPT-AMT, CDPLC

A graduate of the UP program will be a transformational leader in healthcare. Transformational leaders are critical thinkers who are able to operationalize innovative change projects, lead and inspire others, and are guided by legal and ethical principles. This leader is able to strategically leverage systems and informatics to optimize quality outcomes, improve operations, and create healthy person-centered environments.

The curriculum provides opportunities for students to prepare for a career in healthcare administration or to enhance their current career in this field. The following program themes are woven throughout the curriculum:

- Communication and listening
- Informatics and information technology
- Ethical and transformational leadership
- Critical thinking

- Complex systems, strategic planning and financial proficiency
- Practice competency

The following healthcare administration courses are offered sequentially following the core curriculum with the exception of the internship and capstone courses, which are offered concurrent with concentration courses.

Program Mission

Our mission is to partner with and support healthcare professionals who are seeking to advance their careers. Our curriculum and practitioner faculty translate theory to workplace application with a focus on knowledge and competency building, along with leadership development. Assignments and Capstone Projects reflect development of competencies required for healthcare leadership.

The curriculum was designed to nurture accountable leaders who approach challenges analytically, reviewing data and evidence, while integrating ethical, compassionate, cultural, regulatory, and legal considerations in decision-making. The program highlights intrapersonal understanding and self-development to support cultivating collaboration and leading teams to execute change. The central focus of the program is leadership development, with courses and concepts woven through the program to complement didactic learning about the health-care system.

Our program tracks serve two distinct segments of healthcare professionals. The Master of Healthcare Administration track supports early to mid-careerists who are interested in broadening their understanding of the healthcare system, financial and managerial approaches, and developing skills in analyzing data and evidence in decision-making. The Executive Master of Healthcare Administration track supports healthcare professionals who have advanced their careers and now seek to refine leadership competencies in aspects of anticipating, managing, and responding to industry changes. Both tracks are offered online to better accommodate the responsibilities of working healthcare professionals.

Program Values

The Master of Healthcare Administration program values reflect the university's focus on character, competence, and commitment along with the university core themes of seeking to understand, living in community and searching together. We believe healthcare leaders must exemplify character, competence, and commitment to serve and lead. Together we seek to understand the healthcare environment, the inherent challenges of delivering quality care, and the diverse needs of stakeholders. We live in community with stakeholders - patients, their loved ones, and provider/caregivers from all specialties and settings. Together, we search daily for the best approaches to delivering quality care and for developing healthier communities.

Program Vision

Through an emphasis on workplace application focused on the development of character, competence and commitment, we will develop professionals well equipped to handle current and future healthcare needs and become the program of choice for working healthcare professionals who wish to prepare for the next steps in leadership.

Master of Healthcare Administration, Executive Track

The Executive Masters in Health Administration (Executive MHA) degree develops core health system knowledge, leadership skills and business

acumen in high potential executives of the United States' largest health systems. Created to prepare senior executives to respond to and manage organizational change, the program equips graduates to drive innovation, lead through collaboration, and practice adaptive and predictive thinking in the ever-changing healthcare environment. The executive MHA is designed to produce graduates prepared to take on corporate executive leadership positions at health systems across the country.

The Executive MHA degree was created in partnership between the University of Providence (the University) and The Health Management Academy (The Academy), an educational services organization with a long-standing relationship with Providence St. Joseph Health (PSJH). Cognizant of the dearth of interdisciplinary and collaborative leadership development programs in the healthcare industry, the Executive MHA enrolls nationwide cohorts of administrative, financial, nurse and physician executives, and is housed in the School of Health Professions at the University. This major has restricted enrollment and is not offered to the general public.

Healthcare Administration (MHA) Program Learning Outcomes

Graduates in the MHA degree program demonstrate the following program learning outcomes:

- Apply systems and leadership theories to affect change and meet strategic goals.
- Integrate ethical, compassionate, cultural, regulatory, and legal components in making leadership decisions.
- Synthesize and apply effective communication strategies and skills within organizations to create healthy person-centered environments.
- Demonstrate emotional intelligence, reflective personal growth when leading organizations.
- Apply data collection methods, applications, sampling systems and informatics to improve decision-making and accountability.
- Analyze data, evidence-based practice and financial systems to ensure quality and safety in processes.
- Improve competencies in healthcare knowledge, leadership skills, and business acumen to implement innovative initiatives;
- Problem solve and collaborate around challenges, trends and opportunities impacting US healthcare;
- Build a nationwide network of peers and foster collegial relationships;
- Engage in cross-disciplinary conversations with current and retired corporate health system executives;
- Access professional development and mentoring.

Degree Requirements

Master's Degree Requirements

Healthcare Administration (M.H.A)

Code	Title	Credits
MHA 502	HEALTHCARE SYSTEMS	3
MHA 505	HEALTHCARE INFORMATICS	3
MHA 518	EVIDENCE BASED MANAGEMENT FOR HEALTHCARE LEADERS	3
MHA 521	POPULATION HEALTH - A COMMUNITY ORIENTATION	1

Code	Title	Credits
MHA 522	PREPARATION, PROFESSIONALISM, AND ADVOCACY	1
MHA 523	STRATEGIC PLANNING, MARKETING, AND THE PATIENT EXPERIENCE	1
MHA 524	REGULATIONS, RISK, AND COMPLIANCE	1
MHA 525	TRANSFORMATIONAL LEADERSHIP	3
MHA 531	SOCIAL JUSTICE, LAW, AND POLICY IN HEALTHCARE	3
MHA 535	HEALTHCARE LAW & ETHICS	3
MHA 562	PEOPLE & EXPERIENCE	3
MHA 565	HEALTHCARE BUDGETING & FINANCE PLANNING	3
MHA 698	CAPSTONE I	3
MHA 699	CAPSTONE II	3
Choose one Specialized Concentration		6-9
Total Credits Required:		40-43

Specialized Concentrations

Leadership Concentration

Code	Title	Credits
MHA 510	LEADERSHIP THEORY	3
MHA 512	APPLIED LEADERSHIP	3
Total Credits Required:		6

Health Justice Concentration

Code	Title	Credits
MHA 504	HEALTH JUSTICE (MEDICAL - LEGAL PARTNERSHIP)	3
MHA 508	HEALTH INEQUITIES AND SOCIAL EPIDEMIOLOGY	3
Total Credits Required:		6

Community Health Investment Concentration

Code	Title	Credits
MHA 507	ESSENTIALS OF COMMUNITY HEALTH AND HEALTH EQUITY	3
MHA 513	INTRO TO UPSTREAM QUALITY IMPROVEMENT FOR COMMUNITY HEALTH	3
MHA 508	HEALTH INEQUITIES AND SOCIAL EPIDEMIOLOGY (Optional)	
Total Credits Required:		6

Healthcare Administration, Executive Track

Code	Title	Credits
MHA 500	EXEC LEADERSHIP STRATEGIES	3
MHA 511	ENHANCING SOCIAL & EMOTIONAL INTELLIGENCE	3
MHA 520	LEADING CHANGE & NEGOTIATIONS	3
MHA 526	HEALTH SERVICES FINANCE	3
MHA 530	HEALTH, POLICY, ADVOCACY & ETHICS	3
MHA 540	DIVERSITY & INCLUSION	3
MHA 550	TRANSFORMING THE CONTINUUM OF CARE	3

Code	Title	Credits
MHA 560	DRIVING INNOVATION & MANAGING RISK	3
MHA 680	ACTION RESEARCH PROJECT I	2
MHA 690	ACTION RESEARCH PROJECT II	2
MHA 697	ACTION RESEARCH PROJECT III	2
Approved Electives		9
Total Credits Required:		39

Approved Electives

Code	Title	Credits
MHA 506	ADV HLTH SYSTM SYNRGY & ALIGNM	3
MHA 515	DEVELOPING THE FUTURE WORKFORC	3
MHA 536	MARKETING, BRANDING & COMMUNITY RELATIONS	3
MHA 545	CLINICAL INFORMATICS & DECISION SUPPORT	3
MHA 555	REINFORCING RELIABILITY & VALUE	3
MHA 566	CONSUMERISM	3
MHA 570	THE PATIENT EXPERIENCE	3

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Healthcare Administration

Plan Template: Master in Healthcare Administration

Description: Master in Healthcare Administration

of Terms: 6

Term Start: Fall/Spring

Year 1		Credits
Semester I		
MHA 522	PREPARATION, PROFESSIONALISM, AND ADVOCACY	1
MHA 531	SOCIAL JUSTICE, LAW, AND POLICY IN HEALTHCAR	3
Choose one of the following:		3
MHA 510	LEADERSHIP THEORY (OR)	
MHA 504	HEALTH JUSTICE (MEDICAL - LEGAL PARTNERSHIP) (OR)	
MHA 507	ESSENTIALS OF COMMUNITY HEALTH AND HEALTH EQUITY	
		Credits 7

Semester II

MHA 518	EVIDENCE BASED MANAGEMENT FOR HEALTHCARE LEADERS	3
MHA 521	POPULATION HEALTH - A COMMUNITY ORIENTATION	1
MHA 512 or MHA 508	APPLIED LEADERSHIP or HEALTH INEQUALITY AND SOCIAL EPIDEMIOLOGY	3
Credits		7

Semester III

MHA 502	HEALTHCARE SYSTEMS	3
MHA 565	HEALTHCARE BUDGETING & FINANCE PLANNING	3
Credits		6

Year 2**Semester I**

MHA 562	PEOPLE & EXPERIENCE	3
MHA 523	STRATEGIC PLANNING, MARKETING AND THE PATIENT EXPERIENCE	1
MHA 505	HEALTHCARE INFORMATICS	3
Credits		7

Semester II

MHA 525	TRANSFORMATIONAL LEADERSHIP	3
MHA 524	REGULATION RISK, AND COMPLIANCE	1
MHA 535	HEALTHCARE LAW & ETHICS	3
Credits		7

Semester III

MHA 698	CAPSTONE I	3
MHA 699	CAPSTONE II	3
MHA 513	INTRO TO UPSTREAM QUALITY IMPROVEMENT FOR COMMUNITY HEALTH (Optional)	
Credits		6

**Total
Credits
Required:** 40

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Infection Prevention & Epidemiology

Program Coordinator: Frankie Lyons, Ed.D.

The Master of Science in Infection Prevention & Epidemiology (MSI) degree is designed to create leaders who will use epidemiologic and infection prevention principles and tools to prevent infections and provide education across the care continuum. Acting as a change agent, the students who graduate from this program will use systems thinking, data, and evidence-based practice to facilitate collaboration to improve patient safety. A core benefit of this program is the diversity of professional students that stimulates exchanges and integrations of learning across care settings.

Although the field of Infection Prevention has historically been widely embraced in acute care hospital settings, the role and use of Infection Preventionists (IP) has expanded significantly over the past decade. This is in part due to the Institute of Medicine's 1999 report, "To Err is Human: Building a Safer Health System". This report focused attention on wide gaps existing within hospital patient safety practices (including Infection Prevention) and triggered a chain reaction that has since resulted in an intense focus on safety and quality improvement. The emerging critical need for Infection Prevention expertise has since been recognized as a key risk in many healthcare settings, extending beyond the walls of hospitals into ambulatory, long-term care and community service settings. This program will be instrumental in preparing students for a professional career as an IP in healthcare.

All courses are administered on-line and in 8-week formats for working professionals who are choosing this program as professional development in their current or future clinical role. The courses are taught by highly qualified faculty that represent diverse infection prevention & epidemiologic experiences and insights including statistical research, biology, pharmacy, environment of care, regulation, quality improvement, informatics and leadership. To maximize access to and completion of the program, coursework is presented via distance learning and a class size of 20 students.

There are three pre-requisite courses required for admission to the program:

- Microbiology (4 credits)
- Anatomy & Physiology (8 credits)
- Two A&P courses or
- One Anatomy course and One Physiology course taken separately
- Introduction to Statistics (3 credits)

The following program themes are woven throughout the curriculum:

- Transformational Leadership
- Identification, Prevention & Control of Infections
- Surveillance & Epidemiological Investigation
- Program Development & Integration
- Patient Safety & Quality
- Effective Communication
- Continuum of Care

- Influencing Human Behavior
- Inter-professional Collaboration
- Knowledge Sharing
- Life-long Learning

Infection Prevention & Epidemiology Program Outcomes

Graduates in the MSI degree program demonstrate the following program learning outcomes:

- Lead inter-professional teams to design and implement infection prevention strategies.
- Identify and analyze infectious disease processes across the continuum of care.
- Develop and implement a comprehensive infection prevention program using research and evidence based practice to improve patient safety.
- Conduct surveillance and investigate epidemiological patterns to prevent transmission of infections.
- Synthesize complex information and educate healthcare communities.
- Assess the environmental and behavioral influences related to disease transmission.
- Apply data collections methods, applications, sampling systems and informatics to improve decision-making and accountability.
- Serve as an organizational resource for continuous learning and inquiry.

Degree Requirements

Master’s Degree Requirements

Infection Prevention & Epidemiology (MSI)

Code	Title	Credits
MSI 501	INTRODUCTION TO EPIDEMIOLOGY	3
MSI 505	STATISTICS & RESEARCH METHODS	3
MSI 510	PRINCIPLES AND EPIDEMIOLOGY OF INFECTIOUS DISEASE	3
MSI 515	MOLECULAR & IMMUNOLOGICAL METHODS IN INFECTIOUS DISEASE	3
MSI 520	CLINICAL MICROBIOLOGY	3
MSI 525	ANTIMICROBIAL STEWARDSHIP	3
MSI 530	REPROCESSING & ENVIRONMENT OF CARE	3
MSI 535	REGULATION AND QUALITY IMPROVEMENT	3
MSI 540	PRINCIPLES OF SURVEILLANCE AND REPORTING	3
MSI 545	HEALTHCARE INFORMATICS & DATA MANAGEMENT	3
MSI 550	TRANSFORMATIONAL LEADERSHIP	3
MSI 695	INTERNSHIP & CAPSTONE PROJECT	1
MSI 697	INTERNSHIP & CAPSTONE II	1
MSI 699	INTERNSHIP & CAPSTONE III	1

Total Credits Required: 36

Infection Prevention & Epidemiology (MSI)

Plan Template: Infection Prevention and Epidemiology

Description: Master of Science

of Terms: 6

Term Start: Fall

Year 1		Credits
Fall		
MSI 501	INTRODUCTION TO EPIDEMIOLOGY	3
MSI 505	STATISTICS & RESEARCH METHODS	3
Credits		6
Spring		
MSI 510	PRINCIPLES AND EPIDEMIOLOGY OF INFECTIOUS DISEASE	3
MSI 515	MOLECULAR & IMMUNOLOGICAL METHODS IN INFECTIOUS DISEASE	3
Credits		6
Summer		
MSI 520	CLINICAL MICROBIOLOGY	3
MSI 525	ANTIMICROBIAL STEWARDSHIP	3
Credits		6
Year 2		Credits
Fall		
MSI 530	REPROCESSING & ENVIRONMENT OF CARE	3
MSI 535	REGULATION AND QUALITY IMPROVEMENT	3
Credits		6
Spring		
MSI 540	PRINCIPLES OF SURVEILLANCE AND REPORTING	3
MSI 695	INTERNSHIP & CAPSTONE PROJECT	1
MSI 545	HEALTHCARE INFORMATICS & DATA MANAGEMENT	3

MSI 697	INTERNSHIP & CAPSTONE II	1
Credits		8
Summer		
MSI 550	TRANSFORM LEADERSHIP	3
MSI 699	INTERNSHIP & CAPSTONE III	1
Credits		4
Total Credits Required:		36

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Mission Leadership Graduate

Mission Leadership Certificate Program

The new Providence Mission Leadership Institute (MU) offers whole-person development in health care for caregivers aspiring to become Mission integration leaders and caregivers interested in Mission centered leadership education. Our vision is to prepare leaders who skillfully integrate Mission and Values into every sacred encounter with patients, families, caregivers, and the community. Participants will complete the program in a cohort-based model, and will be formed in servant leadership with particular focus on solidarity with vulnerable populations. This program is currently offered via invitation only.

The Mission Leadership Certificate supports two specialized concentrations:

1. For caregivers aspiring to become Mission integration leaders, the program supports a concentration in Mission Integration.
2. For caregivers interested in Mission centered leadership, the program supports a concentration in Mission Centered Leadership.

Program Leadership and Faculty:

Deanna Koepke, Ph.D.

Mission Leadership Certificate Program Outcomes

- Articulates and integrates the Mission with inspiration, influence and presence.
- Models and forms caregivers to know, care, and ease the way for all.
- Integrates learnings into the practice of servant leadership.
- Utilizes knowledge to promote the common good and provide for those who are poor and vulnerable.
- Apply learnings to live and lead from a whole-person perspective.

Mission Leadership Certificate

Code	Title	Credits
XML 630	FUNDAMENTALS OF MISSION LEADERSHIP	3
XML 640	THE PROPHETIC DIMENSION OF MISSION	3
XML 650	LIVING THE GIFTS AND HERITAGE OF MISSION	3

Code	Title	Credits
XML 660	MISSION INTEGRATION LEADERSHIP PRACTICUM 1	3
or XML 670	MISSION-CENTERED LEADERSHIP PRACTICUM	
Total Credits Required:		12

- ¹ Students enrolled in the Mission Integration Concentration will complete XML 660. Students enrolled in the Mission-Centered Leadership Concentration will complete XML 670.

Mission Leadership Certificate

Year 1		
Spring		Credits
XML 630	FUNDAMENTALS OF MISSION LEADERSHIP	3
Credits		3
Summer		
XML 640	THE PROPHETIC DIMENSION OF MISSION	3
Credits		3
Fall		
XML 650	LIVING THE GIFTS AND HERITAGE OF MISSION	3
Credits		3
Year 2		
Spring		
XML 660 or XML 670	MISSION INTEGRATION LEADERSHIP PRACTICUM 1 or MISSION- CENTERED LEADERSHIP PRACTICUM	3
Credits		3
Total Credits Required:		12

- ¹ Students enrolled in the Mission Integration Concentration will complete XML 660. Students enrolled in the Mission-Centered Leadership Concentration will complete XML 670.

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Nursing

Nursing (MSN)

Program Themes

- Advocacy for social justice and human dignity
- Inquiry and scholarship
- Optimization of safety, quality, and outcomes
- Innovation
- Leadership

Nursing Educator Concentration

Program Director: Tanya Seward, DNP, APRN, AGNP, FNP

The University of Providence prepares graduates to innovatively use theories of teaching and learning in a variety of academic and clinical settings with emphasis on nursing education. The graduate demonstrates the ability to develop, deliver, and evaluate nursing education programs. Upon completion of this degree, graduates are eligible for the Nurse Educator certification national examination.

Program Vision

Students are prepared to be leaders in healthcare. Our unique partnership with Providence St. Joseph Health (PSJH) offers students the opportunity to receive a quality education with a direct connection to the healthcare industry.

- Career Ready
 - Designed for students to become skilled, competent, lifelong learners in a rapidly changing and complex healthcare arena.
- Convenient
 - Developed for working professionals.
- Engaged Teaching and Learning
 - Taught by highly qualified doctoral faculty that represent diversity in nursing experiences and specialties.
- Practicum Opportunities
 - The final course is the Teaching Practicum of 90 hours.

Adult Gerontology Nurse Practitioner Concentration

Program Director: Tanya Seward, DNP, APRN, AGNP, FNP

Courses in the curriculum are designed to meet the needs of adult learners who are motivated to complete this graduate program in seven semesters over 27 months. The MSN program core content will be shared between the program tracks of MSN Nurse Educator and MSN AGNP in the five core MSN courses. The MSN content meets the standards for the Essentials of Master's Education in Nursing that are required for accreditation in any MSN program track (AACN, 2011). The APRN track curriculum was developed by a group of experienced PSJH caregivers working as APRNs in the Montana, Washington and Oregon ministries. The design team used the mission, vision and values from UP and PSJH, as well as the national standards from AACN, NONPF and the NTF, to serve as foundation for AGNP track development.

