

# UNIVERSITY OF GREAT FALLS

*A private, Catholic, liberal arts University*

## 2007 – 2009 Graduate Catalog



*“In Your light we see light.”*

1301 20<sup>th</sup> Street South, Great Falls, MT 59405

(406) 791-5200 or (800) 856-9544

[www.ugf.edu](http://www.ugf.edu)

The official catalog is maintained on the University of Great Falls website.

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# UNIVERSITY OF GREAT FALLS

The following statements that represent the identity of the University may be found in the Undergraduate Catalog. You are encouraged to read and reflect upon these statements as you plan and complete your education:

- Mission Statement
- Catholic University Identity Statement
- The Providence Commitment: Mission, Core Values
- University of Great Falls Strategic Plan 2007-2009
- The University of Great Falls Student Creed

## Accreditation and Affiliations

The University of Great Falls 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 Great Falls is accredited by 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.

Correspondence with the Commission should be directed as follows:

Northwest Commission on Colleges and Universities  
8060 165<sup>th</sup> Avenue NE, Suite 100  
Redmond, Washington 98052

## Certification/Licensure

The University of Great Falls offers programs that enable graduates to apply for and gain state or national certification or licensure in their chosen professional field. The Master of Science in Counseling prepares the program graduate to apply for licensure as a Licensed Professional Counselor by the Montana Board of Social Work Examiners and Professional Counselors. The Master of Arts in Secondary Teaching and Master of Arts in Secondary Teaching-LUMEN prepare the graduate to obtain a license from the Montana Office of Public Instruction to teach at the secondary level in Montana. The Graduate Certificate in Addictions Counseling prepares the graduate to perform a required internship after which they may apply for a license to practice from the State of Montana, Department of Labor and Industry, Health Care Licensing Bureau.

## Directory

<b>OFFICE</b>	<b>PHONE NUMBER</b>	<b>1-800 NUMBER</b>
Admissions	(406) 791-5200	1-800-856-9544
Alumni Office	(406) 791-5292	1-800-856-9544 ext. 5292
*Bookstore	(406) 791-5260	1-888-817-4805
*Business Office	(406) 791-5245	1-800-856-9562
Career Services	(406) 791-5216	1-800-856-9544
Graduate Studies	(406) 791-5334	1-800-856-9544 ext. 5334
Faculty	(406) 791-5332	1-800-856-9544
*Financial Aid	(406) 791-5235	1-800-856-9561
Library	(406) 791-5315	1-800-856-9544 ext. 5315
McLaughlin Center	(406) 791-5252	1-800-856-9544 ext. 5252
Records/Registration	(406) 791-5201	1-800-856-9544
Student Development	(406) 791-5308	1-800-856-9544 ext. 5308
*Distance Learning	(406) 791-5322	1-800-342-9824

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

University of Great Falls  
1301 20<sup>th</sup> Street South  
Great Falls, MT 59405  
[enroll@ugf.edu](mailto:enroll@ugf.edu)

## Degree Program Contact Information

Grad. Cert. in Addictions Counseling	Mary Ann Dubay	ext: 5365	<a href="mailto:mdubay@ugf.edu">mdubay@ugf.edu</a>
Master of Secondary Teaching	Howard Hahn	ext: 5342	<a href="mailto:hhahn01@ugf.edu">hhahn01@ugf.edu</a>
Master of Secondary Teaching-LUMEN	Angela Turoski	ext: 5347	<a href="mailto:aturoski01@ugf.edu">aturoski01@ugf.edu</a>
Master of Education	Joseph Fontana	ext: 5333	<a href="mailto:jfontana01@ugf.edu">jfontana01@ugf.edu</a>
Master of Counseling	Christine Krupar	ext: 5334	<a href="mailto:ckrupart01@ugf.edu">ckrupart01@ugf.edu</a>
MS in Organization Management	Craig Ganster	ext: 5363	<a href="mailto:cganster01@ugf.edu">cganster01@ugf.edu</a>
Concentrations:			
Criminal Justice	Craig Ganster	ext: 5363	<a href="mailto:cganster01@ugf.edu">cganster01@ugf.edu</a>
Management	Deborah Hanson	ext: 5341	<a href="mailto:dhanson01@ugf.edu">dhanson01@ugf.edu</a>
Human Development	Lyndon Marshall	ext: 5340	<a href="mailto:lmarshall@ugf.edu">lmarshall@ugf.edu</a>

# University Personnel

## ADMINISTRATION

<p><b>Eugene J. McAllister</b>  <b>President</b>          B.S. Loyola University, Los Angeles, CA          M.A. University of California, Davis          Ph.D. Catholic University of America</p>	<p><b>Richard McDowell</b>  <b>Provost and Vice President for Academic Affairs</b>          S.B., S. M. Massachusetts Institute of Technology          Ph.D. Tufts University</p>
<p><b>William Fisher</b>  <b>Vice President for Administration and Finance</b>          B.A., M.A. Eastern Washington University</p>	<p><b>Warren Muller</b>  <b>Vice President for Enrollment</b>          B.A., M.A.L.S. Valparaiso University, Indiana</p>
<p><b>Tenis Tennyson</b>  <b>Vice President for Philanthropy</b>          B.S. Dakota State University</p>	<p><b>Eric Braun</b>  <b>Vice President for Student Development</b>          B.A. DePauw University          M.A.T. Tufts University          M.A. University of Denver          Ed.D. University of Northern Iowa</p>
<p><b>Rev. James M. Sikora</b>  <b>Dean, Undergraduate Studies</b>          B.A. Seton Hall University          B.A. M.A. University of Louvain, Belgium</p>	<p><b>Richard Fisher</b>  <b>Dean, Graduate Studies</b>          B.A. University of Dubuque          M.A., Ph.D. University of Iowa</p>
<p><b>Jim Hall</b>  <b>Athletic Director</b>          B.A. Grinnell College          M.S, Ed. Northwest Missouri State University</p>	<p><b>S. Diane Lund</b>  <b>Chair, Division of Science &amp; Humanities</b>          B.A. Carroll College          Ph.D. University of Cincinnati College of Medicine</p>
<p><b>Cynthia Matthews</b>  <b>Chair, Division of Professional Studies</b>          A.S. Ricks College          B.S. Brigham Young University          M.H.S. College of Great Falls</p>	<p><b>Greg Madson</b>  <b>Chair, Division of Education, Arts &amp; Social Sciences</b>          B.S. Montana State University, Bozeman          M.A. Western Washington University          Ph.D. Portland State University</p>

## GRADUATE FACULTY AND PROGRAM CONTACTS

<p><b>Molly Havnen Cox (2007)</b>  Assistant Professor of Psychology  B.A. Tulane University  M.S. Tarleton State University</p>	<p><b>Mary Ann Dubay (1993)</b>  Assistant Professor of Counseling Psychology  B.S. College of Great Falls  M.A. Gonzaga University  <b>Program Coordinator: GCAC</b></p>
<p><b>Joseph R. Fontana (2000)</b>  Associate Professor of Education  B.A. Montana College of Mineral Science and  Technology;  M.A. Western Montana College;  Ed.D. University of Montana, Missoula  <b>Faculty Contact: MED</b></p>	<p><b>Craig Ganster (2003)</b>  Associate Professor of Criminal Justice  B.A. Alvernia College  M.S. Central Michigan University  Ph.D. Walden University  <b>Program Coordinator: MSM-CRJ</b></p>
<p><b>Howard H. Hahn (2001)</b>  B.S. Montana State University, Bozeman  M.Ed. Montana State University, Northern  <b>Faculty Contact: MAT</b></p>	<p><b>Deborah Hanson (1993)</b>  Associate Professor of Business Administration  B.S. Montana State University, Bozeman  M.B.A. University of Montana,  Dr. P. H. University of Michigan  <b>Faculty Contact: MSM-MGT</b></p>
<p><b>Karen Rachel Hendricks (2007)</b>  Associate Professor of Psychology  B.S. University of Texas, Dallas  Ph.D. University of Washington, Seattle</p>	<p><b>Christine Krupar (2007)</b>  B.A. Eastern Washington University, Cheney  M.S. University of Great Falls  <b>Program Coordinator: MSC</b></p>
<p><b>Michael H. Low (1975)</b>  Associate Professor of Sociology  B.A., M.A. Washington State University</p>	<p><b>Greg Madson (2003)</b>  Associate Professor of Sociology  B.S. Montana State University, Bozeman  M.A. Western Washington University  Ph.D. Portland State University</p>
<p><b>Lyndon C. Marshall (1984)</b>  Professor of Computer Science  B.S. College of Great Falls,  M.B.A. University of Montana, Missoula  C.D.P. Certified Data Processor  C.S.P. Certified Systems Professional  Ed.D. Montana State University, Bozeman  <b>Faculty Contact: MSM-HDV</b></p>	<p><b>Cynthia L. Matthews (1987)</b>  Assistant Professor of Criminal Justice  A.S. Ricks College,  B.S. Brigham Young University  M.H.S. College of Great Falls</p>
<p><b>Angela Turoski (2004)</b>  Instructor of Education  B.S., M.Ed. University of Great Falls  <b>Faculty Contact: MAT-LUMEN</b></p>	

# GRADUATE STUDIES

## Mission and Degree Programs

The University provides qualified applicants the opportunity to pursue graduate degrees by offering master's degree and certificate programs. The common goal of the graduate programs is 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 as 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.