The University of Providence Master of Science Adult-Gerontology Primary Care Nurse Practitioner program prepares advanced practice registered nurses who demonstrate compassion, commitment and excellence to primary care for adult patients (adolescents through older adults), especially the poor and vulnerable. Upon completion of this

degree, the graduate is eligible for the Adult-Gerontology Primary Care Nurse Practitioner certification and state licensure as an APRN.

Nursing Educator Certificate

Program Director: Tanya Seward, DNP, APRN, AGNP, FNP

The MSN Nursing Educator Certificate is aligned with four national organizations' standards and accrediting bodies. These include American Association of Colleges of Nursing (AACN) Master's Essentials, American Nursing Association Code of Ethics, Commission on Collegiate Nursing Education (CCNE), and National League of Nursing (NLN) Nurse Educator's Competencies. Instructional design of courses and syllabi will be guided by Quality Matters (QM) principles.

*CCNE does not required accreditation of nurse educator certificates. Because of this, we can begin the certificate program at any time and not have to wait for a CCNE cycle visit. No additional costs for additional accreditation survey and site visit.

Nursing (MSN)

Program Learning Outcomes

- Integrates findings from the sciences and humanities for the continual improvement of nursing care across diverse settings.
- Applies knowledge of organizational and system leadership practices.
- Selects and applies quality improvement strategies to optimize safety and outcomes.
- Utilizes clinical scholarship as a foundation for practice.
- Applies technology to enhance care, promote lifelong learning, and facilitate data generation and use.
- Promotes social justice and human dignity through policy and advocacy.
- Leads and collaborates in inter-professional teams to improve individual and population health outcomes.

Degree Requirements

Master's Degree Requirements

Nursing (MSN)

Core Requirements

Code	Title	Credits
MSN 515	THEORETICAL FOUNDATIONS OF ADVANCED NURSING PRACTICE	3
MSN 522	STATISTICS, RESEARCH, & EBP	3
MSN 530	SOCIAL JUSTICE, LAW, AND POLICY IN HEALTHCARE	3
MSN 540	ORGANIZATIONAL LEADERSHIP	3
Required Concentration		21-33
Total Credits Required:		33-45

Nursing Educator Concentration (MSN)

Code	Title	Credits
MSN 505	ROLE OF NURSE EDUCATION ACROSS DIVERSE SETTINGS	3
MSN 635	INFORMATICS AND HEALTHCARE TECHNOLOGIES	3
MSN 652	CURRICULUM DEVELOPMENT AND ANALYSIS	3

Code	Title	Credits
MSN 660	INNOVATIVE TEACHING AND EVALUATION STRATEGIES	3
MSN 670	ASSESSMENT AND EVALUATION IN NURSING EDUCATION	3
MSN 684	ADVANCED CONCEPTS IN ASSESSMENT, PATHOPHYSIOLOGY AND PHARMACOLOGY	3
MSN 694	ADVANCED CLINICAL PRACTICUM	1
MSN 696	PRACTICUM IN NURSING EDUCATION	2
Total Credits Required:		21

Adult Gerontology Nurse Practitioner Concentration (MSN)

Code	Title	Credits
MSN 510	ROLE OF THE ADVANCED PRACTICE REGISTERED NURSE	3
MSN 519	ADVANCED PATHOPHYSIOLOGY	3
MSN 529	ADVANCED PHARMACOLOGY	3
MSN 575	ADVANCED HEALTH ASSESSMENT	3
MSN 590	CLINICAL PRACTICAL SEMINAR	1
MSN 602	PATIENT CARE MANAGEMENT ACROSS THE ADOLESCENT & ADULT LIFESPAN I	3
MSN 603	PATIENT CARE MANAGEMENT ACROSS THE ADOLESCENT & ADULT LIFESPAN II	3
MSN 604	PATIENT CARE MANAGEMENT ACROSS THE GERIATRICS	3
MSN 620	PATIENT CARE MANAGEMENT PRACTICUM I	3
MSN 630	PATIENT CARE MANAGEMENT PRACTICUM II	3
MSN 640	PATIENT CARE MANAGEMENT PRACTICUM III	3
MSN 655	TRANSITION TO ADVANCED PRACTICE REGISTERED NURSING	3
Total Credits Required:		34

Nursing Educator Certificate

Code	Title	Credits
MSN 652	CURRICULUM DEVELOPMENT AND ANALYSIS	3
MSN 660	INNOVATIVE TEACHING AND EVALUATION STRATEGIES	3
MSN 670	ASSESSMENT AND EVALUATION IN NURSING EDUCATION	3
MSN 696	PRACTICUM IN NURSING EDUCATION	2
Total Credits Required:		11

Nursing, Nurse Educator Concentration (M.S.N) - Fall Start

Plan Template: Nursing, Nurse Educator

Description: Master of Science

of Terms: 3

Term Start: Fall

Year 1		Credits
Fall		
MSN 505	ROLE OF NURSE EDUCATION ACROSS DIVERSE SETTINGS	3
MSN 530	SOCIAL JUSTICE, LAW, AND POLICY IN HEALTHCARE	3
MSN 522	STATISTICS, RESEARCH, & EBP	3
MSN 635	INFORMATION AND HEALTHCARE TECHNOLOGY	3
Credits		12
Spring		
MSN 515	THEORETICAL FOUNDATION OF ADVANCED NURSING PRACTICE	3
MSN 684	ADVANCED CONCEPTS IN ASSESSMENT, PATHOPHYSIOLOGY AND PHARMACOLOGY	3
MSN 694	ADVANCED CLINICAL PRACTICUM	1
MSN 540	ORGANIZATIONAL LEADERSHIP	3
Credits		10
Summer		
MSN 652	CURRICULUM DEVELOPMENT AND ANALYSIS	3
MSN 670	ASSESSMENT AND EVALUATION IN NURSING EDUCATION	3
MSN 660	INNOVATIVE TEACHING AND EVALUATION STRATEGIES	3
MSN 696	PRACTICUM IN NURSING EDUCATION	2
Credits		11
Total Credits Required:		33

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degree completion may look like. New and enrolled students should log into DegreeWorks to see their specific degree requirements.

Nursing, Nurse Educator Concentration (M.S.N) - Spring Start

Plan Template: Nursing, Nurse Educator

Description: Master of Science

of Terms: 3

Term Start: Spring

Year 1			
Spring			Credits
MSN 505	ROLE OF NURSE EDUCATION ACROSS DIVERSE SETTINGS	3	
MSN 530	SOCIAL JUSTICE, LAW, AND POLICY IN HEALTHCARE	3	
MSN 522	STATISTICS, RESEARCH, & EBP	3	
MSN 635	INFORMATICS AND HEALTHCARE TECHNOLOGY	3	
Credits		12	
Summer			
MSN 515	THEORETICAL FOUNDATION OF ADVANCED NURSING PRACTICE	3	
MSN 684	ADVANCED CONCEPTS IN ASSESSMENT, PATHOPHYSIOLOGY AND PHARMACOLOGY	3	
MSN 694	ADVANCED CLINICAL PRACTICUM	1	
MSN 540	ORGANIZATIONAL LEADERSHIP	3	
Credits		10	
Fall			
MSN 652	CURRICULUM DEVELOPMENT AND ANALYSIS	3	
MSN 670	ASSESSMENT AND EVALUATION IN NURSING EDUCATION	3	
MSN 660	INNOVATIVE TEACHING AND EVALUATION STRATEGIES	3	

MSN 696	PRACTICUM IN NURSING EDUCATION	2
Credits		11
Total Credits Required:		33

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Nursing, Adult Gerontology Nurse Practitioner Concentration (M.S.N) - Fall Start

Plan Template: Nursing, Adult Gerontology Nurse

Practitioner Concentration

Description: Master of Science

of Terms: 6

Term Start: Fall

Year 1			
Fall			Credits
MSN 510	ROLE OF THE ADVANCED PRACTICE REGISTERED NURSE	3	
MSN 522	STATISTICS, RESEARCH, & EBP	3	
MSN 519	ADVANCED PATHOPHYSIOLOGY	3	
Credits		9	
Spring			
MSN 529	ADVANCED PHARMACOLOGY	3	
MSN 515	THEORETICAL FOUNDATION OF ADVANCED NURSING PRACTICE	3	
MSN 540	ORGANIZATIONAL LEADERSHIP	3	
Credits		9	
Summer			
MSN 530	SOCIAL JUSTICE, LAW, AND POLICY IN HEALTHCARE	3	
MSN 590	CLINICAL PRACTICAL SEMINAR	1	
MSN 575	ADVANCED HEALTH ASSESSMENT	3	
Credits		7	

Year 2			Term Start: Spring		
Fall			Year 1		
MSN 602	PATIENT CARE MANAGEMENT ACROSS THE ADOLESCENT & ADULT LIFESPAN I	3	Spring		Credits
			MSN 510	ROLE OF THE ADVANCED PRACTICE REGISTERED NURSE	3
MSN 620	PATIENT CARE MANAGEME PRACTICUM I	3	MSN 522	STATISTICS, RESEARCH, & EBP	3
			MSN 519	ADVANCED PATHOPHYSIOLOGY	3
	Credits	6		Credits	9
Spring			Summer		
MSN 603	PATIENT CARE MANAGEME ACROSS THE ADOLESCEN & ADULT LIFESPAN II	3	MSN 529	ADVANCED PHARMACOLOGY	3
MSN 630	PATIENT CARE MANAGEMENT PRACTICUM II	3	MSN 515	THEORETIC/ FOUNDATIO OF ADVANCED NURSING PRACTICE	3
			MSN 540	ORGANIZATIONAL LEADERSHIP	3
	Credits	6		Credits	9
Summer			Fall		
MSN 604	PATIENT CARE MANAGEMENT ACROSS THE GERIATRICS	3	MSN 530	SOCIAL JUSTICE, LAW, AND POLICY IN HEALTHCARE	3
MSN 640	PATIENT CARE MANAGEME PRACTICUM III	3	MSN 590	CLINICAL PRACTICAL SEMINAR	1
MSN 655	TRANSITION TO ADVANCED PRACTICE REGISTERED NURSING	1	MSN 575	ADVANCED HEALTH ASSESSMENT	3
				Credits	7
	Credits	7	Year 2		
	Total Credits	44	Spring		
	Required:		MSN 602	PATIENT CARE MANAGEMENT ACROSS THE ADOLESCENT & ADULT LIFESPAN I	3
			MSN 620	PATIENT CARE MANAGEME PRACTICUM I	3
				Credits	6
			Summer		
			MSN 603	PATIENT CARE MANAGEME ACROSS THE ADOLESCEN & ADULT LIFESPAN II	3

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Nursing, Adult Gerontology Nurse Practitioner Concentration (M.S.N) - Spring Start

Plan Template: Nursing, Adult Gerontology Nurse Practitioner Concentration

Description: Master of Science

of Terms: 6

MSN 630	PATIENT CARE MANAGEMENT PRACTICUM II	3
Credits		6
Fall		
MSN 604	PATIENT CARE MANAGEMENT ACROSS THE GERIATRICS	3
MSN 640	PATIENT CARE MANAGEMEN PRACTICUM III	3
MSN 655	TRANSITION TO ADVANCED PRACTICE REGISTERED NURSING	3
Credits		9
Total Credits Required:		46

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Organizational Leadership

Organizational Leadership (MSL)

The Master of Science in Organizational Leadership (MSL) degree includes three programs of study or concentrations in Criminal Justice and Management. This graduate program is designed to provide leaders with the essential administrative and management skills, competencies and strategies to perform as innovative leaders in organizations. A core benefit of this program is the diversity of professional students that stimulates exchanges and integrations of learning. All courses are administered on-line and in 8-week formats for working professionals who are choosing this program as professional development in their current or future administrative roles.

Graduate coursework for the MSL degree is designed for leaders in a wide variety of professions and across organizations. The courses are taught by highly qualified faculty that represent diverse organizational experiences and insights including law enforcement, healthcare, human services, government agencies, and associations and professional groups. To maximize access to and completion of the programs, coursework is presented via distance learning.

Advanced Candidacy

To be considered as meeting the requirements for advanced candidacy in the MSL program, students must complete the above core curriculum as soon as they are scheduled after the student is admitted to the program. In addition, the student must earn a grade of "B" or better in each of these core courses.

Management Concentration (MSL)

Faculty Contact: Katrina Stark, D.M.

The management role in most organizations has expanded and intensified in scope, expectations, and measured outcomes. It is essential for managers to constantly upgrade knowledge and skills working with personnel, facilities, legal and policy directives, planning, implementation and outcome assessment, revenue generation and fiscal accountability, and community, regional and state relations, and development.

The MSL degree program in management is designed to address the changing demands of leadership positions in a variety of organizations, with a focus on not-for-profit agencies and similar organizations. The curriculum provides opportunities for students to prepare for a career as an executive in their profession or to enhance careers.

The MSL degree in management is intended for individuals who work in administrative and entry-level management positions or whose career objective is management. These individuals have chosen to expand the scope and effectiveness of their skills and knowledge to further their contribution to their organization and to enhance their career development.

Students who have completed graduate coursework in management may be able to transfer up to six (6) credits. The coursework must be from an accredited institution with grades of "B" (3.0) or better. The coursework may not be older than six (6) years at the time of planned graduation. Credit cannot be given for experiential work completed prior to enrollment in the program.

Organizational Leadership (MSL)

The MSL degree program outcomes are to prepare students to:

1. Analyze and evaluate ideas, data, policy, and practice to improve decision-making within organizations.
2. Identify and examine the financial, human, data and other organizational resources using the latest evidence.
3. Apply ethical, cultural, regulatory and legal factors to enhance value-based systems.
4. Design, implement and evaluate a personal leadership plan that incorporates key program concepts.

Management Concentration (MSL)

Graduates in the MSL management degree program are able to effectively implement the following outcomes:

1. Apply an understanding of and a command over key concepts, theories, and data regarding society, and the challenges and opportunities in a diversity of organizations in the public sector.
2. Apply an understanding of the process of management, supervision, and development of personnel in an organization.
3. Demonstrate the ability to efficiently manage the fiscal affairs of revenue generation and expense parameters of an organization.
4. Articulate and implement strategies for renewal and empowerment within their organizational context.
5. Demonstrate awareness and application of ethical and legal principles and judgments for management roles and responsibilities in a wide range of organizations.
6. Implement marketing theories to Successfully market and convey the mission and the activities of organizations.

7. Demonstrate effective development, implementation, and evaluation of plans and outcomes to expand the effectiveness of organizations.

Degree Requirements

Master's Degree Requirements

Organizational Leadership, Management Concentration (MSL)

Core Requirements

Code	Title	Credits
MSL 511	ORGANIZATIONAL LEADERSHIP	3
MSL 514	ORGANIZATIONAL COMMUNICATION	3
MSL 516	RSRCH MTHDS & STATS FOR MGMNT	3
MSL 521	ORGANIZATIONAL FINANCE	3
Total Credits Required:		12

Management Concentration

Code	Title	Credits
MSL 500	INFORMATION SYSTEMS	3
or MSL 520	SYSTEMS DESIGN & PROJECT MGMT	
MSL 510	ORG TRAINING & DVLPMNT	3
MSL 512	GRANT WRITING & ADMINISTRATION	3
MSL 509	HUMAN MOTIVATION & LEARNING	3
or MSL 610	LEADERSHIP/INNOVATION IN ORGS	
MSL 523	ORGANIZATIONAL BUDGETING	3
MSL 695	INTERNSHIP/PROJECT	3
Total Credits Required:		18

Electives

Code	Title	Credits
Select six credits of the following:		6
MSL 500	INFORMATION SYSTEMS (if not used for concentration)	
MSL 508	PERSONNEL MGMT & ADMIN	
MSL 509	HUMAN MOTIVATION & LEARNING (if not used for concentration)	
MSL 520	SYSTEMS DESIGN & PROJECT MGMT (if not used for concentration)	
MSL 530	MARKETING ORGANIZATIONS	
MSL 592	SPECIAL TOPICS	
MSL 600	PRO DEVELOPMENT SEMINAR	
MSL 610	LEADERSHIP/INNOVATION IN ORGS (if not used for concentration course)	
Electives approved by Program Director		
Total Credits Required:		6

Total Credit Hours Required: 36

MSL, Management Program Course Rotation ¹

Code	Title	Credits
Fall, 1st 8 Week Session		
MSL 511	ORGANIZATIONAL LEADERSHIP	3

Code	Title	Credits
MSL 512	GRANT WRITING & ADMINISTRATION	3
MSL 695	INTERNSHIP/PROJECT	1-6

Fall, 2nd 8 Week Session

MSL 514	ORGANIZATIONAL COMMUNICATION	3
MSL 521	ORGANIZATIONAL FINANCE	3
MSL 600	PRO DEVELOPMENT SEMINAR	3

Spring, 1st 8 Week Session

MSL 516	RSRCH MTHDS & STATS FOR MGMNT	3
MSL 510	ORG TRAINING & DVLPMNT	3
MSL 523	ORGANIZATIONAL BUDGETING	3
MSL 695	INTERNSHIP/PROJECT	1-6

Spring, 2nd 8 Week Session

MSL 509	HUMAN MOTIVATION & LEARNING	3
MSL 600	PRO DEVELOPMENT SEMINAR	3

Summer, 1st 8 Week Session

MSL 500	INFORMATION SYSTEMS	3
MSL 508	PERSONNEL MGMT & ADMIN	3
MSL 695	INTERNSHIP/PROJECT	1-6

Summer, 2nd 8 Week Session

MSL 520	SYSTEMS DESIGN & PROJECT MGMT	3
MSL 530	MARKETING ORGANIZATIONS	3
MSL 600	PRO DEVELOPMENT SEMINAR	3

As Offered:

MSL 592	SPECIAL TOPICS	3
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¹ Subject to change due to intervening factors

Sports Management

Program Director: Thomas Raunig, Ed.D

A Sports Management Master's Degree from the University of Providence will allow students to prepare for careers in a wide variety of sports related industries. Preparation for positions with collegiate athletic programs, professional sports teams, public and private sports facilities, sports management companies, event management companies, as well as, the skills to engage in their own entrepreneurial businesses are all a part of the students' skill set development. Content areas determined by the Commission on Sports Management Accreditation to be essential to any Sports Management program are addressed in the program. Those areas are the social, psychological, and international foundations in sport management; sport management principles, leadership operations, event and venue management, and governance; ethics in sport management; sport marketing and sport communication; finance, accounting and economics; legal aspects of sport; and integrative experiences.

Sports Management (MS) Program Outcomes

- Apply content knowledge in sport management, sport management planning, and implementation methods and strategies through class projects;
- Demonstrate the ability to use professional development tools and exhibit professional disposition in the field of sports management through class simulations and practicum experiences;

- Differentiate diverse cultures impact on sport through case studies and discussion;
- Apply leadership and management skills through class projects and practicum experiences;
- Employ the ability to collaborate in the sport business setting through the planning and implementation of an event;
- Construct and foster personnel, clientele, community, donor, and business relationships in a variety of sport business settings through class projects and practicum experiences;
- Value assessment, research based decision making and critical thinking methods to promote ethical decision making and professional problem solving skills in a sport environment through class projects and exercises.

Degree Requirements

Master's Degree Requirements

Sports Management (MS)

Code	Title	Credits
MSL 511	ORGANIZATIONAL LEADERSHIP	3
MSL 514	ORGANIZATIONAL COMMUNICATION	3
MSL 521	ORGANIZATIONAL FINANCE	3
MSL 523	ORGANIZATIONAL BUDGETING	3
MSL 695	INTERNSHIP/PROJECT	3
MSS 505	RESEARCH METHODS AND ANALYTICS IN SPORTS MANAGEMENT	3
MSS 510	MANAGEMENT AND GOVERNANCE OF SPORT ORGANIZATIONS	3
MSS 515	SPORT MARKETING, MEDIA & REVENUE DEVELOPMENT	3
MSS 525	ADVANCED EVENT AND FACILITY MANAGEMENT	3
MSS 530	SPORTS LAW, ETHICS, CONTRACTS & NEGOTIATIONS	3
Electives		6
Total Credits Required:		36

Electives

Code	Title	Credits
MSA 515	GOV & NOT FOR PROFIT ACCTG	3
MSL 500	INFORMATION SYSTEMS	3
MSL 509	HUMAN MOTIVATION & LEARNING	3
MSL 512	GRANT WRITING & ADMINISTRATION	3
MSL 530	MARKETING ORGANIZATIONS	3
MSL/MSA/MSC 592	SPECIAL TOPICS	3

Graduate Admission

Graduate admission applications should be submitted at least six weeks before the beginning of the term in which the student intends to begin study. Refer to the University website for program admission deadlines.

The Admissions Office only reviews completed application files and reserves the right to request additional information from any applicant.

The University of Providence, mindful of its mission to be a witness to the love of Christ for all, admits students of any age, race, color,

disability, national or ethnic origin, religion, sexual orientation, gender, citizenship status, status as a veteran, or any other characteristic that is protected by applicable state or federal law to all rights, privileges, program and activities generally accorded or made available to students at the University.

Procedure for Application to Graduate Studies

1. Complete and submit a graduate application through CAS, a centralized application service that supports students and universities in a more streamlined application process.
 - Nursing CAS (MSN, Nurse Educator, MSN, AGNP and Nurse Educator Certificate)
 - Business CAS (MS, Organizational Leadership, Management)
 - Any of the below programs, complete your GradCAS Application
 - MS Clinical Mental Health Counseling
 - Community Health Investment Certificate
 - Health Justice Certificate
 - MS Infection Prevention and Epidemiology
 - Healthcare Administration
 - MS Sports Management
2. Applicants for any graduate program must have the following academic qualifications:
 - a. Minimum 3.0 cumulative undergraduate GPA
 - b. Undergraduate degree from an accredited college or university.
 - i. If a candidate lacks the minimum 3.0 cumulative undergraduate GPA, admission may be granted on a case-by-case basis, and provisions to acceptance will be determined by the individual program coordinator. Provisions may include, but are not limited to:
 1. Requirement of a GRE® exam score demonstrating minimum scores (150 verbal, 149 quantitative for admission).
 2. Provisional acceptance, with the requirement to earn a 3.0 cumulative GPA in the first term of attendance.
3. Submit immunization records to the Admissions Office – Proof of 2 (two) immunizations for Measles **and** 1 (one) immunization for Rubella.
Exclusions: immunization records are not required if: birth date is before January 1, 1957 or taking an online program (no face-to-face classes).
4. Request an official transcript from the baccalaureate-degree-granting institution. For BusinessCAS and GradCAS Applicants, transcripts should be submitted directly to CAS.
5. For all other applicants, transcripts should be sent directly to Proof of an earned Bachelor's degree is required for admission.
6. University of Providence
1301 20th Street South
Great Falls, MT 59405
7. All graduate candidates must complete the additional program application requirements below.

Additional Graduate Program Admission Requirements

Several programs have additional requirements for admissions, listed below:

- **Master of Science in Organizational Leadership**
- **Master of Healthcare Administration**

- Submit a resume/CV to the Admissions Office
- Submit a personal statement as required within the graduate application for admission
- Submit placement essay
- **Master of Science in Sports Management**
 - Submit one professional letter of recommendation
- **Master of Science in Infection Prevention and Epidemiology**
 - Proof of completion of the pre-requisite courses: Microbiology, Anatomy & Physiology I & II, and Introduction to Statistics taken within the last five years
- **Master of Science in Nursing (Nurse Educator Concentration)**
 - Submit copy of active nursing license
 - Submit personal statement addressing the following: *Please compose a short essay addressing your plan for success as you transition to a master's level nursing curriculum, include reason for pursuing graduate education. Also, include your plans for understanding of and suitability for distance learning and time management.*
 - Submit two letters of reference - one professional and one scholastic
- **Master of Science in Nursing (Adult Gerontology Nurse Practitioner)**
 - Submit copy of active nursing license
 - Submit personal statement addressing the following: *Please compose a short essay addressing your plan for success as you transition to a master's level nursing curriculum, include reason for pursuing graduate education. Also, include your plans for understanding of and suitability for distance learning and time management.*
 - Submit two letters of reference - one professional and one scholastic
 - *Do you have a preceptor you are considering? Yes/No? If yes, please plan to provide the name of the person and facility information.*
- **Master of Science in Clinical Mental Health Counseling (MSC)**
 - If MSC program applicants cannot achieve GRE® scores outlined in 2 above, the coordinator of the MSC program may admit an applicant on a probationary status for the first three required courses in the MSC program. If the student does not achieve a grade of B or higher in these three courses, the student will be dismissed from the MSC program.
 - Statement of Purpose, which addresses:
 1. Applicant's professional interest in graduate counseling studies in relation to the applicant's desire to become a counselor. This should include why the UP MSC program is suitable for the applicant.
 2. Assessment of applicant's personal and professional strengths and experiences, which would contribute to success in gaining a graduate counseling degree.
 - Three letters of recommendation from persons who know your academic/professional qualifications will be required to complete reference forms and must be sent directly to the Admissions Office.
 - Submit a separate one-page personal statement explaining how this degree program will benefit you personally and professionally. (Standard size 8 1/2 x 11 page).

After the application file is complete, the MSC faculty will interview the applicant. The purpose of the interview is to provide another source of information regarding the applicant's appropriateness for training as a counselor. Based on the information gained from the admission materials and interview, the MSC faculty will recommend admission to the program or denial of the application.

All candidates for the Master of Science in Counseling program should be aware that a criminal background check may be required for placement in the clinical practicum. In addition, licensure or certification requirements vary greatly from state to state. It is the responsibility of the applicant to determine prior to applying whether or not he/she is eligible for licensure in a given state. That can be accomplished by contacting the appropriate state licensing agency or program representative.

Admission Deadlines

The University accepts applications at any time for all graduate programs; however, all applicants should apply at least six weeks prior to the first day of classes for the term in which they intend to enroll. All required documents must be submitted before a student can be fully admitted. Contact the Admissions Office for an admission packet and additional admission information. Financial aid cannot be granted until a student has been fully admitted.

Non-Degree Admission

Non-degree admission status is for those students who are not seeking a degree at the University. This status allows a student to enroll in classes for such non-academic reasons as personal enrichment or job enhancement. A maximum of 6 semester credits earned in non-degree status may be applied to curriculum course requirements in a degree seeking status. Non-degree seeking students must submit the following:

1. A completed Application for Admission
2. A non-refundable, one-time application fee; and
3. Transcripts

Those students who enter the Graduate program as non-degree seeking and wish to become degree seeking must meet the graduate entrance requirements (undergraduate 3.0 GPA or GRE® scores of 150 verbal, 149 quantitative) and are not guaranteed admittance into the program. Credits applied as non-degree seeking students are applied to the applicable program.

Re-Admission

A student in good standing, returning after an absence of at least one semester, excluding summer term, must submit a new graduate application for admission. The application fee will be assessed for each application submitted; however, no additional supporting documentation will be required. A student who has attended any other school in the interim period must provide official transcripts from all colleges and/or universities attended. Students must have completed at least 50% of their coursework to be eligible for re-admission under the catalog in effect when they initially entered the program.

Note: Health programs graduate courses are sequenced and must be completed in a specific order. Re-admits into these programs are not guaranteed and are dependent upon course capacity/availability. Re-admission into a cohort-based SHP program is at the discretion of the Program Director, with consultation of the applicable Department Chair or Division Chair.

Admission of International Graduate Students

The University will consider applications from qualified international students. International students must submit the following documents in addition to the standard Admissions requirements to be considered for admission:

1. A financial statement completed by the student, the financial sponsor, and the student's financial institution certifying the availability of adequate funding in U.S. dollars for the first year of education.
2. Official certified copies, in English, of certificates, diplomas, degrees, and course transcripts from all schools through the highest level of education achieved.
3. An official credential evaluation report from a credential evaluation service that is a member of the National Association of Credential Evaluation Services or from InCred through the NAIA.
4. International students whose native or original language is not English are required to submit official results using one of the following assessments (minimum score requirements): TOEFL of 550 (PBT) or of 80 (iBT); ITEP of 4.5; or IELTS of 6.0; DUOLINGO of 105. Requests for information about TOEFL may be directed to: TOEFL Education Testing Service
P.O. Box 899 Princeton, NJ 08540
Or to your local education authorities.
5. Evidence of adequate medical insurance.
6. An international student medical information form, which must be completed and signed by a physician following an examination taken within the past 90 days.
7. A color copy of a valid passport or birth certificate.

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

School of Health Professions Admission Policies

The School of Health Professions hours are from 8:00 A.M. to 5:00 P.M., Monday through Friday. The mailing address for the Admissions Office is:

University of Providence
1301 20th Street South
Great Falls, MT 59405

The telephone number for the School of Health Professions is (406) 791-5202. The fax number is (406) 791-5209. The e-mail contact is admissions@uprovidence.edu.

Deadlines

The School of Health Professions has specific application deadlines. Please refer to the University webpage for deadlines specific to each program. Most programs require a non-refundable \$100 deposit for program acceptance.

Applicants with Criminal Backgrounds

The University of Providence is committed to ensuring that students have the ability to benefit from the education received at the University. Certain affiliates associated with the University require that students placed in their facility for clinical/internship/field placement experiences clear a criminal background check prior to placement. Students whose

background check reveals a criminal history may be prevented access to the site, and as a result, the student may not have sufficient clinical or field experience to successfully complete the program. Additionally, licensing boards may deny the individual the opportunity to sit for an examination if an applicant has a criminal history.

Falsification or Omission of Relevant 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.

Financial Aid

See Financial Aid information posted in the above section of this catalog. Information on financial aid that is different at the graduate level, is found below.

Credit Load

Students who enroll in fewer than 6 credits per term are considered to be part-time students. Completion of all degree requirements, except MSC (60 credit hours), may be accomplished in two calendar years of full-time enrollment. Two courses per term, including summers, enables the candidate to complete a graduate program in two years. Primary responsibility for progress through program requirements rests with the individual student. Graduate faculty members provide guidance; however, progress depends on the student's own initiative.

Weekend and Evening Schedule

For candidates who work Monday through Friday and/or who must commute long distances, the graduate program schedules classes on weekends and on weekday evenings. All graduate programs are available by distance learning. Refer to the current course schedule for details.

Disbursement of Funds

Funds are disbursed at the beginning of each semester after registration has been finalized, normally the 11th class day. Grants, scholarships, and student loans will be credited towards tuition and fees first. Any remaining balance after tuition and fees are paid will be refunded to the student for other educational expenses. Excess university institutional funds will not be calculated into a student refund. Wages earned in the student work program will be paid on a bi-weekly basis.

Fair Notice

The University reserves the right to revise any financial aid award. Modification of awards may be required due to lack of federal aid, corrections or changes in the data reported to the University by parents and/or students, receipt of additional awards from non-college sources,

unintended error, student changes in credit load, change in residence, or other reasons consistent with federal law or University policies and procedures. Policies regarding financial aid are subject to change without advance notice if required by federal law, University policy, or the Financial Aid Office.

Veterans as Graduate Students

Inquiries about the educational benefits for veterans attending the University should be addressed to the VA Coordinator/school certifying official. Veterans must inform the School Certifying Official if they wish to be "certified" for VA benefits before the beginning of the term; they must also inform the School Certifying Official if they drop or add any credits during the term.

Veterans are advised to check with the Veterans Affairs Coordinator in the Financial Aid Office, located in Argo Central, 45-60 days before registering.

Satisfactory Academic Progress

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

- The maintenance of a cumulative Grade Point Average (GPA) at the University of 3.0 or better.
- Satisfactory completion of at least 66% of credits attempted and; All students are expected to complete their degree objective within the standard described below:
- For an MSC degree a maximum of 90 credit hours attempted including transfer work.
- For all other degrees, a maximum of 54 credit hours attempted including transfer work.

Satisfactory Academic Progress is reviewed at the end of each semester. Students who fail to maintain Satisfactory Academic Progress will be placed on Financial Aid Warning for the next semester enrolled. Students on warning may receive financial aid; however, they must meet the conditions of warning. Students who fail to meet these conditions will be suspended from further financial aid eligibility at the University of Providence.

Suspensions may be appealed to the Financial Aid Office. Generally, appeals will be granted for extraordinary circumstances beyond the student's ability to control such as illness or death of an immediate family member or personal injury or illness. As a minimum, the appeal must include the following:

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

Information about the appeal process can be found under the Academic Related Appeals process section in the above. Students may regain eligibility for financial aid by re-establishing their GPA and completion ratios using their own resources.

Academic Policy and Procedure

See Academic Policy and Procedure information posted in the above section of this catalog. Unique policy and procedure information that applies to Graduate Studies differently, is listed below.

- Annual Review
- Appeal Process
- Auditing Graduate Courses
- Catalog Governing Graduation
- Challenging Coursework
- Credit Aging
- Dismissal and Suspension
- Enrollment in Graduate Courses by Undergraduate Students
- Experiential Learning
- Grades and Course Credit
- License to Practice: State, Regional or National
- Program Advisor
- Qualified Continuation
- Repeated Courses
- School of Health Professions - Leave of Absence and Progression
- Special Topics
- Thesis
- Transfer Credit

Annual Review

The Advisor of Record will do the Annual Review and include the following indicators as appropriate:

- Review of progress toward degree completion using program planner as a guide;
- Areas in which student is meeting or exceeding expectations;
- Areas in which student needs improvement;
- Plans for internship and practicum;
- Evaluation of internship experience;
- Reflection on student goals and program choice;
- Update on job search and/or notification of job placement;
- Review of licensure or certification requirements; and
- Reflection on further education aspirations.

Appeal Process

An Academic Suspension may be appealed, however, it must be done by the deadline noted on the Academic Calendar each semester. To appeal a suspension, the student is required to prepare a clearly written statement describing the circumstances leading to suspension and the student's plan for success in future semesters.

Documentation to support the appeal, such as a letter from a physician, obituary notice, etc. must accompany the written statement. The appeal will be reviewed by the Appeals Committee. The student will be notified in writing of the committee's decision. The decision of the committee is final.

Procedure to Appeal Academic Standing

To appeal the suspension, you are required to submit:

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

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

Auditing Graduate Courses

Audit status is for those students who do not want or need to receive credit for a course. Any student enrolling exclusively as an auditor will be assigned a non-degree status. Approval for auditing a course must be arranged in advance with the class instructor and the applicable Department Chair or Division Chair. All class fees will be assessed if the auditor is accepted into an activity or laboratory class where fees are appropriate. After the term's normal deadline for adding a course, students may not convert the enrollment in a class from audit to credit or from credit to audit.

Audit admission requirements are:

1. A completed application for admission form, and
2. A non-refundable, one-time application fee.
3. Payment of the audit fee (one-half the regular tuition) and all associated fees.

Catalog Governing Graduation

As long as a student remains in continuous enrollment, he or she may graduate by meeting the requirements of the catalog that was in effect at the first term of enrollment in the University. Continuous enrollment is defined as successful completion of at least three credits per semester at UP, fall, and spring. Summer semester is not required under the Continuous Enrollment policy. If enrollment is not continuous, a student is bound by the requirements of the current catalog.

Challenging Coursework

Graduate students do not have the option of challenging (testing out of) graduate coursework. Coursework may be waived with the substitution of another course. Students must work with their advisor and instructor-of-record to complete course and degree requirements. Students must have the consent of the Advisor, Program Coordinator and the applicable Department Chair or Division Chair.

Credit Aging

As long as a student remains in continuous enrollment, he or she may graduate by meeting the requirements of the catalog in effect at the time of entrance to the University. Continuous enrollment is defined as successful completion of at least three credits per semester at the University of Providence, fall, and spring. Summer semester is not required under the Continuous Enrollment Policy. If enrollment is not continuous, a student is bound by the requirements of the current catalog. No graduate credit, from either the University of Providence or a transfer university, older than 6 years at the time of graduation, may be used to fulfill graduate degree requirements.

Dismissal and Suspension

If a student is on academic probation, the applicable Department Chair or Division Chair will terminate the degree or non-degree status if the student's semester GPA falls below 3.0 in a subsequent semester. When the particular circumstances are deemed to justify continuation, and upon recommendation of the Coordinator of the appropriate academic program and concurrence of the applicable Department Chair or Division Chair, a student on probation whose semester GPA is below 3.0 may be allowed to continue on a semester-by-semester basis.

Dismissal of a graduate student from a program is accomplished by written notice to the student from the Registrar's Office. Registration for courses in a program from which a student has been dismissed will not be permitted, except by written recommendation from the Program Coordinator to the Department Chair or Division Chair, who will evaluate the student's record to determine whether the student is eligible to continue enrollment and in what status.

Enrollment in Graduate Courses by Undergraduate Students

Students applying for Graduate courses must already have a 4-year degree. Current University of Providence students, with at least a senior standing as an undergraduate, may enroll in up to 6 credits of graduate courses as a non-degree seeking student with permission of the graduate program coordinator. Students wishing to pursue this option must also apply for admission to the appropriate graduate program.

Experiential Learning

According to the Northwest Commission on Colleges and Universities accreditation guidelines, graduate credit may not be granted for experiential learning. However, the instructor may permit students to utilize non-collegiate learning, work knowledge and skills, community service, and professional achievements to support course outcomes.

Grades and Course Credit

Grade	Points Per Credit	Description
A	4.0	Excellent - Work shows marked superiority in such qualities as organization, accuracy, originality, understanding, and insight.
B	3.0	Good - Work indicates appreciation and grasp of the subject that is distinctly above the average.
C ¹	2.0	Acceptable only to a limited extent of minimally fulfilling the requirements for an advanced degree.

¹ Only two (2) grades of C are accepted for degree completion. Grades below a C are not accepted for degree completion.

No graduate credit is given for courses numbered below 500.

License to Practice: State, Regional or National

The student is advised that they are responsible for becoming informed about and completion of all requirements to apply for a professional

license to practice. The student must keep accurate records including approval to enroll in courses, practica, internship, projects, and/or thesis.

Program Advisor

Upon admission into Graduate Studies, the student is assigned an Advisor who will assist in the planning of the student's program of study. Students are encouraged to meet periodically with their Advisor. The student and Advisor should review graduate student progress annually with the use and support of DegreeWorks. Students may petition to change Advisors by submitting a request for change to the Registrar's Office

Qualified Continuation

A cumulative grade point average (GPA) of no lower than 3.0 is required on all graduate coursework to remain in good standing and to receive any degree. Upon completion of nine hours of graduate coursework, a graduate student will be placed on academic probation when his/her cumulative GPA falls below 3.0. A student will be allowed to continue graduate study in subsequent semesters if each semester's grade point average is 3.0 or greater. Upon achieving a cumulative GPA of 3.0, the student will be removed from probationary status.

Repeated Courses

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

This does not include courses that are designated as repeatable (i.e. Internships, Special Topics courses, Practicums, etc).

School of Health Professions - Leave of Absence and Progression

School of Health Professions – Graduate Health Programs (Non-Nursing) Academic Leave and Progression Policy

The University of Providence School of Health Professions Graduate Health Program courses are offered sequentially to build knowledge, skills, and abilities across a cohort. Successful completion of each course is required to progress in the programs. Three situations may preclude progression: no show status, academic performance, and/or extenuating circumstances.

- **No Show Status:** 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.

In the case a student within the Graduate School of Health Professions program is withdrawn from a course or courses in any semester due to a confirmed no show status, the student will also be administratively withdrawn from the program, and all other courses for the term given the nature of the cohort model. If a student who was administratively withdrawn as a result of identification as a "no show" wishes to return, he/she may submit a re-entry request.

- **Re-entry Request:** A student may submit a written request for re-entry with the ability to retake the course the next time it is offered in the program sequence and resume progression. (Catalog continuation policies apply.) A student who wishes to submit a re-entry request should email the School of Health Professions' Operation Manager at gradhealthprograms@uprovidence.edu to obtain the form and directions. Re-entry requests should be made on the same timetable as standard program admissions, no less than six weeks prior to the start of the semester.

Submission of a re-entry request does not guarantee re-admission. The program director and/or academic chair will review the request and seek input from faculty and staff using the standard departmental process. A determination will be made and the student will be notified. The Registrar and Program offices will be notified of the student's status. The decision of the program director and/or departmental chair is final.