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 and the Office of Graduate Studies oversee the graduate programs. The Graduate Council is comprised of faculty members who share responsibility for standards of admission, retention, graduation requirements, graduate degree curricular matters, approval of new graduate programs and all other matters of educational policy pertaining to graduate programs. Policy recommendations of the Council are forwarded to the Vice President for Academic Affairs for University review and action.

# Code of Professional Conduct

All students who enter the graduate program at the University of Great Falls 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 Associate Dean of Graduate Studies 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 to either the degree program Coordinator or to the Associate Dean of Graduate Studies.

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 Associate Dean will review the complaint and may conduct an investigation of the reported violations. If the Associate Dean finds sufficient grounds for an alleged violation, the accused student will have a choice of an administrative hearing before the Associate Dean or a Hearing Committee composed of two full-time graduate faculty members. The process and all procedures will comply with the Statement of Student Rights and Responsibilities, found in the Student Handbook.

If the Hearing Committee determines the complaint is factually accurate, they may recommend any, or a combination of any, of the following:

- a. failure or incomplete be awarded in the course in which the violation occurred;
- b. require replacement, repair, or payment for any property defaced;
- c. an oral reprimand;
- d. a written reprimand, to be placed either permanently or temporarily in the student's official file;
- e. placement of the student on disciplinary probation for one or more semesters;
- f. suspension from Graduate Studies for one or more semesters;
- g. permanent expulsion.

An appeal of failure to abide by *due process* may be made to the Dean of Academic Affairs.

# **Academic Programs**

Course work is offered for the following programs:

**Master of Education (MED)**

**Master of Science in Counseling (MSC)**

**Master of Arts in Secondary Teaching (MAT)**

**Master of Arts in Secondary Teaching-LUMEN (MATL)**

**Master of Science in Organization Management (MSM)**

- \* **Criminal Justice (CRJ)**
- \* **Human Development (HDV)**
- \* **Management (MGT)**

**Graduate Certificate in Addictions Counseling**

Each of these degree or certificate 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 an Integrative Project that serves as a capstone experience. A traditional master's thesis may be written as an Integrative Project, but is not required. Prospective students should carefully read the course descriptions required in the degree program to determine whether the program in which they have an interest will fulfill their expectations and career goals. Students should familiarize themselves with all aspects of pursuing a graduate degree. Faculty members are available to assist in curricular planning. Failing to read and understand degree requirements is not a defense for non-completion of any portion of a degree program. Program planning guides are available from the Office of Admissions or from the Academic Program Assistant, Graduate Studies. Also, the courses and the course three-year rotations are found in this catalog.

Members of the Graduate Council consist of all faculty with responsibility for program coordination and/or who hold a terminal degree and teach in graduate studies, the Dean of Graduate Studies (chairperson, non-voting), and the Vice President for Academic Affairs (ex officio) and University Registrar (ex officio).

## **Distance Learning Programs**

Since 1979, the University has offered distance-learning opportunities to students. Distance learning programs have been designed to enhance student/professor involvement and to increase communication between students within a class. Classes are small and use various platforms for different degree programs. Distance education uses both synchronized and non-synchronized technologies. The use of different technologies has allowed the University to become a recognized leader in delivering innovative models of education.

### **Master of Science in Organization Management**

This degree program is designed for persons who do or will work in a vast diversity of settings in administration with management roles and responsibilities. The program of study utilizes Core courses

with a chosen Concentration and selected Electives. The Concentrations are in a specific professional field of management, or in a self-designed program. The program presently utilizes synchronized audio and visual technology to link students and faculty in a live classroom environment. The University also utilizes an asynchronous online delivery platform. The Concentrations are:

- Criminal Justice is designed for the working criminal justice professional who wishes to improve their credentials for career advancement, to expand their contribution to their employment and professional career, and/or to acquire credentials for a new career.
- Management is designed for the working administrator or manager who desires to enhance and expand their workplace productivity, career credentials, or professional advancement into a leadership role.
- Human Development is a unique opportunity for a creative, self-disciplined person to design the course selection, thereby the outcomes, skills, and knowledge to achieve both self-fulfillment and career advancement. To gain maximum results the student is encouraged to take courses by synchronous and asynchronous delivery and on-campus.

### **Master of Education**

The Master of Education offers courses by a balance of campus classroom and online asynchronous delivery. Students will take summer courses on-campus for two summers with two courses each fall and spring semesters taken online in the Blackboard delivery system. The entire course offerings for the MED degree are planned to be online effective March 2008. Students will extend their knowledge of teaching and learning for classrooms, allowing them to become master teachers and curriculum leaders. Teacher scholars will be able to evaluate their classroom practices, evaluate and assess curriculum outcomes, and apply knowledge to improve instruction in schools. In addition, students will develop materials and knowledge that can lead to national teacher certification.

### **Master of Arts in Secondary Teaching**

The online Master of Arts in Secondary Teaching program provides a curriculum for mid-career professionals who want to transition into teaching at the secondary level. Students have the opportunity to complete the professional requirements of a master's degree without leaving their current place of employment. This program uses an active learning experience provided online between UGF instructors and students. Through the Blackboard online delivery platform the student will enjoy a rich and fulfilling learning experience. Application to the MAT is completed by accessing the web site at [www.teachforachange.org](http://www.teachforachange.org).

### **Master of Arts in Secondary Teaching—LUMEN**

Candidates for the LUMEN program come from all walks of life. Traditional age students work side by side with non-traditional students to live a life of service. All candidates have a bachelor's degree with an endorsable major or minor. Students display a strong desire to live the Christian faith in a meaningful way providing children in Catholic schools with a Quality education. LUMEN teachers commit to a 2-year program of study, live simply on a stipend provided through the program, and work where the need for them is greatest.

# Admission to Graduate Studies

Applications for admission to the College of Graduate Studies should be submitted at least **six weeks** before the beginning of the term in which the student intends to begin study. The Program Coordinator only reviews completed application files and reserves the right to request additional information from any applicant. All applicants are considered regardless of race, religion, sex, or national origin.

## Procedure for Application to the College Of Graduate Studies

- Submit a completed graduate application and fee to: Office of Admissions, University of Great Falls \* 1301 20<sup>th</sup> Street South \* Great Falls, Montana 59405 \* (406)791-5200 \* 1-800-856-9544. Email: [enroll@ugf.edu](mailto:enroll@ugf.edu)
- Submit immunization records to the Office of Admissions – Proof of 2 (two) immunizations for Measles AND 1 (one) for Rubella
- Request that each college or university you have attended send an **official** transcript directly to the Office of Admissions.
- Request that three persons who know your academic/professional qualifications complete the reference forms and send them directly to the Office of Admissions.
- If your undergraduate GPA is less than 3.0, please request that Educational Testing Service send a transcript of your Graduate Record Examination or Miller Analogies Test scores to the address above.
- Attach a personal statement to your application outlining your professional goals and objectives. (Statement should not exceed three typed, standard size 8 ½ x 11, double spaced pages.)
- All candidates for the Master of Science in Counseling program should complete the additional application requirements listed in the program description.
- All candidates for the Master of Science in Counseling, Graduate Certificate in Addictions Counseling, and the Master of Arts in Secondary Teaching programs should be aware that licensure or certification requirements vary greatly from state to state. It is the responsibility of the applicant to determine prior to applying to the College of Graduate Studies whether or not he/she is eligible for licensure in a given state. That can be accomplished by contacting the appropriate state licensing agency.

## Admission Deadlines

The University accepts applications at anytime; however, all applicants must 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 Office of Admissions for an admission packet and additional admission information. ***Financial aid cannot be granted until a student has been fully admitted.***

## Re-Admission

A student in good standing, returning after an absence of at least one semester, excluding summer term, must submit a new application for admission. The one-time application fee will not be assessed a second time and no additional letters of recommendation 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.

## Transfer Credits

Students with graduate credits from another institution wishing to transfer into a graduate program should contact Graduate Studies for information. Generally, no more than six (6) graduate credit hours of “B” or better, completed within four (4) years before the term of first enrollment at UGF may be accepted in transfer. The MSC plan will consider up to 12 transferable graduate credit hours.

### **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 and the Associate Dean of Graduate Studies.

### **Dual Degrees**

A student may be admitted into two master's degree programs. Students may obtain a second master's degree from the University as long as, at minimum, sixty (60) percent of the credits in the second degree are independent credits from those applied to the first degree.

### **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 Associate Dean of Graduate Studies. 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.

The cost of auditing is one half of the tuition fee.