- **Academic Performance:** According to institutional policy, graduate students in cohort programs are expected to earn As and Bs to progress in the sequence of courses. Failure to meet these expectations can preclude program progression and result in program dismissal.

If a student believes that the course grade that precluded progression does not accurately reflect the quality and timeliness of work, he/she may file a grade appeal. If the appeal is unsuccessful and the grade stands, the student will be dismissed.

If a student is academically prevented from continuation and receives a successful grade appeal after taking a break in enrollment, the student may request re-entry. Because the break between semesters in immersive programs is short and time is required for the appeal, the student should contact the School of Health Professions Operations Manager (gradhealthprograms@uprovidence.edu) to arrange re-entry with the next cohort. Re-entry requests should be made at least six weeks prior to the start of the semester.

- **Special Circumstance/Withdrawal Appeal Request:** If a student withdraws, discontinues participation, and/or is unable to successfully complete a course as a result of extenuating circumstances, there are two separate processes that the student may investigate and pursue.

Extenuating Circumstance Appeal: These appeals are submitted directly to the Registrar's Office. The decision of the committee is final.

- **Leave of Absence and Re-entry Request:** A student may submit a written request for a one-time academic leave with the ability to rejoin the program and progress through the program as outlined in the completion contract created for the student. (Catalog continuation policies apply.) A student who wishes to submit a written request for a one-time academic leave with re-entry should email the School of Health Professions' Operation Manager at gradhealthprograms@uprovidence.edu to obtain the form and directions. Re-entry requests should be made on the same timetable

as standard program admissions, no less than six weeks prior to the start of the semester.

Submission of a re-entry request does not guarantee re-admission. The program director and academic chair will review the request and seek input from faculty and staff using the standard departmental process. A determination will be made and the student will be notified. The Registrar and Program offices will be notified of the student's status. The decision of the program director and/or departmental chair is final.

- **Timing of Returns and Implications to Program Progression:** The current schedule includes cohort admissions in August and January. Under the current schedule, it would be approximately 6 months to one year before the course would be offered again in sequence. Curriculum is periodically updated, enhanced, and changed. Therefore, any request to step out of sequence requires the student's careful consideration and reflection. Catalog continuation policies apply to all students who step away and are subsequently approved to re-enter. If the student's personal situation precludes a quick return and there is a break of a year or more, the student is required to reapply to the University, and to reapply to the program.
- **Continued Program Progression:** If the student returns, but does not successfully complete program requirements or any conditions of return, he/she will be dismissed from the program. A one-time academic leave with an approved request to return offers an opportunity to step away and resume progression with a later cohort. It does not replace or excuse the student from compliance with the university's graduate school and program policies.

Special Topics

Special Topics is an opportunity for a faculty member or invited distinguished scholar to prepare and present a course on a professional topic. The course may be organized similar to a regular course or with a non-traditional format that best supports the course outcomes. Special topics courses may be used to meet degree requirements if so approved by the Program Coordinator and are usually listed under 592 or 692 course numbers.

Thesis

A student may decide to complete a master's degree thesis to prepare for further study or as fulfillment of a degree plan encompassing a research component. The student and Advisor will design a thesis plan to be submitted to the applicable Department Chair or Division Chair and Graduate Council for adoption.

Transfer Credit

Upon admission to degree candidacy, a student may submit up to six (6) semester credits (12 credits in MSC) of appropriate graduate coursework with grades of "B" (3.0) or better from accredited graduate schools (as identified below) to satisfy degree requirements. The Program Coordinator, upon the advice of the Faculty Advisor, may accept transfer credits from an official transcript reflecting those credits. Acceptability of transfer credit rests on its relevance to the course of study being pursued and on the date of the instruction. Coursework older than six (6) years at the time of graduation may not be submitted for transfer credit. Students may petition to transfer three (3) additional credits if degree completion within six years is interrupted by military commitments.

University of Providence is institutionally accredited by the Northwest Commission on Colleges and Universities. As such, all college-level coursework from institutions accredited by the following list of agencies will be received and applied toward degrees as applicable to general education, major, minor, and elective requirements.

- Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges
- Higher Learning Commission
- Middle States Commission on Higher Education
- New England Commission of Higher Education
- Northwest Commission on Colleges and Universities
- Southern Association of Colleges and Schools Commission on Colleges
- WASC Senior College and University Commission

Acceptance of transfer credit from institutions accredited by any other entity other than those listed above is rarely granted and requires approval of the faculty of the discipline and the applicable Department Chair or Division Chair.

Codes of Professional Conduct

See Codes of Professional Conduct information posted in the above section of this catalog. Unique information that applies to Graduate Studies differently, is listed below.

All students who enter the graduate program at the University of Providence must understand that professional, ethical, and mature behavior is expected of each student at all times. Every student must conduct himself or herself with maturity and professionalism. It is expected that students will:

1. Maintain a high standard of professionalism in graduate classes
2. Act in a professional manner at all internship placements and experiential learning classes
3. Comply with the professional ethics code of their chosen profession and
4. Do their own work and properly credit all sources.

An alleged violation of the Code of Professional Conduct shall be promptly reported to the applicable Department Chair or Division Chair or another graduate faculty member. If an alleged violation occurs within a course, the instructor is supported in addressing the resolution of a violation within the scope of the course syllabus. Should the instructor believe the violation, wholly or in part, is beyond the parameters of the course, a referral may be made either to the degree Program Coordinator or to the applicable Department Chair or Division Chair.

The complainant shall file a written complaint setting out the name of the alleged violator, date and time of the alleged violation, and facts outlining the alleged violation. The complainant must sign the complaint. The applicable Department Chair or Division Chair will review the complaint and may conduct an investigation of the reported violations. If the applicable Department Chair or Division Chair finds sufficient grounds for an alleged violation, the accused student will have a choice of an administrative hearing before the applicable Department Chair or Division Chair or a Hearing Committee composed of two full-time graduate faculty members. The process and all procedures will comply with the Code of Student Conduct found in the Student Handbook.

If the Hearing Committee determines the complaint is factually accurate, they may recommend any, or a combination of any, of the following:

1. failure or incomplete be awarded in the course in which the violation occurred;
2. require replacement, repair, or payment for any property defaced;
3. an oral reprimand;
4. a written reprimand, to be placed either permanently or temporarily in the student's official file;
5. placement of the student on disciplinary probation for one or more semesters;
6. suspension from Graduate Studies for one or more semesters;
7. permanent expulsion.

An appeal of failure to abide by due process may be made to the applicable Department Chair or Division Chair.

For a complete list of student rights and responsibilities, please refer to the Code of Academic Conduct.

Master's Degree Requirements

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

1. Complete a minimum of 30 - 60 credits, depending on program of study.
2. Maintain a cumulative University of Providence grade point average of 3.00 or higher.
3. Complete the master's degree core, concentration, and elective curriculum.
4. Complete thirty of the last thirty-six, or forty-eight of the last sixty, semester hours of coursework at the University of Providence.
5. Apply for graduation in accordance with the prescribed deadlines.
6. Comply with all University policies, rules, and regulations.
7. Pay all indebtedness to the University.

Each of these degree plans has a unique curriculum that is described in this catalog. Students will find a listing of the prescribed courses that must be successfully completed for the award of a degree. All graduates will have successfully completed an Application for Advanced Candidacy, and complete a thesis, internship or integrative project that serves as a capstone experience. All programs have several components in common, though with foci pertinent to the course of study: research methods, ethics, personnel planning, and diversity.

Course Descriptions

E

- Education (EDU)

M

- Master of Clinical Mental Health Counseling (MSC)
- Master of Healthcare Admin (MHA)
- Master of Infctn Prvntn & Epdm (MSI)
- Master of Organizational Ldrsp (MSL)
- Master of Science Accounting (MSA)
- Master of Science Nursing (MSN)
- Mission Leadership (XML)

S

- Sports Management (MSS)

Education (EDU)

EDU 592 WORKSHOP FOR CSPD 1-3 Credit

Grade Mode: Standard Letter, CEU, Lifelong Learning, Pass/Fail

Course Offerings: Hybrid, Lecture, Web Based

Master of Clinical Mental Health Counseling (MSC)

MSC 500 PROF ORIEN AND ETHICS 3 Credit

Students are introduced to the field of professional counseling and the ethics involved in working with clients, colleagues, organizations, and society. Emphasis is on professional preparation standards, and person and professional identity development. Codes of ethics and the law are used to assist in making ethical judgments. Must be taken during the Fall semester of the first year of enrollment in the MSC program.

Co-requisite(s): MSC 512, MSC 517

Grade Mode: Standard Letter, Pass/Fail, Transfer

Course Offerings: Hybrid, Lecture, Web Based

MSC 505 SPIRITUALITY AND COUNSELING 3 Credit

This course will examine the similarities and differences between spirituality and religion, including the basic beliefs of various spiritual systems, major world religions, agnosticism, and atheism. The role of religion and spirituality on individual worldviews and psychological functioning will be considered. As a part of the course, students will explore their own attitudes, beliefs, and values about spirituality and religion, and how these views may influence clients and the counseling process. Students will identify the limits of their own understanding, and will develop a conceptual framework for responding sensitively to client communications about religion/spirituality and identifying spiritual and religious themes in client communications.

Grade Mode: Standard Letter

Course Offerings: Web Based

MSC 507 INTRODUCTION TO REHABILITATION COUNSELING 2 Credit
This course is an introductory course to the rehabilitation and mental health counseling profession that provides a broad overview of the foundations, principles, and practices of rehabilitation counseling and the interdisciplinary collaboration with related professions. Content covered in this course includes professionalism, language and disability, credentialing/certifications, professional competencies, history and disability policy, service delivery models personal and family experiences of living with a disability, professional issues and areas of expertise, philosophy of rehabilitation/professional counseling, and essential functions of a rehabilitation and mental health counselor.

Grade Mode: Standard Letter

Course Offerings: Web Based

MSC 508 PSYCHOPATHOLOGY 3 Credit

A comprehensive overview of abnormal human behaviors and their complex etiologies, with emphasis on the DSM 5 classification system, differential diagnosis, and treatment considerations. Exploration of historical and current views, theories, and models of disorders.

Pre-requisite: MSC 500, MSC 512, MSC 517

Grade Mode: Standard Letter, Pass/Fail

Course Offerings: Hybrid, Lecture, Web Based

MSC 509 CHILD & ADOLESCENT PSYCHPTHLGY 3 Credit

Study of the etiology, assessment, and treatment of emotional, social, and intellectual problems of children from infancy to adolescence with emphasis on the DSM-5 classification system.

Pre-requisite: MSC 508, MSC 500, MSC 512, MSC 517

Grade Mode: Standard Letter, Pass/Fail

Course Offerings: Hybrid, Lecture, Web Based

MSC 511 ALCOHOL AND DRUG STUDIES 3 Credit

Students will be introduced to the field of Addiction services. Historical, philosophical, and social overview of Addiction. Different issues such as personal, social and vocational implications of a addiction in an individual's participation in a community and own life. Students will identify federal/state and private Addiction/community agencies, which are involved in facilitating the Addiction and treatment processes of clients.

Grade Mode: Standard Letter

Course Offerings: Web Based

MSC 512 THEORIES OF COUNSELING 3 Credit

A critical examination of essential models of counseling. This course explores the conceptual frameworks of approaches to understanding personality, development, abnormal behavior, and the process of change as it occurs in psychotherapy, with the ultimate goal of the formulation of the students' theory of counseling. Must be taken during the fall semester of the first year of enrollment in the MSC program.

Co-requisite(s): MSC 500, MSC 517

Grade Mode: Standard Letter, Pass/Fail

Course Offerings: Hybrid, Lecture, Web Based

MSC 515 STANDARD TEST & INDIV ASSESS 3 Credit

A broad, practical overview of assessment, evaluation, and diagnostic formulation. Varied approaches to gathering reliable and valid data (the clinical interview, a social history, the mental status examination, and standardized testing instruments) are examined. Particular attention is given to the variable, statistical, and psychometric features of each format, as well as to accepted standards of practices for each format.

Pre-requisite: MSC 500, MSC 512, MSC 517, MSC 516, MSC 502

Grade Mode: Standard Letter, Pass/Fail

Course Offerings: Hybrid, Lecture, Web Based

MSC 516 RSRCH MTHDS & STATS FOR CNSLNG 3 Credit

Counseling students will learn to conduct social science research at the graduate level. Students will advance through (1) framing the research question (2) conducting a relevant literature review (3) formulating hypotheses (4) examining various modes of data collections (5) specifying a methodology and (6) detailing various data analysis techniques. Different types of research designs and methodologies will be presented. There will be emphasis on writing a research proposal and on selecting the appropriate design and methods for a given research problem. By the end of the course, students will have developed a research proposal in counseling. In addition, the course will provide a thorough grounding in elementary statistical theory and practice. Concepts, principles, and methods of statistics from two perspectives, descriptive and inferential, will be presented. Statistical topics include describing and displaying data, measures of central tendency, correlation, regression, sampling, probability, mean comparisons, analysis of variance, and non-parametric tests.

Grade Mode: Standard Letter, Pass/Fail

Course Offerings: Hybrid, Lecture, Web Based

MSC 517 TECHNIQUES OF COUNSELING 3 Credit

Applies theories of communication and attending behavior to the process of counseling. Counseling sessions are analyzed in stages of initiating, conducting, terminating, and recording results. Must be taken during the fall semester of the first year of enrollment in the MSC program.

Co-requisite(s): MSC 500, MSC 512

Grade Mode: Standard Letter, Pass/Fail

Course Offerings: Hybrid, Lecture, Web Based

MSC 518 REHAB COUNSELING SRVCS 1 Credit

This course is designed for rehabilitation counselors, allied health professionals, and other human services workers who need a basic understanding of service delivery models and essential functions of a rehabilitation and mental health counselors and agencies.

Grade Mode: Standard Letter

Course Offerings: Web Based

MSC 520 CRISIS PLAN AND INTERVENTION 3 Credit

Students explore the role of professional counselors in relation to crises that range from the individual to society, and natural to man-made. Coursework will include suicide assessment, child abuse and neglect, crisis planning, critical incident stress debriefing, secondary post traumatic stress disorder, victim assistance, and self-care when working within crisis situations.

Pre-requisite: MSC 500, MSC 512, MSC 517

Grade Mode: Standard Letter

Course Offerings: Hybrid, Lecture, Web Based

MSC 527 EVID. BASED PRAC. & OUTCM EVAL 3 Credit

This course will review ways in which professional counselors demonstrate accountability to the individuals, groups, and organizations they serve. Various means of clinical documentation will be reviewed including case notes and treatment planning. Program evaluation will be addressed to include consultation and grant writing. The role of managed care in counselor accountability will also be reviewed.

Pre-requisite: MSC 500, MSC 512, MSC 517, MSC 516, MSC 502

Grade Mode: Standard Letter, Pass/Fail

Course Offerings: Hybrid, Lecture, Web Based

MSC 529 DEVELOPMNT ACROSS THE LIFESPAN 3 Credit

Study of various theories of human development over the life span, with attention to the roles of biological and environmental factors that may affect normal development.

Pre-requisite: MSC 500, MSC 512, MSC 517

Grade Mode: Standard Letter, Pass/Fail

Course Offerings: Hybrid, Lecture, Web Based

MSC 536 FAMILY COUNSELING 3 Credit

Exploration of approaches to theory and practice of family counseling, utilizing case studies for identification and clarification of issues, formulation of effective treatment strategies, and development of a personal theory of family counseling.

Pre-requisite: MSC 512, MSC 500, MSC 517

Grade Mode: Standard Letter, Pass/Fail

Course Offerings: Hybrid, Lecture, Web Based

MSC 553 COUNSELING THE ADDICTED CLIENT 3 Credit

This course is a theoretical/practical application survey of current methodology and treatment modality for counseling the addicted individual.

Pre-requisite: MSC 500, MSC 512, MSC 517

Grade Mode: Standard Letter, Pass/Fail

Course Offerings: Hybrid, Lecture, Web Based

MSC 556 ASSESSMENTS IN ADDICTION TRTMT 3 Credit

Examines methods and techniques in assessing clients for addiction, with emphasis on testing and interviewing.

Pre-requisite: MSC 500, MSC 512, MSC 517

Grade Mode: Standard Letter, Pass/Fail

Course Offerings: Hybrid, Lecture, Web Based

MSC 592 SPECIAL TOPICS 3 Credit

Special Topics offers one of two opportunities. A faculty member or invited distinguished scholar to prepare and present a course on a professional topic. The course may be organized similar to a regular course or with a non-traditional format that best supports the course outcomes. The second enables the student and advisor may structure a unique experience to enhance the student degree plan.

Pre-requisite: MSC 500, MSC 512, MSC 517

Grade Mode: Standard Letter, Pass/Fail

Course Offerings: Hybrid, Lecture, Web Based

MSC 593 CAMP SKY CHILD 3 Credit

Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer

Course Offerings: Hybrid, Lecture, Web Based

MSC 600 PROF DEVELOPMENT SEMINAR 1-3 Credit

Students may attend, with approval, a professional conference related to their field of study and complete further research on an approved topic.

Grade Mode: Standard Letter, Pass/Fail

Course Offerings: Hybrid, Lecture, Web Based

MSC 604 CAREER COUNSELING 3 Credit

Presentation of skills and knowledge specific to career guidance and counseling interventions. Studies include theories, planning strategies, program models with individuals and groups, computer-assisted delivery systems, and assessment tools.

Pre-requisite: MSC 500, MSC 512, MSC 517

Grade Mode: Standard Letter, Pass/Fail

Course Offerings: Hybrid, Lecture, Web Based

MSC 606 MULTICULTURAL COMPETENCE 3 Credit

An opportunity for students to increase awareness of their own cultural values and beliefs; to explore worldviews of their own and other groups, and to identify and develop culturally appropriate intervention strategies.

Pre-requisite: MSC 500, MSC 512, MSC 517

Grade Mode: Standard Letter, Pass/Fail

Course Offerings: Hybrid, Lecture, Web Based

MSC 607 GROUP COUNSELING 3 Credit

Through analysis of the latest theory and participation in group sessions, the student develops guidelines for conducting counseling in group settings. Groups include peers, family, and others with simulated sessions and role-playing.

Pre-requisite: MSC 512, MSC 517, MSC 500

Grade Mode: Standard Letter, Pass/Fail

Course Offerings: Hybrid, Lecture, Web Based

MSC 617 ADV. TECHNIQUES OF COUNSELING 3 Credit

Advanced theories of communication and attending behavior are applied to the process of counseling. Emphasis is placed on learning and applying specific techniques of counseling to the therapeutic process.

Pre-requisite: MSC 517, MSC 500, MSC 512

Grade Mode: Standard Letter, Pass/Fail

Course Offerings: Hybrid, Lecture, Web Based

MSC 620 GAMBLING & GAMBLING DISORDERS 3 Credit

This class is designed to increase awareness about gambling as well as teaching skills required to assess and treat clients who have gambling disorder. The course will also help students to understand the etiology of this disorder as well as the application of various evidence-based treatment strategies for gambling disorder.

Grade Mode: Standard Letter

Course Offerings: Web Based

MSC 621 PSYCHOSOCIAL ASPECTS OF DISABILITY 2 Credit

This course examines the impact of disability in peoples' lives and that of their significant others, family, and society. Throughout, this course explores historical perceptions and treatment, societal attitudes and beliefs, family and cultural aspects, models and theories of adjustment to disability individual responses to disability, positive approaches to coping and adaptation, sexuality and disability, and ways disability affects various parts of peoples' lives. Intermixed is opportunities for students to explore and apply techniques and strategies to help people build resilience and promote optimal development and wellness.

Pre-requisite: MSC 507

Grade Mode: Standard Letter

Course Offerings: Web Based

MSC 625 MEDICAL ASPECT OF DISABILITY 3 Credit

This course examines the etiology, prognosis, treatment and vocational implications of major disabling conditions. Information and content pertaining to cognitive, psychiatric, health, physical, neurological, sensory, developmental, and traumatic disabilities are discussed long with alcohol and substance misuse. Additionally, psychosocial and functional aspects of disability, models that explain disability, medical terminology and an introduction to assistive technology are provided.