### **Enrollment in Graduate Courses by Undergraduate Students**

Graduate Studies will allow advanced upper-division undergraduate students with the minimum of a 3.2 GPA to enroll in graduate level courses, provided that the following stipulations have been met.

The student must:

1. Have an undergraduate application on file with the Registrar's Office.
2. Obtain a graduation audit letter, signed by the Registrar, verifying that the student is within six (6) hours of receiving a baccalaureate degree.
3. Submit to Graduate Studies a copy of his or her course schedule from the Registrar's Office verifying enrollment in the final courses needed to meet graduation requirements.
4. Complete and submit the Graduate Studies application.

Financial aid cannot be awarded for any graduate level coursework if a student has not been granted a baccalaureate degree, unless the graduate credit is counted toward completion of a baccalaureate degree. Graduate level coursework may not be counted toward the completion of a baccalaureate degree unless a petition has been completed and filed with the Registrar's Office. Completion of graduate level coursework does not guarantee admission to a graduate program.

### **Admission of International Graduate Students**

The University will consider applications from qualified international students. International students must submit the following documents to be considered for admission:

1. A completed application for admission to graduate study.
2. A completed international student information form.
3. A non-refundable one-time (U.S.) application fee.
4. 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.

5. Official certified copies, in English, of certificates, diplomas, degrees and course transcripts from all schools through the highest level of education achieved.
6. Proficiency in the English language is a requirement for admission. All applicants whose native language is not English must submit official TOEFL (Test of English as a Foreign Language) scores. A minimum score of 205 on the computer-based test or 500 on the paper-based test is required. Applicants with a score below the minimum will not be considered for admission. The TOEFL is offered at test centers throughout the world. Test scores older than two years are not acceptable. Information regarding registration, testing locations, and test administration dates for the TOEFL may be obtained by contacting:

TOEFL/TSE Services  
P.O. Box 5154  
Princeton, NJ 08541

Or <http://www.toefl.org>

7. Evidence of adequate medical insurance.
8. Proof of immunization for two measles and one rubella vaccinations. This form must be sent directly to the Office of Admissions.
9. An international student medical information form, which must be completed and signed by a physician following an examination taken within the past 90 days.

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

## **Registration**

The registration periods for each term are indicated in the academic calendar. Specific days, times, and direction for registration are given in each term's schedule of courses available online at [www.ugf.edu](http://www.ugf.edu). Students must be registered in a course and pay, or make arrangements to pay, tuition and fees to receive academic credit. Enrollment in a course does not cease until the proper drop or withdrawal form(s) are filed with the Registrar's Office. The University reserves the right to limit the enrollment in any course and to cancel any course for reasons including low enrollment.

### **Changes in Registration**

Changes in enrollment (courses added, dropped, or changed) or complete withdrawal from all University courses is permitted only by written communication to the Registrar's Office. Drop/Add/Withdrawal forms are available in the Registrar's Office. Students changing their registrations must fill out the drop/add/withdrawal form and must obtain the appropriate signatures required on the form. Students must then return the form to the Registrar's Office.

### **Adding Classes**

Students may register for courses through the first week of a semester. Permission of the instructor must be obtained to register for any course during the second or third week of the semester. Students may not register for additional courses after the third week of a semester.

### **Drop/Add and Complete Withdrawal Policy**

**Non-Weekend Courses**—“W” (Withdrawal): A student is permitted, with instructor approval, to withdraw from a course following the Drop deadline but before the mid-point of the course will receive a “W” for the course. A student, permitted with instructor approval, to withdraw from a course after the mid-point of the course 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 and is calculated in the same manner as an “F” grade.

**Weekend Courses**—Students have until the first Friday following the first weekend session to drop a class with a “W” for the course. A student withdrawing after that point but before the final examination will receive either a “WP” or “WF” (using the same rules as above). All withdrawals must be submitted to the Registrar’s Office in writing and must contain a signature of approval from the course instructor.

Failure to attend class without officially withdrawing does not constitute an official drop of or withdrawal from the class. Should a student discontinue attending class without formally dropping or withdrawing, the instructor will assign whatever grade (“A” through “F”) is deemed appropriate. No transcript record will be made for course drops or withdrawals resulting from class cancellations or from student failure to pay for classes in which they have registered.

### **Credit Load**

Students who enroll in fewer than 8 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, is a less demanding pace and enables the candidate to complete a graduate program in three years. Students working full-time are advised not to take more than 6 credits per semester. Those who must proceed slowly or who encounter interruptions may take up to six years from the initial enrollment to complete the degree. 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. Many classes and degree programs—the MAT, MATL, MSM-CRJ, MSM-MGT, MSM-HDV and the GCAC—are available by distance learning. Refer to the current course schedule for details.

### **Transcripts**

Grade reports, official transcripts, and diplomas will be given only to students who have met all financial obligations to the University. Transcripts of a student’s permanent record are issued by the University upon the written request of the student. All official transcripts are processed and issued only after payment of the established fee is made.

### **Special Consideration**

Students may, after conferring with their Advisor, appeal a policy or procedural requirement or process to the Associate Dean of Graduate Studies and the Graduate Council. Contact Graduate Studies for the form and procedure.

# **Academic Policy and Procedure**

## **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 registration and successful completion of at least twelve credits completed in two academic terms per year. If enrollment is not continuous, a student is bound by the requirements of the current catalog.**

## **Program Advisor**

Upon admission into Graduate Studies the student will be assigned an Advisor who will assist in the planning of the student's program of study. Students are encouraged to periodically meet with their Advisor. Graduate student progress should be reviewed annually by the student and Advisor. Students may petition to change Advisors by submitting a request for change to the Registrar's Office.

## **Annual Review**

The Annual Review will be done by the Advisor of Record 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.

## **Academic Misconduct**

Students should exhibit high standards of academic conduct. All acts of dishonesty in academic work constitute academic misconduct. Such acts include, but are not limited to:

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

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

The minimum penalty for an act of academic misconduct shall be a grade of "F" (failure) on the paper, assignment or examination involved. Severe or repeated instances of academic misconduct will result in more severe sanctions up to and including expulsion.

## **Advanced Candidacy, Admission to**

The Graduate Council has approved the requirement that all master's degree programs implement an Application for Advanced Candidacy. Consult the program Coordinator or Advisor of your degree for policy and procedures.

### **Class Attendance**

Students are expected to attend all classes. The specific attendance policy for each class is determined by the instructor and is listed in the course syllabus.

### **Course Waivers**

A required course may be waived by the Associate Dean in consultation with the Program Advisor and instructor in the department in which the course is taught. While a waiver will satisfy the course requirement, it does not waive the credit hours which must be replaced with an equal number of credits from another course. Course Waiver/Substitution forms are available in the Registrar's Office.

### **Credits**

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

### **Dismissal and Suspension**

If a student is on academic probation, the degree or non-degree status will be terminated by the Associate Dean of Graduate Studies 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 Associate Dean of Graduate Studies, 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 office of the Registrar. 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 Associate Dean of Graduate Studies, who will evaluate the student's record to determine whether the student is eligible to continue enrollment and in what status.

### **Distance Delivery**

Telecom is a synchronized technology utilized by the University since 1979 to reach students at distant locations where the student has a computer. The instructor provides lecture video tapes purchased by the student and the class meets together for fifty minutes each week for discussion and sharing. The asynchronous system is a computer software platform, Blackboard, with students accessing content and interacting 24/7 with or without a shared meeting. The instructor will designate various communication and discussion formats for class interaction.

### **“Double Dipping”**

Completion of a specific course that is required for a degree program will fulfill any requirement of that same course in another degree program. Additional credits are not required to substitute for a course that fulfills more than one degree program, so long as the student obtains the requisite number of credits for graduation. However, courses used to fulfill concentration requirements may not be used to fulfill requirements in any other degree program. (Consult Dual Degree, p.11)

### **Experiential Learning**

According to the Northwest Commission on Colleges and Universities accreditation guidelines, graduate credit may not be granted for experiential learning. However, students may be permitted by the instructor to utilize non-collegiate learning, work knowledge and skills, community service, and professional achievements to support course outcomes.

### **Grade Appeal**

To appeal a final grade, a student must follow the grade appeal process found in the Student Rights and Responsibility section of the Student Handbook.

### **Grade Change Policy**

Once an instructor has submitted an official grade report to the Registrar's Office, a grade can be changed within one year of its issuance only in the case of fraud, clerical error, or a successful student academic appeal. A grade cannot be lowered by an instructor without the approval of the Associate Dean of Graduate Studies. To appeal a final grade, a student must follow the grade appeal process found in the Student's Rights and Responsibilities section of the Student Handbook.

### **Grade Completion Dates**

Applicants for graduation must receive credit for any course required for graduation by the following dates:

December graduation	February 1
May graduation	June 15
August graduation	September 30

If grades of I, IP, or RD have not been removed, applicants will not graduate and will need to reapply to qualify for the next graduation.

### **Grades and Course Credit**

Graduate students' grades in all courses counting toward an advanced degree are reported as A—outstanding (4.0); B—entirely satisfactory (3.0); C—Acceptable only to a limited extent of minimally fulfilling the requirements for an advanced degree (2.0). 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.**

The A-B-C-D-F grade scale is used to assess student work in courses, along with:  
*AU*—“*Audit*”: Not a grade, involves no credit, and is not calculated in the GPA.

*P*—“*Pass*”: Grades of “*P*” are not computed in the student's semester or cumulative GPA.

*I*—“*Incomplete*”: An incomplete is given when a 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 upon completion of the “*Incomplete Form*” and with permission of the instructor. 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.

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 requested and given only during the final three weeks of a term. It is the student's responsibility to request an Incomplete Form from the Registrar's Office, to secure the required signatures on the form, and to return the form to the Registrar's Office prior to the final day of the semester.

*IP*—“*In Progress*”: This notation is used in courses in which the coursework by design extends beyond the normal term of registration: Directed Reading (DR), Independent Study (IS), Practicum, Internship, Thesis, or Integrative Project. The course must be completed within 12 months.

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

W—“*Withdrawal*”: A student permitted, with instructor approval, to withdraw from a course after the drop deadline but before the mid-point of the course will receive a W for the course. A student permitted, with instructor approval, to withdraw from a course after the mid-point of the course 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 and IS calculated in the GPA in the same manner as would be an “F” grade.

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

### **Grade Reports**

Within three weeks after final examinations, final grade reports are mailed to all students who are not indebted to the University. Summer term grades are recorded and mailed to students who are not indebted to the University within three weeks after all summer courses and sessions have been completed.

### **Graduation Applications**

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

Applicants who do not meet the deadline for submission of their application will not be processed for graduation unless they receive approval from the Registrar. Applicants who do not meet graduation requirements in the term for which they applied must reapply. The graduation fee is assessed for each degree including separate fees for undergraduate and graduate degrees.

### **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.

### **Integration Project**

All graduate degree programs require the completion of an integration project. The project must be completed at the conclusion of course requirements as its purpose is to utilize the degree plan learning theory, content and experience outcomes in a professional application. Students must be admitted to Advanced Candidacy before undertaking the Integration Project.

### **IS and DR—“Independent Study” and “Directed Reading”**

With permission of the Instructor, Advisor and Associate Dean of Graduate Studies, students may earn credit through Independent Study (IS) or Directed Readings (DR). Courses listed as DR or IS in the printed class schedule are pre-approved for students who meet all prerequisites or other qualifications for a course and will need no additional approval. Otherwise, students who wish to pursue IS or DR courses must submit written proposals to the prospective supervising professors, obtain all required approvals, and pay the IS/DR course fee. Application forms for both IS and DR are available in the Registrar’s Office.

### **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 thesis.

### **Qualified Continuation**

A cumulative grade point average of *no lower than* 3.0 is required on all graduate coursework to remain in good standing and to receive any degree or certificate. 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.

### **Recording of Degrees**

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

### **Special Topic**

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.

### **Thesis**

A student may decide to complete a Masters 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 Associate Dean and Graduate Council for adoption.

### **Transfer Credit**

Upon admission to degree candidacy, a student may submit up to six (6) semester credits (12 credits in MSC) of appropriate graduate coursework with grades of "B" (3.0) or better from other accredited graduate schools to satisfy the degree requirements. The Program Coordinator, upon the advice of the Faculty Advisor, may accept transfer credits from an official transcript reflecting those credits. Acceptability of transfer credit rests on its relevance to course of study being pursued and on the date of the instruction. Coursework older than five (5) years 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.

## **Financial Aid**

### **Philosophy**

The financial aid programs at the University of Great Falls are designed to assist students in paying for their expenses associated with earning a graduate degree. Financial aid is available to assist in paying 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.

### **Where Is The Financial Aid Office Located?**

The Financial Aid Office is located on the ground floor of the Student Center Building at the University of Great Falls. Office hours are from 8 a.m. to 5:00 p.m. Monday through Friday. Mail is received at: Office of Financial Aid, The University of Great Falls, 1301 20th Street South, Great Falls, MT 59405. The telephone numbers are (800) 856-9561 or (406) 791-5235. The FAX number is (406) 791-5242.

### **Who May Receive Financial Aid?**

Most UGF students receive some type of financial aid to assist in paying for the costs of education. Financial aid is available for full- and part-time students. Assistance from state and federal programs is limited to U.S. residents and legal immigrants.

To receive any financial aid, you must:

- Be fully admitted to a program leading to a degree.
- Maintain satisfactory academic progress, as defined by the University, towards your educational goal.
- Meet the specific eligibility requirements of the program from which you receive assistance.
- Be registered for a minimum of 4 graduate credits.

### **When And How May I Apply?**

You must apply each year for need based financial aid. Continuing students apply by January 31<sup>st</sup>.

### **Need Based Financial Aid Applications**

The financial aid year begins in the fall semester.

1. Complete the Free Application for Federal Student Aid (FAFSA) or Renewal Application for Federal Student Aid and send it to the Financial Aid Office for processing.
2. If your application is selected by the U.S. Department of Education for Verification, submit a complete copy of your most recent IRS 1040, including W-2's, and a Federal Verification Statement. You will be notified if your application is selected.

### **How Is Need Based Eligibility Determined?**

The application is reviewed for completeness and correctness. 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 work-opportunities, loans, and any other external assistance. An award letter is sent explaining the cost of attendance, resources, and the financial aid that UGF is able to offer.

### **Disbursement Of Funds**

Funds are disbursed at the beginning of each semester after registration has been finalized. Student loans will be credited towards your tuition and fees first. Any remaining balance after your tuition and fees are paid will be refunded to you for your other costs of attendance. Wages earned in the student work program will be paid on a monthly basis.

### **Fair Notice**

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

### **Veterans As Graduate Students**

The University is approved for veterans under PL 358, and for students under the War Orphans Assistance Act, PL 634 and the Vocational Rehabilitation Bill, PL 894, and PL 815. Inquiries about the educational benefits for veterans attending the University should be addressed to the Director of Financial Aid. Veterans must inform the Financial Aid Office if they wish to be "certified" for VA benefits (including Chapter 1606 Reserve/Guard) before the beginning of the term; they must also inform the Financial Aid Office if they drop or add any credits during the term.

Veterans are advised to check with the Veterans Affairs Coordinator in the Financial Aid Office, located in the lower level of the Student Center building, 45-60 days before registering. A veteran must notify the Financial Aid Office whenever there is a change in address, enrollment, or number of dependents.

### **Eligibility**

Read and understand the following financial aid requirements stated in the Undergraduate Catalog.

- Student Responsibilities to Maintain Eligibility for Financial Aid
- Satisfactory Academic Progress

## **General Financial Information and Refund Policy**

The Course Schedule contains current tuition rates. In addition to tuition, each student pays the general fee and an educational technology fee. Additional fees may be required for application to the University, application for graduation, transcripts, independent study courses, directed reading, specific course requirements (i.e., laboratory supplies, practicum and internship fees), and bad checks.

Any questions or corrections in computing students' charges will be billed to students after the Business Office has audited each student's registration. These and any other charges are due and payable immediately upon billing. Students are encouraged to contact the Business Office in regard to their financial obligations and status. Students may not register for a subsequent term unless all charges for the preceding term have been paid or satisfactory arrangements for payment have been approved by the Business Office. Transcripts, grade reports, or diplomas cannot be released until all charges have been fully paid.

The University does not assume responsibility for loss or damage to the personal property of students.

### **Refund Policies**

Fees are not refunded. The tuition refund policy is published in the Course Schedule. Any refund may be affected by financial aid regulations. Appeal of any of these refund policies may be made to the Business Office.

## **Federal Laws**

### **Family Educational Rights and Privacy Act**

The Family Educational Rights and Privacy Act provides for confidentiality of student records. However, it also provides for basic identification of persons at the University of Great Falls, without the consent of the individual. Release of information to third parties includes directory information such as is contained in campus telephone directories and sports brochures. Such information may include name, address, telephone number, date and place of birth, major, dates of attendance, degrees and awards, the most recent previous educational agency or institution attended, participation in school activities and sports, and weight and height if appropriate in a sporting event. A copy of the university's FERPA policy is available in the Registrar's Office.

### **Use of Social Security Number**

The University of Great Falls requires assignment of an individual student number for internal identification of each student's records. The university began using the social security number as the student identification number prior to January 1, 1975; therefore, federal law allows the continued use of this number. However, rather than using the Social Security Number, the University now assigns students a randomly generated number. For prompt and accurate retrieval of records and for conducting business

about their own records, students and alumni must give their student identification number. The University still uses social security numbers administratively within the University for clarification of student identity. The University does not give social security numbers to third parties without express consent of the student. Students receiving federal financial aid must have a social security number.