Grade Mode: Standard Letter

Course Offerings: Web Based

MSC 630 MEDICAL INFORMATION FOR COUNSELORS 3 Credit

Interpretation of medical terminology and medical reports will be discussed. Students will be prepared to understand the medical aspects of living with a range of chronic illness and disability, and the inter-relationship between physical and mental health that can influence case conceptualization, counseling goals, and selected interventions. The role and function of the brain and the CNS and its association to pharmaceutical treatment will prepare the professional counselor to work with prescribing physicians to maximize the effectiveness of medication and detect adverse effects. Students will identify appropriate rehabilitation strategies and intervention resources for clients with disabilities, including the use of assistive technology.

Grade Mode: Standard Letter

Course Offerings: Web Based

MSC 635 JOB DEV & PLCMT IN REHAB CNSL 1 Credit

This course is designed to help students acquire knowledge, understanding and experience in the job placement of persons with significant disabilities and the impact on the individual and family. A holistic approach to job placement is presented. Includes: job seeking training, job development procedures, job analysis, job modification, labor market information, working with business and industry, legislation and placement, selective placement, supported employment, support services, independent living, transition from school to work, and follow-up services.

Grade Mode: Standard Letter

Course Offerings: Web Based

MSC 643 NEUROPSYCHOLOGY 3 Credit

An advanced course focused on nervous system anatomy, physiology and function. This course will incorporate the philosophy, science, and clinical impacts of commonly used medical approaches to mental illness. Attention will also be paid to impact of licit and illicit psychoactive drug use.

Pre-requisite: MSC 508, MSC 500, MSC 512, MSC 517

Grade Mode: Standard Letter, Pass/Fail

Course Offerings: Lecture

MSC 688 INTEGRATIVE PROJECT I 3 Credit

The project documents and integrates the breadth of knowledge gained across the program, and how the knowledge and skills could be implemented in the work place. The project contains a presentation component that clearly articulates the completed project as determined by the student and the committee. Must be admitted MSC advanced candidate.

Pre-requisite: MSC 695, MSC 696, MSC 697

Grade Mode: Pass/Fail, Standard Letter

Course Offerings: Lecture, IN/FE/Rsrch/Thsis/Prjct/Capstn

MSC 689 THESIS I 3 Credit

In lieu of the integrative project (MSC 688/698), the student forms a Master's Thesis committee with a faculty member who agrees to serve as chair of the committee. The student prepares a thesis proposal with one copy provided to both the committee chairperson and the Associate Dean of Graduate Studies. Permission to proceed with the thesis must be in writing from the chair of the committee. Upon completion of the thesis, a public defense will be scheduled and presented. Must be admitted MSC Advanced Candidate and permission of Advisor.

Grade Mode: Pass/Fail, Standard Letter

Course Offerings: Lecture, IN/FE/Rsrch/Thsis/Prjct/Capstn

MSC 692 SPECIAL TOPICS 1-3 Credit

Special Topics offers one of two opportunities. A faculty member or invited distinguished scholar to prepare and present a course on a professional topic. The course may be organized similar to a regular course or with a non-traditional format that best supports the course outcomes. The second enables the student and advisor may structure a unique experience to enhance the student degree plan.

Pre-requisite: MSC 500, MSC 512, MSC 517

Grade Mode: Standard Letter, Pass/Fail

Course Offerings: Hybrid, Lecture, Web Based

MSC 695 COUNSELING PRACTICUM 3 Credit

A pre-professional opportunity to synthesize and apply knowledge gained in classroom studies to a work setting through closely supervised one-on-one and group counseling experiences. May be completed in 2 semesters (2 credits per semester). All supervision documents (including the practicum application) must be submitted to the MSC program coordinator 6 weeks prior to the beginning of the semester in which practicum begins. Students are expected to accrue 240 work-related hours for this course. Completion of 40 credits, and acceptance to advanced candidacy and practicum application acceptance is required prior to registration.

Pre-requisite: MSC 500, MSC 508, MSC 512, MSC 515, MSC 517, MSC 606, MSC 607, MSC 516, MSC 502

Grade Mode: Other to Include Option of IP, Pass/Fail

Course Offerings: Lecture, IN/FE/Rsrch/Thsis/Prjct/Capstn

MSC 696 ADVANCED INTERNSHIP I 3 Credit

The first semester of a two semester course sequence that provides students with a comprehensive professional experience of supervised training at a site congruent with student career goals, wherein the student refines previously learned skills in an increasingly autonomous role with clients. All supervision documents must be submitted to the MSC program coordinator 6 weeks prior to the beginning of the semester in which the student is enrolled in the course. Pass/Fail grading. Students are expected to accrue 300 work-related hours for this course. Admission to Advanced Candidacy is required.

Pre-requisite: MSC 695

Grade Mode: Other to Include Option of IP, Pass/Fail

Course Offerings: Internship, IN/FE/Rsrch/Thsis/Prjct/Capstn

MSC 697 ADVANCED INTERNSHIP II 3 Credit

The second semester of a two-semester course sequence that provides students with a comprehensive professional experience of supervised training at a site congruent to student career goals, wherein the student refines previously learned skills in an increasingly autonomous role with clients. All supervision documents must be submitted to the MSC program coordinator 6 weeks prior to the beginning of the semester in which the student is enrolled in the course. Admission to Advanced Candidacy is required.

Pre-requisite: MSC 696

Grade Mode: Other to Include Option of IP, Pass/Fail

Course Offerings: IN/FE/Rsrch/Thsis/Prjct/Capstn

MSC 698 INTEGRATIVE PROJECT II 3 Credit

The project documents and integrates the breadth of knowledge gained across the program, and how the knowledge and skills could be implemented in the work place. The project contains a presentation component that clearly articulates the completed project as determined by the student and the committee. Admitted MSC advanced candidate is required.

Pre-requisite: MSC 695, MSC 696, MSC 697

Grade Mode: Other to Include Option of IP, Pass/Fail

Course Offerings: IN/FE/Rsrch/Thsis/Prjct/Capstn

MSC 699 THESIS II 3 Credit

In lieu of the integrative project (MSC 688/698), the student forms a Master's Thesis committee with a faculty member who agrees to serve as chair of the committee. The student prepares a thesis proposal with one copy provided to both the committee chairperson and the Associate Dean of Graduate Studies. Permission to proceed with the thesis must be in writing from the chair of the committee. Upon completion of the thesis, a public defense will be scheduled and presented. Admitted MSC Advanced Candidate and permission of Advisor is required.

Grade Mode: Other to Include Option of IP, Pass/Fail

Course Offerings: IN/FE/Rsrch/Thsis/Prjct/Capstn

Master of Healthcare Admin (MHA)

MHA 500 EXEC LEADERSHIP STRATEGIES 3 Credit

As clinical, operational and financial practices continue to evolve in large health systems, collaborative leadership competencies have begun to supplement traditional and transformational leadership styles. Characterized by the difference between "leading collaboration" and "leading collaboratively," this C-Suite modeling of team-based care is borne out in dyad partnerships and joint decision-making. This course will expose students to the roles and priorities of various C-Suite executives in health systems, and how their strategic thinking must stay nimble, predictive, and synergistic. Faculty will also discuss leadership practices and traits gained from many years of experience, as well as lessons learned in the process.

Grade Mode: Standard Letter

Course Offerings: Web Based

MHA 502 HEALTHCARE SYSTEMS 3 Credit

Health care systems are evolving rapidly based on input from consumers, payors, federal government, regulatory bodies, and clinicians. This course will examine the evolution and structure in the current health care system, discussing the issues that impact social justice, healthcare reform, and equitable health care for all. Students will apply systems and leadership theories to affect change within the healthcare system at both a macro and micro level.

Pre-requisite: MHA 512

Co-requisite(s): MHA 565

Grade Mode: Standard Letter, Pass/Fail

Course Offerings: Hybrid, Web Based

Equivalencies: MSL 502

MHA 504 HEALTH JUSTICE (MEDICAL - LEGAL PARTNERSHIP) 3 Credit

Health Justice seeks to give students an in-depth examination of the various social determinants of health and how integration of medical and legal professions can enhance quality of life for the most vulnerable among us. Students will enhance their understanding of how these non-medical factors affect health of individuals and communities. Students will embark on a serious analysis of the design of medical-legal partnership, the motivations of partners, and current strategies for success. Students will examine past policy campaigns to address national shortfalls in the health and legal systems. Students will be encouraged to spot problems within the current healthcare and legal systems, and develop solutions. Advanced advocacy methods will be employed to discuss and defend the need for healthcare reform. This class seeks to inspire innovative interdisciplinary collaboration to meet the needs of this country's most vulnerable populations to improve human welfare.

Grade Mode: Standard Letter

Course Offerings: Hybrid, Web Based

MHA 505 HEALTHCARE INFORMATICS 3 Credit

More than ever, today's healthcare professionals are called upon to provide personalized patient care safely and efficiently with measureable outcomes and an emphasis on prevention. The field of Health Informatics offers tools and strategies that leaders can use to influence the use of technology, data, and information to improve healthcare safety, quality, efficiency, and the healthcare consumer/patient experience. This course will highlight these approaches and topics will include key concepts, theories, tools, and technologies in the fields of health informatics and data management.

Pre-requisite: MHA 565

Grade Mode: Standard Letter, Pass/Fail

Course Offerings: Hybrid, Web Based

Equivalencies: MSL 505

MHA 506 ADV HLTH SYSTM SYNRGY & ALIGNM 3 Credit

Local, regional and system-level priorities must support and strengthen each other to create a cohesive health system vision and mission. Creating functional health system synergies, namely workforce alignment, integrated leadership, and a universal culture, particularly after M&A activity, ensures engagement and accountability. This course will consider how to develop a high-performing, integrated delivery system that focuses on patient-centered, valued care across the continuum. It will also discuss governance, including board selection and evaluation, the role of local and regional boards in large health systems, and preparing and educating boards for the transition from volume to value.

Grade Mode: Standard Letter

Course Offerings: Web Based

MHA 507 ESSENTIALS OF COMMUNITY HEALTH AND HEALTH EQUITY 3 Credit

The landscape of health care services delivery and community benefits is rapidly transforming. New competencies are required for leaders to effectively navigate and succeed under community benefits requirements, emerging value-based payment models, and health financing models. This course acquaints students with key and emerging community health, health equity and population health concepts and frameworks related to maintaining the health and wellness of defined populations and communities. The course examines the importance of "upstream" social determinants of health and their relationship to multiple community sectors.

Grade Mode: Standard Letter

Course Offerings: Hybrid, Web Based

MHA 508 HEALTH INEQUITIES AND SOCIAL EPIDEMIOLOGY 3 Credit

While epidemiology includes studies of incidence, transmission and prevention of disease, social epidemiology works backwards from a patient's clinical presentation to the myriad of upstream social and economic conditions that ultimately influence that patient's health. An in-depth understanding of social epidemiology concepts is critical to the development of interventions to affect the health of communities.

Grade Mode: Standard Letter

Course Offerings: Hybrid, Web Based

MHA 509 COMMUNITY HEALTH DATA ANALYTICS AND FINANCING 3 Credit

This course focuses on the role of health and community data, and data analytics in advancing community health priorities and investments. This course provides in-depth knowledge on how to interpret data from health systems, community health needs assessments, payers, public data sets, emerging geospatial analytics and information systems. Drawing from data analytics, students will learn how to apply different approaches to community health financing to address prioritized health needs.

The student will explore emerging funding models for social drivers of health that include pay for success, and socially responsible investing principles.

Grade Mode: Standard Letter

Course Offerings: Hybrid, Web Based

MHA 510 LEADERSHIP THEORY 3 Credit

Enhanced leadership skills are essential in constantly changing healthcare environments. This course focuses on theories of leadership, and their relevance to different workplace situations. Learners will create a professional values statement and complete a series of leadership assessments. Through this process the learner will identify focus areas and specific steps to affect personal growth in preparation for the challenges of healthcare leadership.

Grade Mode: Standard Letter, Pass/Fail

Course Offerings: Hybrid, Web Based

MHA 511 ENHANCING SOCIAL & EMOTIONAL INTELLIGENCE 3 Credit

Facilitation; Coordination; Orchestration: leadership effectiveness in a team-based environment requires cooperative skills and competencies. Social intelligence (the ability to perceive, interpret and adapt to social situations) and emotional intelligence (the ability to understand, use and manage emotions) have been positively correlated with leadership effectiveness. This course will enhance students' abilities to understand self-awareness, leverage strengths, manage blind sides and maximize personal and interpersonal effectiveness while leading the largest health systems. To capture individual learning styles, each student will complete a personality assessment through Personalysis - a tool that can be used to understand and apply learning styles to commit self, and teams, to a change management project.

Co-requisite(s): MHA 520

Grade Mode: Standard Letter

Course Offerings: Web Based

MHA 512 APPLIED LEADERSHIP 3 Credit

This course will examine the impacts and consequences of leadership decisions upon various stakeholders within healthcare organizations. Building upon the foundational theories of leadership, learners will explore moral and ethical decision-making, fiscal responsibility, strategic planning, conflict resolution, and complex initiative implementation.

Pre-requisite: MHA 518

Grade Mode: Standard Letter, Pass/Fail

Course Offerings: Hybrid, Web Based

MHA 513 INTRO TO UPSTREAM QUALITY IMPROVEMENT FOR COMMUNITY HEALTH 3 Credit

This course introduces learners to the concept of quality improvement and performance management approaches that health systems and community partners are increasingly using to address patients' health-related social needs and community-level social determinants of health. Using a case-based approach, learners will understand how to use quality improvement methods to address specific social drivers (e.g. food insecurity, housing instability, transportation barriers, education, social isolation, financial insecurity) and develop a quality improvement initiative and project/program charter for a health issue facing a defined community.

Grade Mode: Standard Letter

Course Offerings: Hybrid, Web Based

MHA 515 DEVELOPING THE FUTURE WORKFORCE 3 Credit

Generational shifts and increasing diversity in the US population require innovative strategies to attract and retain a strong, diverse workforce. Furthermore, new care models require the development of new roles to meet the needs of the evolving industry. Recruitment, engagement, development and retention is necessary for building and maintaining a sustainable talent pipeline. This course will touch upon topics such as: the changing role of the Chief Human Resources Officer; aligning HR structure; employee wellness & engagement; workforce planning & optimization; executive benefits & decision management; market strategy; leadership & talent development; and performance management.

Grade Mode: Standard Letter

Course Offerings: Web Based

MHA 518 EVIDENCE BASED MANAGEMENT FOR HEALTHCARE LEADERS 3 Credit

While the clinical role of evidence-based practice in healthcare is widely recognized, healthcare leaders' use of the evidence to affect outcomes in decision-making may be less well-known. This course offers an exploration of evidence-based management through the analysis and application of credible research, evidence, and best practice guidelines. Learners will apply concepts and develop foundational skills to affect management decisions.

Co-requisite(s): MHA 521

Grade Mode: Standard Letter, Pass/Fail

Course Offerings: Hybrid, Web Based

MHA 520 LEADING CHANGE & NEGOTIATIONS 3 Credit

Large health system improvement requires critical analysis and creative thinking to adapt and transform inadequate processes. Successful leaders must (1) develop actionable plans, (2) identify measurable indicators, and (3) effectively engage and manage team members. More broadly, they must keep sight of a larger vision while making key decisions at important junctures in project implementation. Stakeholder engagement, at all levels of governance, and a well-communicated mission sets expectations and encourages participation. This course provides participants the tools to execute change management projects: quality improvement models such as the Model for Improvement, PDSA, Lean, and Six Sigma; team science strategies to build, mentor and evaluate teams; and governance savvy.

Grade Mode: Standard Letter

Course Offerings: Web Based

MHA 521 POPULATION HEALTH - A COMMUNITY ORIENTATION 1 Credit

Population health shifts the focus from the outcomes of one patient's treatment and health to the health outcomes of groups of individuals. The field considers epidemiology, disparities, and social determinants of health, but is not to be confused with public health. Successful initiatives require extensive collaborations, both within systems and with external organizations, to make a difference in the health of communities. This course provides an introduction to a complex subject and the depth of leadership skills required.

Co-requisite(s): MHA 518

Grade Mode: Standard Letter

Course Offerings: Web Based

MHA 522 PREPARATION, PROFESSIONALISM, AND ADVOCACY 1 Credit

This course provides opportunities for reflection on skills needed in healthcare administration and strategies to foster skill enhancement. Content includes soft skills, building a professional network, and presenting oneself professionally. A leader's responsibility of professional advocacy for oneself, the profession, the organization, and the industry is also highlighted.

Grade Mode: Standard Letter

Course Offerings: Web Based

MHA 523 STRATEGIC PLANNING, MARKETING, AND THE PATIENT EXPERIENCE 1 Credit

The patient experience is influenced by every interaction (personal or digital) with organizations and providers from the initial marketing message to receiving the final bill. The patient experience encompasses both single interactions and transitions between providers during episodes of care. Patients' perceptions can influence impressions of the quality of care, word of mouth marketing, and provider reimbursement. The course includes strategic planning, marketing, and quality management approaches to affect the patient experience.

Pre-requisite: MHA 565

Co-requisite(s): MHA 505

Grade Mode: Standard Letter

Course Offerings: Web Based

MHA 524 REGULATIONS, RISK, AND COMPLIANCE 1 Credit

Healthcare providers and organizations are subject to regulatory criteria when providing services. If criteria are not met, there are implications to patient care and quality, as well as, to the ability to accurately bill for services. Regulatory compliance efforts start at the care unit or strategic business unit level, with input from the various stakeholders and business partners. This course explores managing risk by analyzing points of entrance and interactions, and compliance intersections.

Pre-requisite: MHA 535

Grade Mode: Standard Letter

Course Offerings: Web Based

MHA 525 TRANSFORMATIONAL LEADERSHIP 3 Credit

Transformational leadership savviness is one leadership style that multiple organizations in business and healthcare have advocated for in the leaders they hire. How to inspire, motivate, challenge and develop loyal employees has been found by research to be a key component for successful, effective, and high quality organizational outcomes. This course focuses on the theory, research and practice dimensions of transformational leadership – how to lead from the heart to transform complex organizational systems.

Pre-requisite: MHA 535

Grade Mode: Standard Letter, Pass/Fail

Course Offerings: Hybrid, Web Based

Equivalencies: MSL 525

MHA 526 HEALTH SERVICES FINANCE 3 Credit

The uncertain regulatory and policy environment, significant costs associated with health spending, and innovative disruptors in the industry have brought new complexities to health system large financial management. Partnerships and joint ventures are increasingly the transaction vehicle of choice across the industry. This course provides an overview of how to evaluate, manage and understand healthcare finance. Key topics include operational & capital finance; margin improvement & cost initiatives; defining and leveraging scale; physician payment models; bundled payments; Medicare Advantage evolution; the GPO market; health insurance consolidation; strategic alliances; prices transparency; and investment & commercialization strategies.

Grade Mode: Standard Letter

Course Offerings: Web Based

MHA 528 HEALTH JUSTICE ADVOCACY IN ACTION CAPSTONE SEMINAR 3 Credit

The course highlights how Health Justice approaches can change the healthcare landscape. Students focus on advocacy with attention to persuasive writing and speaking. Peer feedback will offer opportunities to polish presentations. Certificate coursework will conclude with calls to action in the student's area(s) of interest.

Grade Mode: Standard Letter

Course Offerings: Hybrid, Web Based

MHA 530 HEALTH, POLICY, ADVOCACY & ETHICS 3 Credit

The implementation and dissolution of The Affordable Care Act, provider consolidation, new entrants into the marketplace and a shift from fee-for-service to fee-for-value are just a few trends driving the changing health policy landscape. This course provides a foundation of ethics, federal health policy and economics, and the various roles large health system executives may take in the policy environment: analyst, advocate, and counselor. It will also consider private and public financing programs, population health and disparities in access to care, and strategies to engage the health system workforce in transitioning to value-based care.

Grade Mode: Standard Letter

Course Offerings: Web Based

MHA 531 SOCIAL JUSTICE, LAW, AND POLICY IN HEALTHCARE 3 Credit

This course addresses social justice, law, ethics, and policy within healthcare. Learners will conduct an in-depth analysis of the social determinants of health, regulatory and reform issues within the health care system, and ethical considerations for population health. The course is designed to provide learners with essential skills for promoting social justice and human dignity while advocating for policies that improve equity and health outcomes for all people.

Grade Mode: Standard Letter

Course Offerings: Web Based

MHA 535 HEALTHCARE LAW & ETHICS 3 Credit

This course provides healthcare leaders with an overview of the legal and ethical issues presented in complex, challenging and quickly changing healthcare arenas. Students will be introduced to the legal aspects of healthcare at the local, state and federal levels. Healthcare leaders will be equipped to research and apply legal, ethical and regulatory principles to current issues facing the healthcare industry. Topics include criminal and civil healthcare claims, malpractice, fraud and liability for individuals and corporations.

Pre-requisite: MHA 505

Co-requisite(s): MHA 524, MHA 525

Grade Mode: Standard Letter, Pass/Fail

Course Offerings: Hybrid, Web Based

Equivalencies: MSL 535

MHA 536 MARKETING, BRANDING & COMMUNITY RELATIONS 3 Credit

Many large health system-patient interactions occur outside a care delivery setting, providing unique opportunities for engagement and awareness. This course is designed to orient students to the strategic imperatives of large health system philanthropy, marketing and branding. It encompasses communication and collaboration beyond the clinician-patient interface, touching on digital engagement and social media campaigns; fundraising and brand awareness; and community relationships and board engagement. It also provides the framework and tools to enable health system executives to engage in grateful patient fundraising with their development colleagues.

Grade Mode: Standard Letter

Course Offerings: Web Based

MHA 540 DIVERSITY & INCLUSION 3 Credit

Serving as a critical tool for large health system growth and competitiveness, diversity in leadership and workforce is a hallmark of good governance with lasting effects on care delivery. The advantages of equity in leadership are well-evidenced: Diverse perspectives protect against the homogeneity of ideas, improve organizational performance, encourage new leadership styles and competencies, drive social responsiveness and innovation, and foster an environment of deliberation and transformation. This course will consider diverse patient populations and their representation on leadership teams; barriers to enhancing equitable leadership; the role of human resources and talent development; and health disparities and the social determinants of health.

Grade Mode: Standard Letter

Course Offerings: Web Based

MHA 545 CLINICAL INFORMATICS & DECISION SUPPORT 3 Credit

The increased digitalization of patient information, diagnostic methods, and treatment monitoring has inundated the healthcare field with data. Clinical informatics offers the promise of new healthcare delivery mechanisms and precision medicine, tempered by the ever-present risks posed by cybersecurity. Executives must meet mounting expectations to make decisions with timely and high-quality evidence. Furthermore, prioritizing and synthesizing relevant data have become fundamental skills. This course will address creating and refining analytics programs and decision-support systems that consider context for care and patient preferences for evidence-based decision making. It will delve into the big data revolution and its impact on telemedicine and digital health strategies; cybersecurity risk management; interoperability; delivery innovation; consumer insights & market dynamics; and genomics & precision medicine.

Grade Mode: Standard Letter

Course Offerings: Web Based

MHA 550 TRANSFORMING THE CONTINUUM OF CARE 3 Credit
Scalability and integration are keys to an organization's growth. Managing transitions from an acute care setting to the home or formal post-acute setting is a complex and expensive task. However, well-coordinated activities provide an opportunity for improved patient outcomes and cost savings in a value based world. As large health systems continue to build out their capacity to serve the consumer all along the continuum of care, unmet needs must be identified, the realities of ownership versus partnership assessed, and potential gains anticipated. This course considers effectively managing care transitions, identifying a configuration of people to manage the process, and evaluating the results of a re-engineered healthcare delivery system.
Grade Mode: Standard Letter
Course Offerings: Web Based

MHA 555 REINFORCING RELIABILITY & VALUE 3 Credit
In the US healthcare industry, quality has become an expectation rather than a differentiator. "High value care" encompasses cost, safety, patient outcomes, distributive justice, and resource utilization, as well as regular efforts to revise and improve such measures. To fully analyze reliability and sources of error, a systems approach examines both latent failures (those caused by operational or systemic design flaws) and active failures (those caused by human error and procedural violations). In this model, leadership, software issues, and environmental or institutional policies are scrutinized alongside the actions of front-line staff during harm event analyses. This course will address large health system strategies to reduce medical errors, procedural change successes and failures, and methods to measure success.
Grade Mode: Standard Letter
Course Offerings: Web Based

MHA 560 DRIVING INNOVATION & MANAGING RISK 3 Credit
The economic landscape of healthcare is volatile - risk transference to individuals and providers and improvements in technology have led to significant scientific discovery and digitalization. New, disruptive companies are taking advantage of these transformational forces, requiring large health systems to respond with innovative solutions or form strategic partnerships. Fostering a culture of innovation, supportive of risk taking and creativity, has become an imperative. This course will discuss the current environment of innovation, including (1) scientific innovation that has led to advancements in mobile technology, sensors and monitors, genomics, computational biology and personalized medicine; (2) risk management strategies to reduce healthcare costs via payment model changes and the transference of risk; and (3) digitalization of data to standardize best practices, utilize predictive analytics and develop customized care plans.
Grade Mode: Standard Letter
Course Offerings: Web Based

MHA 562 PEOPLE & EXPERIENCE 3 Credit
This course is an introduction to providing strategy and best practice principles for healthcare leaders on the topic of people and experience. Students will be exposed to practical situations and problem solving approaches based on innovative practices and legal compliance to enhance the overall employee experience in an organization. Course topics include staffing and workforce planning, organizational strategy and design, compensation, employee engagement, change management, and employee relations.
Pre-requisite: MHA 565
Co-requisite(s): MHA 505
Grade Mode: Standard Letter, Pass/Fail
Course Offerings: Hybrid, Web Based
Equivalencies: MSL 562

MHA 565 HEALTHCARE BUDGETING & FINANCE PLANNING 3 Credit
The course is designed to impart a working knowledge of introductory accounting and financial management concepts, techniques, and vocabulary as they apply to health care organizations. The student will first focus on understanding the principles and practices of financial accounting, and the methods for analyzing and using financial accounting information for decision-making. Then the student will explore managerial accounting concepts, and apply these concepts to organizational planning and control. Finally, the student will develop skills in the valuation of cash flows, and discuss ways that health care organizations use financial markets to raise funds and invest in projects.
Pre-requisite: MHA 502
Grade Mode: Standard Letter, Pass/Fail
Course Offerings: Hybrid, Web Based
Equivalencies: MSL 565

MHA 566 CONSUMERISM 3 Credit
As market dynamics shift financial risk onto the shoulders of individuals, patients must increasingly decide how they choose to engage with their healthcare. Quality, convenience, autonomy and transparency are among the core drivers that impact the modern consumer's preferences and attitudes towards healthcare. To create a new, consumer-centric strategy, large health systems must understand what drives the American patient before, during and after care delivery. This course considers the retail-orientation of healthcare and the importance of brand promise in a health system consumer engagement strategy.
Grade Mode: Standard Letter
Course Offerings: Web Based

MHA 570 THE PATIENT EXPERIENCE 3 Credit
Individuals interact with large health systems in a variety of ways: whether at one of the numerous inpatient or outpatient settings, or as consumer, patient, or caregiver. Each interaction provides a unique opportunity for health systems to develop a multifaceted relationship with their patrons. Patient experience denotes the sum of these interactions, with satisfaction delineating the quality of care provided. Patient education encapsulates the resources, tools and engagement strategy to ensure treatment plans are followed, outcomes improved, and readmissions reduced. In short, the patient's health improves. This course provides strategies, measurement tools and resources for health system executives to build and leverage these relationships to improve care delivery, patient outcomes and system processes.
Grade Mode: Standard Letter
Course Offerings: Web Based

MHA 592 SPECIAL TOPICS 3 Credit
Special Topics offers one of two opportunities. A faculty member or invited distinguished scholar to prepare and present a course on a professional topic. The course may be organized similar to a regular course or with a non-traditional format that best supports the course outcomes. The second enables the student and advisor may structure a unique experience to enhance the student degree plan. Prerequisite: Permission of the Advisor
Grade Mode: Pass/Fail, Credit/No Credit
Course Offerings: Hybrid, Web Based
Equivalencies: MSL 592

MHA 680 ACTION RESEARCH PROJECT I 2 Credit

Each student must work in conjunction with their health system mentor and CEO to identify and lead an action research project that contributes to the system's corporate strategic aims. These projects provide detailed insight into some of the high-level initiatives being addressed by large health systems across the country. In this course, executives design, develop, implement, analyze and report on the progress and end goals of their projects. A form of participatory research, the action research project expands the traditional form of graduate research to include applied knowledge that can be more easily integrated into health system practice. Determine project topic & scope in consultation with internal & external mentors: submit proposal, to include project description, processes, improvement tools, timeline, scope & metrics.

Grade Mode: Standard Letter, Pass/Fail

Course Offerings: Web Based

MHA 690 ACTION RESEARCH PROJECT II 2 Credit

Each student must work in conjunction with their health system mentor and CEO to identify and lead an action research project that contributes to the system's corporate strategic aims. These projects provide detailed insight into some of the high-level initiatives being addressed by large health systems across the country. In this course, executives design, develop, implement, analyze and report on the progress and end goals of their projects. A form of participatory research, the action research project expands the traditional form of graduate research to include applied knowledge that can be more easily integrated into health system practice. Provide first project update: present project overview, processes & early results at Annual Meeting; collect and integrate feedback from colleagues, faculty & Academy executive forum membership.

Grade Mode: Standard Letter, Pass/Fail

Course Offerings: Web Based

MHA 692 SPCL TPC 3 Credit

Grade Mode: Credit/No Credit

Course Offerings: Web Based

MHA 694 INTERNSHIP / CAPSTONE 1 Credit

The capstone project will focus on applying the knowledge learned in the community health investment certificate. Using the appropriate systems, informatics, community and system leadership approaches, people and/or financial theories and principles, the student may assess, create, implement and evaluate a program and/or project for an organization. Peers, community and system experts' feedback will offer opportunities to advance the community health student's initiative.

Grade Mode: Pass/Fail, Standard Letter

Course Offerings: IN/FE/Rsrch/Thsis/Prjct/Capstn

MHA 695 INTERNSHIP/PROJECT 1-6 Credit

This internship/capstone project experience will focus on applying the knowledge learned in one or more of the following healthcare administration concentration courses to an organization depending on the student's choice of internship/capstone project model: healthcare systems, informatics and data management, transformational leadership, ethics and law, people and experience, healthcare finance and budget. Choice of internship/capstone project models include: a) each of the six topics listed is more thoroughly explored in a one credit internship or 60 hours over an 8-week course. b) choose two of the topics listed to more thoroughly explore over 180 hours or 24 weeks each. This translates to one credit every 8 weeks. <p> Using the appropriate systems, informatics, ethical, people and/or financial theories and principles, the student may assess, create, implement and evaluate a program and/or project depending upon the internship/capstone project model. Within the 60 hours of each internship/capstone period, the student and faculty member will discuss and decide on agreed upon specific learning outcomes and assignments to demonstrate skills and competencies for the appropriate topic at the graduate level. <p>

Grade Mode: Standard Letter, Pass/Fail

Course Offerings: Internship, IN/FE/Rsrch/Thsis/Prjct/Capstn

Equivalencies: MSL 695

MHA 697 ACTION RESEARCH PROJECT III 2 Credit

Each student must work in conjunction with their health system mentor and CEO to identify and lead an action research project that contributes to the system's corporate strategic aims. These projects provide detailed insight into some of the high-level initiatives being addressed by large health systems across the country. In this course, executives design, develop, implement, analyze and report on the progress and end goals of their projects. A form of participatory research, the action research project expands the traditional form of graduate research to include applied knowledge that can be more easily integrated into health system practice. Submit final paper, executive summary & presentation slides; provide final project update; present project results to colleagues, faculty & Academic executive forum membership at Annual Meeting.

Grade Mode: Standard Letter, Pass/Fail

Course Offerings: Web Based

MHA 698 CAPSTONE I 3 Credit

This capstone project experience will focus on applying the knowledge learned in one or more of the following healthcare administration concentration courses to an organization depending on the student's choice of capstone project model: healthcare systems, informatics and data management, transformational leadership, ethics and law, people and experience, healthcare finance and budget.

Pre-requisite: MHA 525

Co-requisite(s): MHA 699

Grade Mode: Pass/Fail, Standard Letter

Course Offerings: IN/FE/Rsrch/Thsis/Prjct/Capstn

MHA 699 CAPSTONE II 3 Credit

This capstone project experience will focus on applying the knowledge learned in one or more of the following healthcare administration concentration courses to an organization depending on the student's choice of capstone project model: healthcare systems, informatics and data management, transformational leadership, ethics and law, people and experience, healthcare finance and budget.

Pre-requisite: MHA 698

Grade Mode: Pass/Fail, Standard Letter

Course Offerings: IN/FE/Rsrch/Thsis/Prjct/Capstn

Master of Infctn Prvntn & Epdm (MSI)

MSI 501 INTRODUCTION TO EPIDEMIOLOGY 3 Credit

Epidemiology is the study of the distribution and determinants of disease. It is the foundational science for infection prevention. The principles of epidemiology are used to solve global problems, such as an outbreak of Ebola in West Africa, and on a smaller scale, analyzing the spread of healthcare associated infections in one hospital. This introductory course will provide students the opportunity to research and evaluate key study designs and their application. Other important topics that will be covered include study screening and sampling, disease transmission and prevention, key components related to the chain of infection and risk factors in the spread of disease. Upon completion of this course, students will be able to understand fundamental concepts of epidemiology and apply them to real world scenarios, especially in relation to infection prevention within the healthcare setting.

Co-requisite(s): MSI 505

Grade Mode: Standard Letter, Pass/Fail

Course Offerings: Hybrid, Web Based

MSI 505 STATISTICS & RESEARCH METHODS 3 Credit

Infection prevention and epidemiology is founded in research and statistical methods to gather and interpret data. Knowing how to use and apply these skills is key in both acquiring needed data and interpreting the research results of others. This course will provide a foundational knowledge in research methods and use of statistics for the field of infection prevention and epidemiology. You will learn to use this knowledge to both design and conduct research and to evaluate the literature in this field. An emphasis is also placed on doing this work collaboratively with a team and in presenting findings and recommendations to a variety of audiences.

Pre-requisite: MSI 501

Grade Mode: Standard Letter, Pass/Fail

Course Offerings: Hybrid, Web Based

MSI 510 PRINCIPLES AND EPIDEMIOLOGY OF INFECTIOUS DISEASE 3 Credit

This course introduces fundamental principles of infectious disease epidemiology and infection prevention. Principles include nomenclature, epidemiologic characteristics, host-parasite relationships, trends, natural history, diseases of significance, standard and transmission-based precautions, screening methods, and outbreak investigation. Case-studies focus on infectious diseases/organisms commonly found in the healthcare setting, and those with significant impact to patient safety.

Pre-requisite: MSI 505

Co-requisite(s): MSI 515

Grade Mode: Standard Letter, Pass/Fail

Course Offerings: Hybrid, Web Based

MSI 515 MOLECULAR & IMMUNOLOGICAL METHODS IN INFECTIOUS DISEASE 3 Credit

This course offers a comprehensive view of modern immunology at the molecular and cellular level. The first half of the course presents the fundamentals of immunology, beginning with innate immunity and followed by a discussion of the structure and function of important molecules in the immune system, such as antibodies, major histocompatibility antigens, complement and the T-cell receptor. The second half of the course is focused on immunological and nucleic acid based methods as they pertain to medical diagnostics and infection prevention practices.

Pre-requisite: MSI 510

Grade Mode: Standard Letter, Pass/Fail

Course Offerings: Hybrid, Web Based

MSI 520 CLINICAL MICROBIOLOGY 3 Credit

Central to the role of an Infection Preventionist is knowledge of microbiology as it pertains to the clinical setting. A successful partnership between the lab and the Infection Preventionist is essential for controlling and preventing infections, as well as improving patient care. This course focuses on the central concepts of medical microbiology, taking into consideration the pre-analytical (i.e. specimen selection and collection), analytical (i.e. diagnostic identification and susceptibility testing methods), and post-analytical (i.e. test interpretation and reporting) components in clinical microbiology.

Pre-requisite: MSI 515

Co-requisite(s): MSI 525

Grade Mode: Standard Letter, Pass/Fail

Course Offerings: Hybrid, Special Topics/Problems, Web Based

MSI 525 ANTIMICROBIAL STEWARDSHIP 3 Credit

This course will explore the development of antimicrobials and the history of antimicrobial resistance, with special attention to the human behaviors that accelerated the development of multi-drug resistant microbes. Students will learn about the pharmacology of antimicrobials, including the pharmacokinetic and pharmacodynamic principles of antimicrobials. Specific mechanisms of microbial resistance in major hospital-acquired pathogens will be discussed in the context of designing an antimicrobial stewardship program that is responsive to emerging resistance trends.

Pre-requisite: MSI 520

Grade Mode: Standard Letter, Pass/Fail

Course Offerings: Hybrid, Web Based

MSI 530 REPROCESSING & ENVIRONMENT OF CARE 3 Credit

The risk of infectious disease transmission is not specific to person-to-person contact. The patient care environment, equipment, and supplies can play a major role in the acquisition of infections. This course focuses on the theory, research and practice of cleaning, disinfection, and sterilization of the Environment of Care and medical instrumentation.

Pre-requisite: MSI 520

Co-requisite(s): MSI 535

Grade Mode: Standard Letter, Pass/Fail

Course Offerings: Hybrid, Web Based

MSI 535 REGULATION AND QUALITY IMPROVEMENT 3 Credit

Infection Prevention (IP) is a highly regulated specialty area of health care, continually evolving with emerging infectious diseases, new technology and increasing regulatory requirements. It is essential for IPs to be knowledgeable about applicable laws, regulations and standards. Healthcare facilities are scrutinized for compliance with a myriad of rules and requirements. Non-compliance has significant potential safety, financial, legal and media implications. This course focuses on identifying the key federal, state and accrediting bodies that provide the rules that IPs must know to ensure compliance, develop policies, and effectively participate in a survey.

Pre-requisite: MSI 530

Grade Mode: Standard Letter, Pass/Fail

Course Offerings: Hybrid, Web Based

MSI 540 PRINCIPLES OF SURVEILLANCE AND REPORTING 3 Credit

This course introduces fundamental principles of infectious disease surveillance and reporting. Primary areas of focus include identification and evaluation of device and procedure-associated hospital-acquired infections. This course also focuses on utilizing surveillance data to conduct facility risk assessments and develop program plans.

Pre-requisite: MSI 535

Co-requisite(s): MSI 545

Grade Mode: Standard Letter, Pass/Fail

Course Offerings: Hybrid, Web Based

MSI 545 HEALTHCARE INFORMATICS & DATA MANAGEMENT 3 Credit
More than ever, today's healthcare professionals are called upon to provide personalized patient care safely and efficiently with measureable outcomes and an emphasis on prevention. The field of Health Informatics offers tools and strategies that leaders can use to influence the use of technology, data, and information to improve healthcare safety, quality, efficiency, and the healthcare consumer/patient experience. This course will highlight these approaches and topics will include key concepts, theories, tools, and technologies in the fields of health informatics and data management.

Pre-requisite: MSI 540

Grade Mode: Standard Letter, Pass/Fail

Course Offerings: Hybrid, Web Based

MSI 550 TRANSFORMATIONAL LEADERSHIP 3 Credit
Transformational leadership savviness is one leadership style that multiple organizations in business and healthcare have advocated for in the leaders they hire. How to inspire, motivate, challenge and develop loyal employees has been found by research to be a key component for successful, effective, and high quality-oriented service organizational outcomes. This course focuses on the theory, research and practice dimensions of transformational leadership – how to lead from the heart to transform complex organizational systems.