### **EEO/Title IX/Section 504 Statement**

The University of Great Falls does not discriminate on the basis of race, sex, color, religion, national origin, age, disability, or veteran status in provision of education programs and services or employment opportunities and benefits. The policy extends to both employment by and admission to the University, pursuant to the requirements of Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990.

### **Security Information**

The University of Great Falls has prepared a report containing campus security policies and procedures, data on campus crimes and other related information. A free copy of this report may be obtained by any student, employee or applicant for admission or employment from the Student Development Office.

## **Student Development**

The University of Great Falls provides a wide array of activities and support services for residential and non-residential students. Student Development programs and services are designed to meet the diverse needs of students during their academic career. Active outreach aims at assisting students in fulfilling their personal and career goals while attending the University of Great Falls. Initial interviews with a Student Development counselor will provide information concerning academic, career, or personal counseling services, referral to tutoring resources, career testing services and support groups. The various Student Development offices are located in the Student Center.

## **Career Services**

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

## **Bookstore Hours**

**FALL, SPRING, SUMMER** Monday – Friday: 9:00 a.m. – 4:00 p.m.

**TEXTBOOKS:** Textbooks and supplies may be purchased from the University bookstore. Distance Learning students may also order through the following options:

- E-mail [bookstore@ugf.edu](mailto:bookstore@ugf.edu)
- Phone (406) 791-5260
- Fax (406) 791-5262

# Graduate Certificate in Addictions Counseling

**Program Coordinator: Mary Ann Dubay**

The Graduate Certificate in Addictions Counseling (GCAC) offers an opportunity to explore the etiology of human addictions with an orientation toward clinical practice. The certificate is structured to meet state and national licensure requirements with the additional completion of supervised internship hours. The program offers advanced training and exposure to the ever-changing field of addictions diagnosis, assessment, treatment, and recovery. The classes include experiential learning in counseling techniques, group work, and family counseling. Graduates are prepared for work in a variety of settings: addictions treatment centers, human service agencies, and prevention programs in schools and communities, as well as private practice.

Students completing the Master of Science in Counseling may complete a Graduate Certificate in Addictions Counseling. Students who have completed graduate coursework in counseling may be able to transfer up to six (6) credits of addictions related coursework. The coursework must be from an accredited institution with grades of “B” (3.0) or better. The coursework may not be older than five (5) years at the time of transfer. Credit cannot be given for experiential work completed prior to enrollment.

## Goals

1. To provide students with expert knowledge and skills in addictions assessment and treatment.
2. To prepare students to practice in the field of addictions and to carry out professional roles and responsibilities consistent with the values and ethics of addictions-based practice.
3. To increase student comprehension of the interactive and multiple historical and contextual factors that shape the addictions field, policies, and programs.
4. To facilitate student use of critical self-reflection and professional research skills in ethical addictions-based practice.

## Objectives

1. Demonstrate mastery of the body of theoretical and empirical knowledge relevant to addictions counseling.
2. Recognize, distinguish, and interpret the definitive symptoms and psychopharmacology of addictive behaviors.
3. Exhibit advanced skills in applying theory and technique in the practice of counseling.
4. Accurately assess, decisively intervene, and effectively treat clients and their families where an addictive disorder is involved.
5. Communicate effectively, orally and in writing, with other human service professionals, including specialized case documentation and proficient record keeping.
6. Demonstrate respect for and use of critical and creative thinking, skeptical inquiry, and where possible, the scientific approach to solve problems related to behavior and mental processes.
7. Recognize, discuss, and apply professional and ethical principles of addictions counseling.
8. Weigh evidence, tolerate ambiguity, and reflect other values that are the underpinnings of addictions counseling as a discipline.
9. Design treatment modalities for diverse populations, demonstrating cultural sensitivity, respect, and awareness of cultural customs, values, and beliefs.

**Admission** After the initial application file is complete, the applicant may be interviewed by the Coordinator which can provide another source of information regarding the applicant’s appropriateness for training as an addictions counselor. Based on the information gained from the admission materials and interview, the Coordinator will recommend or deny admission to the program.

<b>GRADUATE CERTIFICATE IN ADDICTIONS COUNSELING</b>			Required Credits	Contact hours
<b>Core Curriculum</b>				
MSC	526	Professional Ethics	3	45
MSC	528	Clinical Records and Record Keeping	3	45
MSC	606	Cultural Awareness for Professionals	3	45
MAC	554	Pharmacology of Addictions	3	45
MAC	556	Assessment in Addiction Counseling	3	45
<b>One of the following electives:</b>				
MSC	536	Family Counseling	3	45
MAC	550	Etiology of Addictions	3	45
MAC	553	Counseling the Addicted Client	3	45
<b>TOTAL Credit Hours Earned</b>			<b>18</b>	<b>270</b>

<b>Course Rotation Guide - FY 2007 through 2010</b>									
<b>Certificate in Addictions Counseling</b>									
<b>Disclaimer:</b> This guide provides a guideline for planning the term course schedule, but is not a guarantee that each listed course will be presented. Intervening factors may require changes in the actual term offering. Such factors may include, but are not limited to, employment of qualified instructors, enrollment, practical site agreements, etc...									
Core (18)	Fa 07	Sp 08	Su 08	Fa 08	Sp 09	Su 09	Fa 09	Sp 10	Su 10
MSC 526		D			D			D	
MSC 528		D			D			D	
MSC 534	DR	DR	DR	DR	DR	DR	DR	DR	DR
MSC 536			C			C			C
MSC 606		C			C			C	
MAC 550		D			D			D	
MAC 553	DR	DR	DR	DR	DR	DR	DR	DR	DR
MAC 554		D			D				
MAC 556			C						C
MAC 595	ARR	ARR	ARR	ARR	ARR	ARR	ARR	ARR	ARR

C=Classroom

D=Distance Learning

DR=Directed Reading

# Master of Science in Counseling

## Program Coordinator: Christine Krupar

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 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 Licensed Clinical Professional Counselor examinations offered through the Montana Board of Social Work Examiners and Professional Counselors. 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 deliver knowledge and skills necessary for a professional counselor as set forth in the eight common core areas of the CACREP criteria.
8. To prepare students to assume leadership positions in their professions and their communities.

### Objectives

The specific MSC curriculum components are designed to embrace not only the broader UGF mission, but actively incorporate the Providence Leadership Covenant, licensure law standards, and professional counselor preparation guidelines, especially the criteria set forth by the Council for Accreditation of Counseling and Related Education Programs (CACREP), as set forth below:

1. Professional Identity—studies that provide an understanding of all of the following aspects of professional functioning, including the history and philosophy of the counseling profession, professional roles, technological competence, professional organizations and credentialing, public and private policy processes, advocacy processes, ethical standards of ACA and related entities, and applications of ethical and legal considerations in professional counseling.
2. Social and Cultural Diversity—studies that provide an understanding of the cultural context of relationships, issues and trends in a multicultural and diverse society, including but not limited to theories, experiences, and practices that integrate multicultural and culture-specific awareness, knowledge, and skills into counseling interactions.
3. Human Growth and Development—studies that provide an understanding of the nature and needs of individuals at all developmental levels, of various abilities, exceptionalities, and environments.

4. Career Development—studies that provide an understanding of career development and related life factors and the career counseling processes, techniques, and resources.
5. Helping Relationships—studies that provide an understanding of counseling and consultation processes, counselor characteristics and behaviors that influence helping processes, counseling theories, essential interviewing and counseling skills, a systems perspective that provides an understanding of family and other systems, and a general framework for understanding and practicing consultation.
6. Group Work—studies that provide both theoretical and experiential understandings of group purpose, development, dynamics, counseling theories, group counseling methods and skills, and other group approaches.
7. Assessment—studies that provide an understanding of individual and group approaches to assessment and evaluation, including basic concepts of standardized and non-standardized testing and other assessment techniques, statistical concepts, strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques, and case conceptualization.
8. Research and Program Evaluation—studies that provide an understanding of research methods, statistical analysis, needs assessment, including principles, models, and applications of needs assessment, program evaluation, and use of findings to effect program modifications, as well as the use of research to improve counseling effectiveness.

### **INITIAL ADMISSION PROCESS AND CRITERIA**

To be admitted to the MSC program, all application materials must be submitted at least **six weeks** before the first semester of intended enrollment in the program. Course registration will not be permitted until admission to the program is approved.

In addition to the Graduate Studies admission requirements outlined in the Admissions section of this catalog, all prospective MSC students must submit a Statement of Purpose which addresses:

- a) Applicant's interest in graduate counseling studies in relation to the applicant's desire to become a counselor. This should include why the University of Great Falls MSC program is suitable for the applicant.
- b) Assessment of applicant's personal and professional strengths and experiences, which would contribute to success in gaining a graduate counseling degree.

After the application file is complete, the applicant may be interviewed by the MSC Program Coordinator. 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 Coordinator will recommend admission to the program or denial of the application.