Pre-requisite: MSI 540

Co-requisite(s): MSI 699

Grade Mode: Standard Letter, Pass/Fail

Course Offerings: Hybrid, Web Based

MSI 592 SPECIAL TOPICS 6 Credit
Grade Mode: Standard Letter, Audit, Credit/No Credit
Course Offerings: Hybrid, Web Based

MSI 695 INTERNSHIP & CAPSTONE PROJECT 1 Credit
The capstone course is an opportunity for graduate candidates to synthesize, integrate and apply the skills and competencies they have acquired to an Infection Prevention and Epidemiology problem. Although the entire capstone is completed over 24 weeks in three sections, this first section is completed over 8 weeks in conjunction with course 9 of the MSI program. Using the appropriate processes, data collection methods, resources, change theories and principles, the graduate candidate will identify a preceptor, create a change project based on the needs of the internship facility, and submit a written proposal for the final capstone project. The capstone course demonstrates the culmination of learnings that result in the graduate candidate being able to perform the tasks of an Infection Preventionist competently and independently. Within the 60 hours of this first section of the capstone course, the graduate candidate and preceptor will discuss and decide on agreed upon specific learning outcomes and assignments to demonstrate skills and competencies for the appropriate topic at the graduate level.

Pre-requisite: MSI 550

Grade Mode: Standard Letter, Pass/Fail

Course Offerings: Internship, IN/FE/Rsrch/Thsis/Prjct/Capstn

MSI 697 INTERNSHIP & CAPSTONE II 1 Credit

The capstone course is an opportunity for graduate candidates to synthesize, integrate and apply the skills and competencies they have acquired to an Infection Prevention and Epidemiology problem. It will be completed over 8 weeks in conjunction with course 10 of the program. Using the appropriate processes, data collection methods, resources, change theories and principles, the graduate candidate will assess, create, implement and evaluate a change project based on the needs of the internship facility, and submit the final capstone project scholarly paper. The capstone course demonstrates the culmination of learnings that result in the graduate candidate being able to perform the tasks of an Infection Preventionist competently and independently. Within the 60 hours of this second section of the internship/capstone, the graduate candidate and preceptor will discuss and decide on agreed upon specific learning outcomes and assignments to demonstrate skills and competencies for the appropriate topic at the graduate level.

Pre-requisite: MSI 550

Grade Mode: Standard Letter, Pass/Fail

Course Offerings: Internship, IN/FE/Rsrch/Thsis/Prjct/Capstn

MSI 699 INTERNSHIP & CAPSTONE III 1 Credit
The capstone course is an opportunity for graduate candidates to synthesize, integrate and apply the skills and competencies they have acquired to an Infection Prevention and Epidemiology problem. It will be completed over 8 weeks in conjunction with course 11 of the program. Using the appropriate processes, data collection methods, resources, change theories and principles, the graduate candidate will assess, create, implement and evaluate a change project based on the needs of the internship facility, and present an oral defense of the final capstone project. The capstone course demonstrates the culmination of learnings that result in the graduate candidate being able to perform the tasks of an Infection Preventionist competently and independently. Within the 60 hours of this third and final section of the internship/capstone, the graduate candidate and preceptor will discuss and decide on agreed upon specific learning outcomes and assignments to demonstrate skills and competencies for the appropriate topic at the graduate level.

Pre-requisite: MSI 697

Grade Mode: Standard Letter, Pass/Fail

Course Offerings: Internship, IN/FE/Rsrch/Thsis/Prjct/Capstn

Master of Organizational Ldrsp (MSL)

MSL 500 INFORMATION SYSTEMS 3 Credit
A comprehensive analysis of the impact of computer-based information systems on decision-making, planning, and control of changes in organizational structures to accommodate information technology.

Grade Mode: Standard Letter, Audit, Pass/Fail

Course Offerings: Hybrid, Web Based

MSL 502 HEALTHCARE SYSTEMS 3 Credit
Health care systems are evolving rapidly based on input from consumers, payors, federal government, regulatory bodies, and clinicians. This course will examine the evolution and structure in the current health care system, discussing the issues that impact social justice, healthcare reform, and equitable health care for all. Students will apply systems and leadership theories to affect change within the healthcare system at both a macro and micro levels. Part of the class will focus on the dynamic relationships between patients, healthcare providers, hospitals, insurers, employers, state/federal government policies, and communities.

Grade Mode: Standard Letter, Audit, Pass/Fail

Course Offerings: Hybrid, Lecture, Web Based

MSL 505 HLTHCR INFRMTCS & DATA MGMNT 3 Credit

More than ever, today's healthcare professionals are called upon to provide personalized patient care safely and efficiently with measureable outcomes and an emphasis on prevention. The field of Health Informatics offers tools and strategies that leaders can use to influence the use of technology, data, and information to improve healthcare safety, quality, efficiency, and the healthcare consumer/patient experience. This course will highlight these approaches and topics will include key concepts, theories, tools, and technologies in the fields of health informatics and data management.

Grade Mode: Standard Letter, Audit, Pass/Fail

Course Offerings: Hybrid, Lecture, Web Based

MSL 508 PERSONNEL MGMT & ADMIN 3 Credit

This course explores extant theories of organization management. Theories are examined within the context of application.

Grade Mode: Standard Letter, Audit, Pass/Fail

Course Offerings: Hybrid, Web Based

MSL 509 HUMAN MOTIVATION & LEARNING 3 Credit

Examines prominent and promising theories of human motivation, the evidence on which they are based, and principles of application in not-for-profit organizations. Also examines theories of human learning and their modes of application. Relates theories to programs for intervention and for personnel training.

Grade Mode: Standard Letter, Audit, Pass/Fail

Course Offerings: Hybrid, Web Based

MSL 510 ORG TRAINING & DVLPMNT 3 Credit

The outcomes will concentrate on successful knowledge and skill in planning, conducting, and evaluating effective training and development programs for employees, volunteers, and board members in not-for-profit organizations. Emphasis will be given to assessment and evaluation research to refine achievable outcomes and productivity improvement.

Grade Mode: Standard Letter, Audit, Pass/Fail

Course Offerings: Hybrid, Web Based

MSL 511 ORGANIZATIONAL LEADERSHIP 3 Credit

Leadership skills are essential for organizational leaders who might serve in multiple roles in the constantly changing organizational environments. This course focuses on the theory, research and practice dimensions of leadership and resource stewardship to effectively lead and manage human and material resources in an organization. The course analyzes change theories, cost containment models, ethical and legal aspects of leadership, budgeting and productivity, staffing and staff development in a complex organizational system.

Grade Mode: Standard Letter, Audit, Pass/Fail

Course Offerings: Hybrid, Web Based

MSL 512 GRANT WRITING & ADMINISTRATION 3 Credit

Introduces the students to the basic tools, knowledge, and skills necessary for success in procuring and administering grant monies for not-for-profit agencies and organizations.

Grade Mode: Standard Letter, Audit, Pass/Fail

Course Offerings: Hybrid, Web Based

MSL 514 ORGANIZATIONAL COMMUNICATION 3 Credit

Workplace communication is a key and fundamental part of any organization. The various approaches, verbal, written, formal and informal, involves every level and area of an organization. How the various components of communications are addressed and applied can potentially change the outcome of a decision. In this course, students will learn the theory and prevalent factors as they apply skills in interpersonal organizational communication.

Grade Mode: Standard Letter, Audit, Pass/Fail

Course Offerings: Hybrid, Web Based

MSL 516 RSRCH MTHDS & STATS FOR MGMNT 3 Credit

Management students will learn to conduct social science research at the graduate level. Students will advance through (1) framing the research question (2) conducting a relevant literature review (3) formulating hypotheses (4) examining various modes of data collections (5) specifying a methodology and (6) detailing various data analysis techniques. Different types of research designs and methodologies will be presented. There will be emphasis on writing a research proposal and on selecting the appropriate design and methods for a given research problem. By the end of the course, students will have developed a research proposal in management. In addition, the course will provide a thorough grounding in elementary statistical theory and practice. Concepts, principles, and methods of statistics from two perspectives, descriptive and inferential, will be presented. Statistical topics include describing and displaying data, measures of central tendency, correlation, regression, sampling, probability, mean comparisons, analysis of variance, and non-parametric tests.

Grade Mode: Standard Letter, Pass/Fail

Course Offerings: Hybrid, Web Based

MSL 520 SYSTEMS DESIGN & PROJECT MGMT 3 Credit

A comprehensive analysis of the impact of computer-based information systems on decision-making, planning, and control. Topics include organizational structures needed to accommodate information technology, concepts of project management tools for team management, design, of information systems for managing the traditional functional areas of a firm, and use of computer-aided software engineering (CASE) tools in systems development. Experience with spreadsheets recommended

Grade Mode: Standard Letter, Audit, Pass/Fail

Course Offerings: Hybrid, Web Based

MSL 521 ORGANIZATIONAL FINANCE 3 Credit

The course is designed to impart a working knowledge of introductory accounting principles as applied to the management of organizations. The course will provide the skills to understand the financial communications provided by firms and for the student to convey complex financial concepts to laypersons and/or professionals. Students are expected to develop the working vocabulary to clearly communicate with others in the field.

Grade Mode: Standard Letter, Audit, Pass/Fail

Course Offerings: Hybrid, Web Based

MSL 523 ORGANIZATIONAL BUDGETING 3 Credit

This course will cover budgeting principles and tools. The course involves discussion, theoretical understanding, and practical applications of basic budgeting. Managers of public or nonprofit organizations need an understanding the basic concepts of funding streams and budgeting essential to building and maintaining a strong organization.

Grade Mode: Standard Letter

Course Offerings: Hybrid, Web Based

MSL 525 TRANSFORMATIONAL LEADERSHIP 3 Credit

Transformational leadership savviness is one leadership style that multiple organizations in business and healthcare have advocated for in the leaders they hire. How to inspire, motivate, challenge and develop loyal employees has been found by research to be a key component for successful, effective, and high quality-oriented service organizational outcomes. This course focuses on the theory, research and practice dimensions of transformational leadership – how to lead from the heart to transform complex organizational systems.

Grade Mode: Standard Letter, Audit, Pass/Fail

Course Offerings: Hybrid, Lecture, Web Based

MSL 530 MARKETING ORGANIZATIONS 3 Credit

Marketing is well into its maturity as an effective management tool for public and nonprofit organizations. This course will help students develop a philosophy of marketing applicable to nonprofit management, to develop a systematic approach to solving marketing problems for nonprofit organizations, and an awareness of how to apply the latest concepts and techniques from the private sector to the unique marketing needs of the nonprofit sector.

Grade Mode: Standard Letter, Audit, Pass/Fail

Course Offerings: Hybrid, Web Based

MSL 535 HEALTHCARE ETHICS & LAW 3 Credit

This course provides healthcare leaders with an overview of the legal and ethical issues presented in complex, challenging and quickly changing healthcare arenas. Students will be introduced to the legal aspects of healthcare at the local, state and federal levels. Healthcare leaders will be equipped to research and apply legal, ethical and regulatory principles to current issues facing the healthcare industry. Topics include criminal and civil healthcare claims, malpractice, fraud and liability for individuals and corporations. Students will apply leadership and ethics principles in decision-making on course topics that also include labor and employment fundamentals.

Grade Mode: Standard Letter, Audit, Pass/Fail

Course Offerings: Hybrid, Lecture, Web Based

MSL 541 CRIMINAL JUSTICE SYSTEM 3 Credit

An encompassing view of the discrete elements which comprise the criminal justice system and their interrelatedness.

Grade Mode: Standard Letter, Audit, Pass/Fail

Course Offerings: Hybrid, Web Based

MSL 542 CRIMINAL LAW AND THE COURTS 3 Credit

This course explores criminal offenses and the response of society to these offenses.

Grade Mode: Standard Letter, Audit, Pass/Fail

Course Offerings: Hybrid, Web Based

MSL 543 ADMIN OF LAW ENFRMNT AGENCIES 3 Credit

Managerial theories and management styles pertinent to the management of law enforcement organizations is the subject of this course.

Grade Mode: Standard Letter, Audit, Pass/Fail

Course Offerings: Hybrid, Web Based

MSL 544 CORRECTIONS: HST, MGT, ALTERN 3 Credit

This course is a constructive exploration of the field of corrections, emphasizing the historical development of corrections, correctional management and critical analysis of the use of alternatives to incarceration.

Grade Mode: Standard Letter, Audit, Pass/Fail

Course Offerings: Hybrid, Web Based

MSL 545 JUVENILE JUSTICE SYSTEM 3 Credit

Explores the various agencies and organizations which make up the juvenile justice system. These agencies are charged with intervening in the lives of the offender. Topics include historical background, definitions, system development and other areas of interest.

Grade Mode: Standard Letter, Audit, Pass/Fail

Course Offerings: Hybrid, Web Based

MSL 546 AT RISK YOUTH 3 Credit

Constructive exploration of the dysfunctional behavior of young people and the factors that cause this behavior. Dysfunctional behavior includes, but is not limited to, teenage violence, risky sexual behavior, and drug and alcohol abuse.

Grade Mode: Standard Letter, Audit, Pass/Fail

Course Offerings: Hybrid, Web Based

MSL 547 PSYCH OF CRIMINAL BEHAVIOR 3 Credit

This course explores the current and prevailing theories of human criminal behavior. Topics range from the possibility of genetically based behavior to the various models of social and personal deprivation.

Grade Mode: Standard Letter, Audit, Pass/Fail

Course Offerings: Hybrid, Web Based

MSL 562 PEOPLE & EXPERIENCE 3 Credit

This course is an introduction to providing strategy and best practice principles for healthcare leaders on the topic of people and experience. Students will be exposed to practical situations and problem solving approaches based on innovative practices and legal compliance to enhance the overall employee experience in an organization. Course topics include staffing and workforce planning, organizational strategy and design, compensation, employee engagement, change management, reducing lateral violence, and employee relations.

Grade Mode: Standard Letter, Audit, Pass/Fail

Course Offerings: Hybrid, Lecture, Web Based

MSL 565 HLTHCR BUDGET & FINCL PLANNING 3 Credit

The course is designed to impart a working knowledge of introductory accounting and financial management concepts, techniques, and vocabulary as they apply to health care organizations. The student will first focus on understanding the principles and practices of financial accounting, and the methods for analyzing and using financial accounting information for decision-making. Then the student will explore managerial accounting concepts, and apply these concepts to organizational planning and control. Finally, the student will develop skills in the valuation of cash flows, and discuss ways that health care organizations use financial markets to raise funds and invest in projects.

Grade Mode: Standard Letter, Audit, Pass/Fail

Course Offerings: Hybrid, Lecture, Web Based

MSL 592 SPECIAL TOPICS 3 Credit

Special Topics offers one of two opportunities. A faculty member or invited distinguished scholar to prepare and present a course on a professional topic. The course may be organized similar to a regular course or with a non-traditional format that best supports the course outcomes. The second enables the student and advisor may structure a unique experience to enhance the student degree plan. Prerequisite: Permission of the Advisor

Grade Mode: Standard Letter, Audit, Pass/Fail

Course Offerings: Hybrid, Web Based

MSL 600 PRO DEVELOPMENT SEMINAR 3 Credit

Students may attend with approval a professional conference related to their field of study and complete further research on an approved topic. Approval of an MSL instructor and internet access required

Grade Mode: Standard Letter, Pass/Fail

Course Offerings: Hybrid, Web Based

MSL 610 LEADERSHIP/INNOVATION IN ORGS 3 Credit

The outcomes will concentrate on motivating and empowering managers to reason, act, and reflect on the principles and practices of inspiring and effective leaders in not-for-profit organizations. Review of the literature on leadership practices and outcomes for the improvement of organizations. Each student will complete a leadership self-assessment and advancement plan.

Grade Mode: Standard Letter, Audit, Pass/Fail

Course Offerings: Hybrid, Web Based

MSL 695 INTERNSHIP/PROJECT 1-6 Credit

The experience of an internship in a public service or not-for-profit organization, or completing a project relevant to the student and his/her employer is a vital component of the MSL program. Students determine the project or internship which would be most useful to them or their career goals. The specific course requirements are arranged through and coordinated with a faculty member of the graduate program. Students may enroll in from one to six credits per semester, with a maximum of six credits for the degree. Arrangements for the specific placement or project are the result of student initiative and must be made with an instructor (and host organization if appropriate) prior to the term of enrollment. All grades will be either pass or fail.

Grade Mode: Standard Letter, Audit, Pass/Fail

Course Offerings: Internship, IN/FE/Rsrch/Thsis/Prjct/Capstn

Equivalencies: MHA 695

Master of Science Accounting (MSA)

MSA 501 CONTEMP ACC ISSUES I 1 Credit

This course will concentrate on the integration of accounting theory and practice through practical simulation problems, and research. • Financial Accounting and Reporting

Grade Mode: Standard Letter

Course Offerings: Hybrid, Web Based

MSA 503 CONTEMP ACC ISSUES II 1 Credit

This course will concentrate on the integration of accounting theory and practice through practical simulation problems, and research. • Audit and Attestation

Grade Mode: Standard Letter

Course Offerings: Hybrid, Web Based

MSA 505 CONTEMP ACC ISSUES III 1 Credit

This course will concentrate on the integration of accounting theory and practice through practical simulation problems, and research. • Business Environment and Concepts, BEC

Grade Mode: Standard Letter

Course Offerings: Hybrid, Web Based

MSA 507 CONTEMP ACC ISSUES IV 1 Credit

This course will concentrate on the integration of accounting theory and practice through practical simulation problems, and research. • Regulations

Grade Mode: Standard Letter

Course Offerings: Hybrid, Web Based

MSA 515 GOV & NOT FOR PROFIT ACCTG 3 Credit

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

Grade Mode: Standard Letter, Pass/Fail

Course Offerings: Hybrid, Web Based

MSA 523 ADV ATTESTATION 3 Credit

This course will explore the application of the audit process to the accounting cycles and the process of completing the audit and other assurance and nonassurances services. The course will also cover internal and governmental financial auditing and operational auditing.

Pre-requisite: ACC 372, ACC 422, ACC 481

Grade Mode: Standard Letter, Pass/Fail

Course Offerings: Hybrid, Web Based

MSA 526 ADVANCED FINANCIAL ACCNTG 3 Credit

This course will cover home office and branch accounting, including combined corporate entities and consolidations. The formation, operation, changes in ownership interest, and liquidations of partnerships, corporation liquidations and reorganizations.

Pre-requisite: ACC 425

Grade Mode: Standard Letter, Pass/Fail

Course Offerings: Hybrid, Web Based

MSA 528 ADVANCED TAXATION 3 Credit

This course will exploration of the influences of taxes on business decisions and the application of tax law to corporations and partnerships, trusts, estates and gifts through practical case studies and research.

Pre-requisite: ACC 442

Grade Mode: Standard Letter

Course Offerings: Hybrid, Web Based

MSA 529 INTRNTL ACC FOR MLTINTL ENTERP 3 Credit

This course will explore International Accounting Standards. International accounting control systems, multinational strategy, comparative systems and practices, international taxation, and foreign external auditing. The course will concentrate on the integration of accounting theory and practice through practical simulation problems, and research.

Grade Mode: Standard Letter

Course Offerings: Hybrid, Web Based

MSA 533 FED TAXATION - BUS ENTITIES 3 Credit

The course will focus on the central concepts that build our tax framework. Students will explore the tax concepts that affect corporations and partnerships. Course work will include comprehensive coverage of relevant tax code and regulations including major developments in Federal income taxation.

Grade Mode: Standard Letter

Course Offerings: Hybrid, Web Based

MSA 592 MSA Special Topics 1-3 Credit

Special Topics in MSA

Grade Mode: Standard Letter

Course Offerings: Hybrid, Web Based

MSA 695 MSA INTERNSHIP/PROJECT 3 Credit

The experience of an internship in a public service or not-for-profit organization, or completing a project relevant to the student and his/her employer is a vital component of the MSA program. Students determine the project or internship which would be most useful to them or their career goals. The specific course requirements are arranged through and coordinated with a faculty member of the graduate program. Students may enroll in from one to three credits per semester, with a maximum of six credits for the degree. Arrangements for the specific placement or project are the result of student initiative and must be made with an instructor (and host organization if appropriate) prior to the term of enrollment. All grades will be either pass or fail.