### **Transfer Credits**

Because the MSC program is a 60-credit degree program, up to twelve (12) semester hours of post-baccalaureate credit from an accredited institution of higher education may be transferred toward the MSC degree, provided those hours are not older than 5 years when the student begins the UGF graduate degree program, and those hours are relevant to the student's academic program as determined and approved by the Coordinator of the MSC program.

The following courses must be taken within the MSC degree program at the University of Great Falls:

- MSC 512 Theories of Counseling and Personality Assessment (3 credits)
- MSC 517 Techniques of Counseling (3 credits)
- MSC 526 Professional Ethics (3 credits)
- MSC 607 Group Counseling (3 credits)
- MSC 617 Advanced Techniques of Counseling (3 credits)
- MSC 695 Counseling Practicum (4 credits)
- MSC 696 Advanced Counseling Internship (8 credits)

### **ADMISSION TO ADVANCED CANDIDACY**

In order to enroll in Advanced Area core classes and to apply for Practica and Internship, 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 classes. Applications are available from the MSC Coordinator's office and from the Academic Program Assistant for Graduate Studies. To qualify for degree candidacy, a student must:

- have a GPA of 3.0 or better, and
- have completed all of the following courses:
  - MSC 500 Professional Orientation (1 credit)
  - MSC 508 Psychopathology (3 credits)
  - MSC 512 Theories of Counseling, \* (3 credits)
  - MSC 516 Statistics and Research Methods (3 credits)
  - MSC 517 Techniques of Counseling, \* (3 credits)
  - MSC 526 Professional Ethics, \* (3 credits)
  - MSC 529 Developmental Psychology (3 credits)
- have completed at least 12 semester hours of the above courses at the University of Great Falls.
  - \* 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 UGF 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 Techniques of Counseling, Professional Ethics, Group Counseling, Advanced Techniques of Counseling, and the Counseling Practicum. 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 a final comprehensive review. 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. Prior to or during the practicum and internship, all students are required to participate in a personal growth experience, which includes receiving a minimum 12 hours of personal counseling, either individual or group in nature.

Many students choose to remain in personal counseling beyond the minimum 12-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 two calendar years (Fall, Spring, and 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. Proof of professional liability insurance must be provided by the student prior to enrollment in Practicum.

### **COURSE PREREQUISITES**

**Prerequisites must be completed successfully before enrollment in the next course in the series. Concurrent enrollment of a course with its prerequisite is not permitted.**

MSC 516 Statistics and Research Procedure is a prerequisite to

MSC 510 Outcome and Program Evaluation, and

MSC 515 Standardized Testing and Individual Assessment.

MSC 512 Theories of Counseling and Personality Assessment is a prerequisite to

MSC 517 Techniques of Counseling.

MSC 517 Techniques of Counseling is a prerequisite to

MSC 607 Group Counseling, and

MSC 617 Advanced Techniques of Counseling.

MSC 512, 517, and 607 must be completed prior to enrollment in

MSC 695 Counseling Practicum.

MSC 695 must be completed prior to enrollment in

MSC 696 Advanced Counseling Internship.

<b>MASTER OF SCIENCE IN COUNSELING</b>			<b>Required Credits</b>
<b>Core Curriculum</b>			
MSC	500	Professional Orientation	1
MSC	508	Psychopathology	3
MSC	510	Outcomes and Program Evaluation	3
MSC	512	Theories of Counseling and Personality Assessment	3
MSC	515	Standardized Testing and Individual Assessment	3
MSC	516	Statistics and Research Methods	3
MSC	517	Techniques of Counseling	3
MSC	526	Professional Ethics	3
MSC	529	Developmental Psychology	3
MSC or MSC or MSC	531 534 536	Structure and Process in the Modern Family or Parents and Children or Family Counseling	3
MSC	604	Career Counseling	3
MSC	606	Cultural Awareness for Professionals	3
MSC	607	Group Counseling	3
MSC	617	Advanced Techniques of Counseling *	3
MSC	695	Counseling Practicum *	4 (minimum)
MSC	696	Internship/Advanced Internship *	8 (minimum)
		Electives	8
<b>TOTAL Credit Hours Earned</b>			<b>60</b>

\*Requires Admission to Advanced Candidacy

## Course Rotation Guide -- FY 2007 through 2010

### Master of Science in Counseling

**Disclaimer:** This guide provides a guideline for planning the term course schedule, but is not a guarantee that each listed course will be presented. Intervening factors may require changes in the actual term offering. Such factors may include, but are not limited to, employment of qualified instructors, enrollment, practical site agreements, etc...

Core	Fa 07	Sp 08	Su 08	Fa 08	Sp 09	Su 09	Fa 09	Sp 10	Su 10
MSC 500	D	D		D	D		D	D	
MSC 508	C		C	C		C	C		C
MSC 509			C			C			C
MSC 510		D			D			D	
MSC 512	C			C			C		
MSC 515		C	C		C	C		C	C
MSC 516	C	D		C	D		C	D	
MSC 517		C			C			C	
MSC 526		C	D		C	D		C	D
MSC 528		C			C			C	
MSC 529	C			C			C		
MSC 531			D			D			D
MSC 534	DR	DR	DR	DR	DR	DR	DR	DR	DR
MSC 536			C			C			C
MSC 604	D			D			D		
MSC 606		C			C			C	
MSC 607	C			C			C		
MSC 617		C			C			C	
MSC 695	C	C	C	C	C	C	C	C	C
MSC 696	C	C	C	C	C	C	C	C	C

C=Campus

D=Distance Learning

DR=Directed Reading

# Master of Education

## Faculty Contact: Joseph Fontana

The Master of Education (MED) program extends knowledge of teaching and learning for classroom teachers allowing them to become master teachers and curriculum leaders. Teacher scholars will be able to evaluate their classroom practices, evaluate and assess curriculum outcomes, and apply knowledge to improve instruction in schools. In addition, students will develop materials and knowledge that can lead to national teacher certification. The entire course offerings for the MED degree are planned to be presented on line effective March 2008.

### Entrance Requirements:

- Submit three letters of recommendation from professional colleagues.
- Possess a B.S. or B.A. degree from an accredited college.
- Possess current teacher certification.
- Complete UGF graduate application materials.
- Complete an interview with the Education faculty.

### M.Ed. Mission

- Be on the leading edge of education practice.
- Be emotionally ready to teach.
- Know everything you can know.
- Be an exceptional example of excellent teaching.
- Respond to students with enthusiasm for their success.

### Goals

1. Analyze classroom and curriculum components for effective learning related to regional and national standards. (Psychological analysis, Multicultural components, Philosophical analysis, Local, Regional, and National issues, and Curriculum elements.)
2. Apply ethical principles, knowledge, skills, and dispositions to solve curriculum problems. (Problem identification, Data collection, Action plan and presentation.)
3. Demonstrate ethical leadership in curriculum development and teaching processes. (Presentations; Professional Societies, School systems, etc., School system curriculum committees, Classroom innovations: original development, Leading edge curriculum: analysis and/or implementation.)
4. Demonstrate data driven analysis and decision making involving curricular and instructional situations. (Problem identification based on data, Design of data collection, Analysis of data, Action plan and presentation.)
5. Incorporate curriculum and instructional issues through historical, philosophical, and pedagogical analysis which demonstrates responsiveness to individual and community needs. (Identification of issue, Relationship to philosophy and research evidence, Analysis of elements, Presentation of analysis.)

### Project Presentation

Each student will complete a Master's Project exemplifying what has been gained from the program, and how the program knowledge could be implemented in a classroom and/or school. Each student will present their project to the Education faculty. It is expected that you will perform up to the level of either professional or exceptional to pass your portfolio presentation.

<b>MASTER OF EDUCATION</b> <i>(All courses are planned to be presented online effective March 2008)</i>			Required Credits
<b>Core Curriculum</b>			
MED	600	Educators as Researchers	3
MED	601	Advances in Learning Psychology	3
MED	602	Philosophy and History of Education	3
MED	603	The Social Curriculum in the Caring Education of Children	3
MED	630	Tests and Measures in Student Assessment	3
MED	639	Technology for Learning	3
MED	643	Diversity in the School and Classroom	3
MED	645	The K-12 Curriculum	3
MED	649	Current Issues in Education	3
MED	650	Master's Project and Presentation	3
MSC	529	Developmental Psychology	3
<b>TOTAL Credit Hours Earned</b>			<b>33</b>
<b>Master's Project – Option I</b>			
In this option the student demonstrates knowledge and dispositions through a multimedia presentation based on the program rubric. The presentation will also be based on the National Board Certification Standards.			
<b>Master's Project – Option II</b>			
Student will design and complete a research study approved by a full time faculty advisor. The University must approve the study and the study procedures if the study involves human subjects. If the subjects are in a school system, written permission from an appropriate school official, and must be obtained before the study takes place. The project must be completed within one year from the registration date for MED 650.			