Grade Mode: Pass/Fail, Standard Letter

Course Offerings: Internship, IN/FE/Rsrch/Thsis/Prjct/Capstn

Master of Science Nursing (MSN)

MSN 505 ROLE OF NURSE EDUCATION ACROSS DIVERSE SETTINGS 3 Credit

This introductory course addresses the role of the nurse educator serving in a variety of clinical and cademic settings. It emphasizes teaching principles in nursing education that consider theoretical and practical techniques used to educate learners, nursing staff and other health care professionals, and lients. The course supports the learner's development as an educator in areas of communication, ntegration of the science and humanities, and methods for planning and evaluation in culturally and linically diverse learning environments. A focus for the course includes translating scholarship to practice in nursing education.

Grade Mode: Standard Letter

Course Offerings: Hybrid, Web Based

MSN 510 ROLE OF THE ADVANCED PRACTICE REGISTERED NURSE 3 Credit

This introductory course addresses the role of the APRN across diverse setting. It emphasizes the APRN professional role and scope of practice. The course supports the learner's development as an APRN in the areas of communication, integration of science and humanities, clinical practice management including technology and information literacy, and methods for clinical practice in adult primary care. A focus for the course includes translating scholarship to practice in the APRN role.

Grade Mode: Standard Letter

Course Offerings: Web Based

MSN 515 THEORETICAL FOUNDATIONS OF ADVANCED NURSING PRACTICE 3 Credit

This course provides the learner with the historical, philosophical, and theoretical foundations for dvanced nursing practice. The focus of the course is to examine the relationship between nursing heories, the development of nursing science, and contemporary nursing knowledge which guide nursing practice and research.

Grade Mode: Standard Letter

Course Offerings: Hybrid, Web Based

MSN 519 ADVANCED PATHOPHYSIOLOGY 3 Credit

This course builds on the learner's current knowledge of pathophysiology. The course provides the learner with advanced knowledge of pathophysiological processes in the APRN for patients across the adult lifespan in the primary care setting.

Grade Mode: Standard Letter

Course Offerings: Web Based

MSN 522 STATISTICS, RESEARCH, & EBP 3 Credit

This course provides the student with the knowledge and understanding of various components associated with nursing research including assessment, evaluation, and implementation. Emphasis is placed on preparing learners to access, appraise, and utilize the best available evidence to guide them in advancing the practice of nursing. There is a focus is on transferring the knowledge about research applying it in the healthcare environment.

Grade Mode: Standard Letter

Course Offerings: Web Based

MSN 529 ADVANCED PHARMACOLOGY 3 Credit

This course builds on the learner's current knowledge of pharmacology. The course provides the learner with advanced knowledge of pharmacologic and non-pharmacological processes in the APRN role. This class will focus on medication management for adults in primary care settings for an APRN with prescriptive authority.

Grade Mode: Standard Letter

Course Offerings: Web Based

MSN 530 SOCIAL JUSTICE, LAW, AND POLICY IN HEALTHCARE 3 Credit

This course addresses social justice, law, ethics, and policy within healthcare. Learners will conduct an in-depth analysis of the social determinants of health, regulatory and reform issues within the health care system, and ethical considerations for population health. The course is designed to provide learners with essential skills for promoting social justice and human dignity while advocating for policies that improve equity and health outcomes for all people.

Grade Mode: Standard Letter

Course Offerings: Hybrid, Web Based

MSN 540 ORGANIZATIONAL LEADERSHIP 3 Credit

Organizational Leadership focuses on critical examination of styles, strategies, and competencies of the masters prepared nurse for leadership in professional practice and in the profession (as a collaborator and role model). It emphasizes leadership skills for strategic planning, enhancing team performance, interdisciplinary collaboration, and for creating a culture of quality performance.

Grade Mode: Standard Letter

Course Offerings: Hybrid, Web Based

MSN 575 ADVANCED HEALTH ASSESSMENT 3 Credit

This course builds on the learner's current knowledge of health assessment. The course provides the learner with knowledge about advanced health assessment techniques to introduce diagnostic reasoning. The course will review basic anatomy of full body systems, address evidence-based, holistic assessment of individuals aged 14 years and older, as well as provide strategies for incorporating social determinants of health into evidence-based assessment and health promotion. 45 hours of simulated clinical experience focused on expanding knowledge of full body assessment and diagnostic reasoning as an APRN in the adult primary care practice setting are also included in this course

Grade Mode: Standard Letter, Pass/Fail

Course Offerings: Lecture, Web Based

MSN 590 CLINICAL PRACTICAL SEMINAR 1 Credit

This course will explore goal setting for nurse practitioner students for their clinical practicum rotations. Goals are used to focus on different areas of clinical placement and age span from adolescent to end of life. Pertaining to professional path of the Nurse Practitioner, these include goals pertaining to patient relationships, their health and well-being, their medications, their health insurance and payment planning, diagnosing/care planning/implementation of data driven outcomes. You will need to stop thinking like a nurse per se and think like a Primary Care Provider. You will need to change your paradigm from the nursing process to the Medical Model. You will learn about managing patient care teams and their health outcomes and the consequences of poor health outcomes. This course teaches you to develop SMART goals using measurable outcome statements to help you integrate your learning journey into your clinical practicum. This course promotes your learning self-efficacy, professional and educational development, to help you build personal infrastructure for lifelong learning. The course will also assist you explore various learning modalities and will incorporate learning checkpoints such as assignments in resume writing, reflective journal writing to determine how you are meeting your SMART goals in practice, and professional document submissions. You will also develop a plan for your transition to clinical practicum placements practice. You will look at the different rules and regulations of your practicing state board of nursing, and certification guidelines. This course includes valuable tools and smart practices that can help you out with your own goals, no matter what they are or what they involve.

Grade Mode: Standard Letter, Pass/Fail

Course Offerings: Web Based

MSN 592 MSN ORIENTATION 0 Credit

Grade Mode: Credit/No Credit

Course Offerings: Web Based

MSN 602 PATIENT CARE MANAGEMENT ACROSS THE ADOLESCENT & ADULT LIFESPAN I 3 Credit

The course builds on the learner's prior knowledge and classes and provides the learner with advanced knowledge of pathophysiological processes, health assessment, data collection, analysis, and pharmacotherapeutics, for adult patients in the primary care setting. Emphasis is placed on the APRN role in incorporating evidence and clinical guidelines into risk reduction, disease prevention, and management of illness and disease in body systems for both acute and chronic disease processes. Systems of focus will include Neurology, Dermatology, Ears, Nose and Throat, Cardiology, Pulmonology, and Peripheral Vascular Disease.

Grade Mode: Standard Letter, Pass/Fail

Course Offerings: Web Based

MSN 603 PATIENT CARE MANAGEMENT ACROSS THE ADOLESCENT & ADULT LIFESPAN II 3 Credit

The course builds on the learner's prior knowledge and classes and provides the learner with advanced knowledge of pathophysiological processes, health assessment data collection, analysis, and pharmacotherapeutics, for adult patients in the primary care setting. Emphasis is placed on the APRN role in incorporating evidence and clinical guidelines into risk reduction, disease prevention, and management of illness and disease in body systems for both acute and chronic disease processes. System focus will include musculoskeletal, renal and urology, endocrinology, hematology, gastroenterology.

Grade Mode: Standard Letter, Pass/Fail

Course Offerings: Web Based

MSN 604 PATIENT CARE MANAGEMENT ACROSS THE GERIATRICS 3 Credit

The course builds on the learner's prior knowledge and classes and provides the learner with advanced knowledge of pathophysiological processes, health assessment data collection, analysis, and pharmacotherapeutic treatments in mental and reproductive health in the adult lifespan. Emphasis is placed on the APRN role in incorporating evidence and clinical guidelines into risk reduction, disease prevention, and management of illness and disease across the adult lifespan.

Grade Mode: Standard Letter, Pass/Fail

Course Offerings: Web Based

MSN 620 PATIENT CARE MANAGEMENT PRACTICUM I 3 Credit

This advanced clinical practicum provides the opportunity to incorporate advanced knowledge and skills to expand expertise in clinical practice. Learners develop proficiency in assessment, planning, and intervention based on the needs of an adult patient population. Emphasis is on interdisciplinary collaboration, safety, and quality care in the primary care setting. In person intensives will be required for scheduled Objective Structured Clinical Examination (OSCE), as well as face-to-face practicum site faculty evaluations.

Grade Mode: Standard Letter, Pass/Fail

Course Offerings: Web Based

MSN 630 PATIENT CARE MANAGEMENT PRACTICUM II 3 Credit

This advanced clinical practicum provides the opportunity to incorporate advanced knowledge and skills to expand expertise in clinical practice. Learners develop proficiency in assessment, planning, and intervention based on the needs of the adult patient population. Emphasis is on interdisciplinary collaboration, safety, and quality care in the primary care setting. In person intensives will be required for scheduled Objective Structured Clinical Examination (OSCE), as well as face-to-face practicum site faculty evaluations.

Grade Mode: Standard Letter, Pass/Fail

Course Offerings: Web Based

MSN 635 INFORMATICS AND HEALTHCARE TECHNOLOGIES 3 Credit

This course prepares learners to teach with and about healthcare informatics principles, competencies, tools, and technologies essential to healthcare delivery, teaching and learning, administrative, and research and scholarly activities. Learners explore informatics support of healthcare practice and quality, including the impacts of standards, system design, and user experience from multiple perspectives. This course introduces key concepts related to ethical and social impacts of informatics and the importance of technology integration and use of data and information for multi-faceted decision-making. Exploration of current and emerging technologies used for in-person, virtual, and connected models of health and education provides a foundation for improving health and teaching-learning outcomes in the digital world.

Grade Mode: Standard Letter

Course Offerings: Web Based

MSN 640 PATIENT CARE MANAGEMENT PRACTICUM III 3 Credit

updated course description coming soon

Grade Mode: Standard Letter, Pass/Fail

Course Offerings: Web Based

MSN 652 CURRICULUM DEVELOPMENT AND ANALYSIS 3 Credit

This course considers strategies for developing and analyzing curricula, ranging in scope from individual teaching sessions to complete programs of study. Developing a curriculum that aligns with stakeholder needs and interests, professional standards and guidelines, and learner characteristics will be emphasized. Linking content and learning activities to learning outcomes will be addressed.

Grade Mode: Standard Letter

Course Offerings: Web Based

MSN 655 TRANSITION TO ADVANCED PRACTICE REGISTERED NURSING 3 Credit

This course provides the learner with knowledge and skills to transition into the independent APRN role. This course offers a framework for self-care, credentialing, licensing, interviewing and creating a professional portfolio for employment.

Grade Mode: Standard Letter, Pass/Fail

Course Offerings: Web Based

MSN 660 INNOVATIVE TEACHING AND EVALUATION STRATEGIES 3 Credit

This course examines teaching and learning theories, styles, and methods. Students will appraise best practice approaches to teaching and learning in various settings and environments to promote the development of advanced knowledge, judgment, skills, and ethics. Course works will emphasize the development and integration of innovative teaching methods to use in the classroom and with clinical instruction. Building upon knowledge, skills and attitudes acquired in previous course work, students will formulate teaching and learning strategies for use in preparing a variety of educational materials and programs for nurses and other health professionals.

Grade Mode: Standard Letter

Course Offerings: Web Based

MSN 670 ASSESSMENT AND EVALUATION IN NURSING EDUCATION 3 Credit

This course examines evidenced-based assessment and evaluation in nursing education. Students will explore a variety of strategies to assess and evaluate learning in the cognitive, psychomotor, and affective domains and will learn to develop and use tests and performance evaluation strategies for use in various educational settings. Building upon previous course work, students will formulate assessment and evaluation strategies for an educational practicum project. Course work emphasizes the development of new knowledge and skills that align learning and program evaluation with professional standards and guidelines, program and course outcomes, and learner characteristics.

Grade Mode: Standard Letter

Course Offerings: Web Based

MSN 684 ADVANCED CONCEPTS IN ASSESSMENT, PATHOPHYSIOLOGY AND PHARMACOLOGY 3 Credit

This course builds on the student's current knowledge of pathophysiology, pharmacology, and health assessment. The course also provides the student with advanced knowledge of pathophysiological processes, health assessment data collection and analysis, and pharmacotherapeutics, for patients and populations diagnosed with complex health problems. Emphasis is placed on the Advanced Practice Nurse's role in incorporating evidence and clinical guidelines into risk reduction, disease prevention, and management of illness and disease.

Grade Mode: Standard Letter

Course Offerings: IN/FE/Rsrch/Thsis/Prjct/Capstn

MSN 694 ADVANCED CLINICAL PRACTICUM 1 Credit

This advanced clinical practicum provides the opportunity to incorporate advanced knowledge and skills to expand expertise in clinical practice. Students develop proficiency in assessment, planning, and intervention based on the needs of a patient population. Particular emphasis is on interdisciplinary collaboration, safety, and quality care.

Grade Mode: Standard Letter

Course Offerings: IN/FE/Rsrch/Thsis/Prjct/Capstn

MSN 696 PRACTICUM IN NURSING EDUCATION 2 Credit

This teaching practicum provides students opportunities to demonstrate nurse educator competencies necessary to facilitate student learning.

This teaching practicum builds on previous coursework by providing nurse educator students opportunities to practice and integrate learning theories, evidence-based teaching, technology, innovative teaching strategies and evaluation methods in an academic or healthcare setting. Students will reflect and evaluate nurse educator competencies as they apply to knowledge, skill, and attitudes necessary to be effective and successful in the nurse educator role.

Grade Mode: Standard Letter

Course Offerings: IN/FE/Rsrch/Thsis/Prjct/Capstn

Sports Management (MSS)

MSS 505 RESEARCH METHODS AND ANALYTICS IN SPORTS MANAGEMENT 3 Credit

This course provides a broad introduction to data analysis and statistical methods, as they relate to the sports industry. Students will learn how to use these methods to better understand and analyze issues central to sports management. Quantitative tools are used as part of a larger exploration of the business economics of sports. Financial, statistical, and mathematical models as they relate to sports team administration, marketing, and business management are examined. The course introduces students to data and models relating to sports business tactics and strategy. In addition, sports performance measurement and analytics is introduced.

Grade Mode: Standard Letter

Course Offerings: Web Based

MSS 510 MANAGEMENT AND GOVERNANCE OF SPORT ORGANIZATIONS 3 Credit

Governance, management, planning, organization, human resources and evaluation of sports activities and organizations are presented in this course. Topics included are: psychological, social and international foundations of sports management, scheduling, personnel management, budgeting, safety, game management, conferences, leagues, governing bodies and gender equity. Organizations examined and discussed include the NCAA, NAIA, FIFA, IOC, NFHS, NFL, Little League, Pop Warner Football, Youth Soccer, NBA, NHL, MLB, and MLS.

Grade Mode: Standard Letter

Course Offerings: Web Based

MSS 515 SPORT MARKETING, MEDIA & REVENUE DEVELOPMENT 3

Credit

This course takes an in depth view of the principles of marketing and how they are applied to the field of sport. They are evaluated in terms of the elemental marketing mix, which includes product, place, price, promotion, and public relations. Applications of principles for marketing, media and revenue development to the sports industry are evaluated and analyzed. The relationship between the three areas is examined and ways to make it a symbiotic relationship are explored. Practical approaches to revenue development are also examined.

Grade Mode: Standard Letter**Course Offerings: Web Based****MSS 525 ADVANCED EVENT AND FACILITY MANAGEMENT 3 Credit**

Concepts of planning, facility management and of conducting sports-related events, from inception to completion, are examined in this course. Facility safety, maintenance, budgeting, event evaluation, facility design and staffing are also covered. The class addresses practical applications, as well as different strategies to event and facility management. Particular emphasis is placed on the evaluation of events and critical reflection on how to improve an event. (10 hour practicum requirement in an event or facility management setting).

Grade Mode: Standard Letter**Course Offerings: Web Based****MSS 530 SPORTS LAW, ETHICS, CONTRACTS & NEGOTIATIONS 3 Credit**

This course introduces the theories and concepts of applied ethics by focusing on legal questions, race and gender issues, contracts, negotiations, public relations, budgeting, recruiting (in the collegiate context), evaluations, personnel, exploitation, and athletic reform in both the corporate and collegiate sport industries. Awareness of legal implications for the industry reduces the probability of litigation.

Grade Mode: Standard Letter**Course Offerings: Web Based**

PROGRAMS

Program	Degree	Major	Minor	Concentration	Format	School
Addictions Counseling	AA, CERT	Yes	Yes		D	SLAS - Liberal Arts & Sciences
Applied Health Informatics	CERT	No	No		D	SHP - Health Professions
Applied Mathematics	BA	Yes	Yes	Applied Mathematics, Quantitative Business	C, D	SLAS - Liberal Arts & Sciences
Biology	BA	Yes	Yes	Health Professions, Physiology, Wildlife Ecology	C	SLAS - Liberal Arts & Sciences
Business Administration	BS	Yes	Yes	General, Finance, Management	C	SLAS - Liberal Arts & Sciences
Chemistry		No	Yes		C	SLAS - Liberal Arts & Sciences
Clinical Mental Health Counseling	MS	Yes	No	Addiction Counseling, Rehabilitation Counseling	D	SHP - Health Professions
Community Health Investment	CERT	No	No		D	SHP - Health Professions
Criminal Justice	AS, BS	Yes	Yes	Forensic Investigation, Law Enforcement, Resource Enforcement	C, D	SLAS - Liberal Arts & Sciences
Elementary Education	BA	Yes	No		C	SLAS - Liberal Arts & Sciences
Exercise Science	BS	Yes	Yes	Pre-Clinical, Coaching, Strength and Conditioning, Personal Training, Pre-Athletic Training	C	SLAS - Liberal Arts & Sciences
Forensic Science	BS	Yes	Yes	Forensic Biology, Forensic Chemistry, Forensic Investigation	C	SLAS - Liberal Arts & Sciences
Health and Physical Education	BA	Yes	Yes		C	SLAS - Liberal Arts & Sciences
Health Justice	CERT	No	No		D	SHP - Health Professions
Healthcare Administration	AS, BS	Yes	No		D	SHP - Health Professions
Healthcare Administration	MHA	Yes	No	Leadership, Health Justice, Community Health Investment	D	SHP - Health Professions
Infection Prevention & Epidemiology	MS	Yes	No		D	SHP - Health Professions
Legal & Paralegal Studies	AS, BS	Yes	No		C, D	SLAS - Liberal Arts & Sciences
Medical Assistant	CERT	No	No		C, D	SHP - Health Professions

Program	Degree	Major	Minor	Concentration	Format	School
Mission Leadership Graduate	CERT	No	No		D	SLAS - Liberal Arts & Sciences
Mission Leadership Undergraduate	CERT	No	No		D	SLAS - Liberal Arts & Sciences
Nursing	CERT, MS	Yes	No		D	SHP - Health Professions
Nursing, Pre-Licensure Tracks	BS	Yes	No		C, D	SHP - Health Professions
Nursing, RN- BSN Degree Completion Track	BS	Yes	No		D	SHP - Health Professions
Organizational Leadership	MS	Yes	No	Management	D	SLAS - Liberal Arts & Sciences
Pharmacy Technician	CERT	No	No		D	SHP - Health Professions
Philosophy		No	Yes		C	SLAS - Liberal Arts & Sciences
Political Science		No	Yes		C	SLAS - Liberal Arts & Sciences
Psychology	BA	Yes	Yes	Helping Skills, Social Services, Forensic Psychology, Physiological Psychology, Sports Psychology	C, D	SLAS - Liberal Arts & Sciences
Sports Management	BS	Yes	Yes		C, D	SLAS - Liberal Arts & Sciences
Sports Management	MS	Yes	No		C, D	SLAS - Liberal Arts & Sciences
Sports Psychology		No	Yes		C, D	SLAS - Liberal Arts & Sciences
Theology and Ministry		No	Yes		C, D	SLAS - Liberal Arts & Sciences
University Studies	BA	Yes	No			

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