## Course Rotation Guide - FY 2007 through 2010

### Master of Education

*Due to the fact that this degree program is in transition to being presented totally online effective March 2008, students should contact their advisor for course rotation information.*

# **Master of Science in Organization Management**

## **Program Coordinator: Craig Ganster**

Graduate coursework for the Master of Science in Organization Management (MSM) degree is designed for practitioners in a wide variety of non-profit management professions. The curriculum provides opportunities for students to prepare for a career as a professional or to enhance careers which may already be underway.

Completion of this degree program prepares one for positions in not-for-profit agencies and similar organizations. The core courses are taken with persons from diverse organization experience and insight including law enforcement, health care, human development, human services, government agencies, museums and cultural entities, foundations, community service, associations and professional groups, and other non-profit organizations. To maximize access to the program, coursework is scheduled via Telecom and Online, and through independent study. Additional campus classes may be taken.

The Master of Science in Organization Management prepares students for leadership positions in a broad diversity of organizations. Effective managers are essential to efficiently serve customers and achieve organizational outcomes. The program's six elective credits allow students to tailor the degree to meet their individual career goals.

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 five (5) years at the time of transfer. Credit cannot be given for experiential work completed prior to enrollment in the program.

### **Goals**

1. To prepare students to understand themselves, colleagues and the global community, and their responsibility to be a catalyst for social change and stability.
2. To prepare students to think, analyze, debate, and reason in the realm of ideas, data, policy, and practice.
3. To prepare students to manage with confidence, intensity, and integrity.
4. To prepare students to make reasoned decisions with regard to impact and consequences for individuals and the community of all people.
5. To prepare students to understand and act in a manner that considers and develops the strengths of individuals working within and amongst organizations; and
6. To prepare students to understand and apply ethical and value-based consideration and decision making.

### **Objectives**

1. Make evident an understanding and command over key concepts, theories and data regarding society, challenges and opportunities for organizations in the public sector.
2. To be able to critically evaluate research, literature, and to gather, organize, process, and interpret quantitative data.
3. Make evident an understanding of the process of management and supervision of personnel.
4. Demonstrate their ability to fiscally manage an organization and to pursue revenue and manage expenses.
5. Develop the writing and presentation skills to communicate to a variety of professional audiences.
6. To be able to articulate strategies for reform and human empowerment related to their own contexts.

7. To be aware of ethical and legal issues concerning management roles and responsibilities in a wide range of non-profit organizations.
8. To be able to successfully market and convey the mission of non-profit organizations.
9. To be able to effectively develop, implement, and evaluate plans and outcomes to expand the effectiveness of organizations.

The Master of Science in Organization Management degree, with Concentrations in Criminal Justice, Management, and Human Development, is designed to provide practitioners with the essential administrative and management knowledge, skills, and professional capacities to perform as mid-level managers advancing to leadership roles in non-profit organizations. A core benefit of this program is the diverse professional environment that stimulates exchange and integration of learning.

The MSM prepares administrators and managers for advancement from entry-level administration through mid-level management into leadership roles. An essential element within MSM is the flexibility in the choice of electives to meet the unique needs and outcomes for the individual student. To maximize access to and completion of the programs, coursework is presented by Telecom, Online, Independent Study, Directed Reading, on-campus, and transfer of credits.

## **Concentration in Criminal Justice**

### **Program Coordinator: Craig Ganster**

The Concentration in Criminal Justice (CRJ) is intended for individuals who have baccalaureate degrees in sociology, psychology, or criminal justice, or who are currently working in an area of criminal justice.

The number of career opportunities in the field of criminal justice is unprecedented. The demand for university-educated personnel is a result of society's rapidly evolving political and social changes, which reflect a renewed interest in and a need for effective administration of the nation's criminal justice system. There are many areas of expertise within the broad scope of the criminal justice field. This graduate program concentration addresses not only the pedagogy of criminal justice, but also the fundamentals of managerial science as applied in a criminal justice setting. Students will learn to recognize and resolve policy decisions and management issues regarding law enforcement, courts, and corrections.

### **Goals**

The focus of the MSM: Criminal Justice Concentration (CRJ) is to educate professionals in both the theory and the application of criminal justice, and in the administration and management of criminal justice agencies. Faculty members within the department continually strive to develop students' abilities for critical thinking and analytical reasoning.

Students within the Criminal Justice Concentration have a number of unique characteristics. First, upon entering the program, the majority of the students have had extensive exposure and academic understanding of the criminal justice system. Second, students graduating with the MSM-Criminal Justice Concentration must be prepared to pursue a variety of careers, including further graduate school, law school, and a variety of management positions within the criminal justice system.

A core outcome of the Criminal Justice Concentration program is to promote critical thinking, social justice and civic responsibility through an academic curriculum designed to ensure that all students master the theoretical and methodological underpinnings of the criminal justice system through a multi-disciplinary lens.

### **Mission**

- To provide students with a comprehensive understanding of the structure, operation, and management of the criminal justice system;
- To provide students with a comprehensive understanding of how criminal justice relates to other social structures and institutions, and how those structures and institutions impact criminal justice; and
- To prepare students to employ critical thinking, social justice, and civic responsibility in their decision-making processes as they pursue their careers and encounter life situations.

### **Objectives**

1. Make evident an understanding and command over key concepts, theories and data regarding society and the criminal justice system.
2. To be able to critically evaluate social research.
3. Demonstrate their ability to formulate a problem/topic, assemble relevant published background research, include an original explanation, conduct a new study, and/or provide new data toward the topic in a formal research paper or proposal.
4. Display a working knowledge of quantitative and qualitative research methods.
5. Exhibit an understanding of and an ability to apply criminological theories in explaining the criminal justice system.
6. Make evident an understanding of the process of management and supervision of personnel.
7. Demonstrate their ability to fiscally manage an organization and to pursue revenue and manage expenses.
8. Demonstrate an in-depth knowledge of substantive areas within the discipline of criminal justice. For example, such areas of specialization can include, but are not limited to, law enforcement, the courts and the law, and corrections.
9. Exhibit an understanding of ethics and obligation of service to others.

<b>MASTER OF SCIENCE IN ORGANIZATION MANAGEMENT</b>			Required Credits
<b>Criminal Justice Concentration</b>			
<b>Core Curriculum</b>			
MSM	503	Budgeting and Financing Organizations (Finance)	3
MSM	504	Organizational Behavior and Communication (Diversity)	3
MSM	508	Personnel Management and Administration (Human Resources)	3
MSC	516	Statistics and Research Methods (Research)	3
<b>Criminal Justice Concentration (core plus)</b>			
MCJ	541	Criminal Justice System	3
MCJ	542	Criminal Law and the Courts	3
MCJ	543	Administration of Law Enforcement Agencies	3
MCJ	544	or Corrections: History, Management and Alternatives	3
MCJ	545	Juvenile Justice System	3
MCJ	547	Psychology of Criminal Behavior	3
<b>ELECTIVES</b>			
Approved CRJ Electives (6 credits)			
MCJ	546	Youth at Risk	3
MAC	595	Internship	3
MAC	550	Etiology of Human Addictions	3
MAC	554	Pharmacology of Addictions	3
MSM	510	Evaluation	3
MSM	512	Grant Writing and Administration	3
MSC	526	Professional Ethics	3
MSC	606	Cultural Awareness for Professionals	3
<b>TOTAL Credit Hours Earned</b>			<b>33</b>

## Course Rotation Guide - FY 2007 through 2010 Master of Science in Organization Management

### Concentration in Criminal Justice

**Disclaimer:** This guide provides a guideline for planning the term course schedule, but is not a guarantee that each listed course will be presented. Intervening factors may require changes in the actual term offering. Such factors may include, but are not limited to, employment of qualified instructors, enrollment, practical site agreements, etc...

<b>CORE (12)</b>	<b>Fa 07</b>	<b>Sp 08</b>	<b>Su 08</b>	<b>Fa 08</b>	<b>Sp 09</b>	<b>Su 09</b>	<b>Fa 09</b>	<b>Sp 10</b>	<b>Su 10</b>
MSM 503	D			D			D		
MSM 504		D			D			D	
MSM 508	D			D			D		D
MSC 516	C	D		C	D		C	D	
<b>Criminal Justice Concentration (15)</b>									
	<b>Fa 07</b>	<b>Sp 08</b>	<b>Su 08</b>	<b>Fa 08</b>	<b>Sp 09</b>	<b>Su 09</b>	<b>Fa 09</b>	<b>Sp 10</b>	<b>Su 10</b>
MCJ 541		D			D			D	
MCJ 542		D						D	
MCJ 543		D			D			D	
or									
MCJ 544		D						D	
MCJ 545	D			D			D		
MCJ 547	D			D			D		
<b>Electives (6)</b>									
MCJ 546			D						D
MCJ 595	D	D		D	D		D	D	
MAC 550		D			D				
MAC 554		D			D			D	
MSM 510		D			D			D	
MSM 512	D			D			D		
MSC 526		C	D		C	D		C	D
MSC 606		C			C			C	

C = Classroom

D = Distance Learning

# **Concentration in Management**

## **Faculty Contact: Deborah Hanson**

The Concentration in Management (MGT) is intended for individuals who work in administrative and entry-level management positions or whose career objective is a management role. 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.

The management role in most organizations has expanded and intensified in scope, expectations, and measured outcomes. It is essential for managers to constantly upgrade their 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.

### **Goals**

Graduates with this Concentration are able to effectively implement these 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. Demonstrate the ability to critically prepare and evaluate qualitative and quantitative data and research.
3. Apply an understanding of the process of management, supervision, and development of personnel.
4. Demonstrate the ability to efficiently manage the fiscal affairs of revenue generation and expense parameters of an organization.
5. Demonstrate writing and public speaking knowledge and skills to communicate to a variety of community and professional audiences.
6. Articulate and implement strategies for renewal and empowerment within their organizational context.
7. Demonstrate awareness and application of ethical and legal principles and judgments for management roles and responsibilities in a wide range of organizations within the non-profit sector.
8. Successfully market and convey the mission and the activities of non-profit organizations.
9. Demonstrate effective development, implementation and evaluation of plans and outcomes to expand the effectiveness of non-profit organizations.

<b>MASTER OF SCIENCE IN ORGANIZATION MANAGEMENT</b>			Required Credits
<b>Management Concentration</b>			
<b>Core Curriculum</b>			
MSM	503	Budgeting and Financing Organizations (Finance)	3
MSM	504	Organizational Behavior and Communication (Diversity)	3
MSM	508	Personnel Management and Administration (Human Resources)	3
MSC	516	Statistics and Research Methods (Research)	3
<b>Management Concentration (core plus)</b>			
MIS	500	Management Information Systems	3
MSM	514	Organization	3
MSM	510	Evaluation	3
MSM	512	Grant Writing and Administration	3
MSC	606	Cultural Awareness for Professionals	3
MSM	695	Internship or Field Experience	3
<b>Management Approved Electives (6 credits)</b>			
MIS	520	Systems Design and Project Management	3
MSM	509	Human Motivation and Learning	3
MSM	530	Marketing Organizations	3
MSC	526	Professional Ethics	3
MSM	610	Leadership and Innovation in Organizations	3
<b>TOTAL Credit Hours Earned</b>			<b>33</b>

## Course Rotation Guide - FY 2007 through 2010 Master of Science in Organization Management

### Concentration in Management

**Disclaimer:** This guide provides a guideline for planning the term course schedule, but is not a guarantee that each listed course will be presented. Intervening factors may require changes in the actual term offering. Such factors may include, but are not limited to, employment of qualified instructors, enrollment, practical site agreements, etc...

<b>CORE (12)</b>	<b>Fa 07</b>	<b>Sp 08</b>	<b>Su 08</b>	<b>Fa 08</b>	<b>Sp 09</b>	<b>Su 09</b>	<b>Fa 09</b>	<b>Sp 10</b>	<b>Su 10</b>
MSM 503	D		D		D		D		D
MSM 504		D		D		D		D	
MSM 508	D		D		D		D		D
MSC 516	C	D		C	D		C	D	
<b>Management Concentration (15)</b>									
MIS 500		D		D		D		D	
MSM 510		C		C		C		C	
MSM 512	D			D			D		
MSC 606		C			C			C	
MSM 695	C	C	C	C	C	C	C	C	C
<b>Electives (6)</b>									
MSM 514					D			D	
MIS 520	D		D		D		D		D
MSM 530		D			D			D	
MSM 509			D			D			D
MSC 526		C	D		C	D		C	D
MSM 610	D			D			D		

C = Classroom

D=Distance Learning

# **Concentration in Human Development**

## **Faculty Contact: Lyndon Marshall**

As the complexity of society and organizations expands and intensifies, it is essential that there be individuals who are capable of understanding and supporting the effectiveness and efficiency in achieving planned outcomes. These individuals must bring creativity and discipline to the study and practice of assessment, planning, and evaluation in organizations.

The Human Development Concentration (HDV) has been designed with maximum flexibility to the choice of the student and advisor, with review and sanction of the Graduate Council. This requirement contributes to the development and achievement of the goals of the MSM degree program. The art of reflective scholarship applied to professional productivity is grounded in the way in which individuals arrive at choices.

The University is confident that those who seek to stretch their potential to a higher level of academic and professional performance will find this concentration enticing.

## **Goals**

Graduates with the MSM-Human Development Concentration degree are able to effectively implement these outcomes:

1. Apply an understanding of and a command over key concepts, theories, data, and outcomes regarding society, and challenges and opportunities in a diversity of organizations in the public sector;
2. Demonstrate the ability to critically design, prepare and evaluate qualitative and quantitative data and research.
3. Demonstrate writing and public speaking knowledge and skills to communicate to a variety of community and professional audiences.
4. Articulate and implement strategies for renewal and empowerment in their respective organization and within the and within the broad interaction of community organizations.
5. Demonstrate awareness and application of ethical and legal principles and judgments for management and leadership roles and responsibilities in a wide range of organizations within the non-profit sector.
6. Successfully convey the mission, activities, and contributions of non-profit organizations.
7. Demonstrate effective development, implementation and evaluation of plans and outcomes to expand the effectiveness of non-profit organizations.

<b>MASTER OF SCIENCE IN ORGANIZATION MANAGEMENT</b>			Required Credits
<b>Human Development Concentration</b>			
<b>Core Curriculum</b>			
MSM	503	Budgeting and Financing Organizations (Finance)	3
MSM	504	Organizational Behavior and Communication (Diversity)	3
MSM	508	Personnel Management and Administration (Human Resources)	3
MSC	516	Statistics and Research Methods (Research)	3
		<b>Electives are chosen in consultation with the Advisor from any graduate course, by transfer (maximum of 6 credit hours) or by Independent Study.</b>	21
<b>TOTAL Credit Hours Earned</b>			<b>33</b>

**Course Rotation Guide - FY 2007 through 2010  
Master of Science in Organization Management  
Concentration in Human Development**

**Disclaimer:** This guide provides a guideline for planning the term course schedule, but is not a guarantee that each listed course will be presented. Intervening factors may require changes in the actual term offering. Such factors may include, but are not limited to, employment of qualified instructors, enrollment, practical site agreements, etc...

<b>CORE (12)</b>	<b>Fa 07</b>	<b>Sp 08</b>	<b>Su 08</b>	<b>Fa 08</b>	<b>Sp 09</b>	<b>Su 09</b>	<b>Fa 09</b>	<b>Sp 10</b>	<b>Su 10</b>
MSM 503	D		D		D		D		D
MSM 504		D		D		D		D	
MSM 508	D		D		D		D		D
MSC 516	C	D		C	D		C	D	

**Human Development: Core plus**

**Electives are chosen in consultation with the Advisor from any graduate course, by transfer (maximum of 6 credit hours) or by Independent Study.**

C=Classroom

D=Distance Learning

# Master of Arts in Secondary Teaching

## Program Coordinator: Howard Hahn

The Master of Arts in Secondary Teaching (MAT) degree program prepares students who hold an undergraduate degree in a teachable subject area to obtain secondary teacher certification in the State of Montana. Students may complete requirements for certification while obtaining a master's degree. This is an initial certification program and is designed to help those who wish to transition to a new profession. The MAT is an online degree program using the Blackboard delivery system and is, with the exception of Secondary Internship, completely asynchronous.

### Graduates of the Master of Arts in Secondary Teaching will be teachers capable of:

- applying concepts of teaching in secondary schools.
- adapting to the varying needs of a classroom.
- showing leadership in instruction.
- developing personal and professional qualities which lead to outstanding teaching.

### Entrance Requirements:

- Possess a B.A. or B.S. from an accredited college with a major or minor in a teachable area.
- Maintain a "B" average in the major.
- Contact the MAT Coordinator prior to submitting an application.
- Complete the application process at [www.teachforachange.org](http://www.teachforachange.org).

### M.A.T. Mission

- Be on the leading edge of education practice.
- Be emotionally ready to teach.
- Know everything you can know.
- Be an exceptional example of excellent teaching.
- Respond to students with enthusiasm for their success.

### Goals

1. Analyze classroom and curriculum components for effective learning related to regional and national standards. (Psychological analysis, Multicultural components, Philosophical analysis, Local, Regional, and National issues, and Curriculum elements.)
2. Apply ethical principles, knowledge, skills, and dispositions to solve curriculum problems. (Problem identification, Data collection, Action plan and presentation.)
3. Demonstrate ethical leadership in curriculum development and teaching processes. (Presentations; Professional Societies, School systems, etc., School system curriculum committees, Classroom innovations: original development, Leading edge curriculum: analysis and/or implementation.)
4. Demonstrate data driven analysis and decision making involving curricular and instructional situations. (Problem identification based on data, Collecting data for decision making, Analysis and interpretation of data, Action plan and presentation.)
5. Incorporate curriculum and instructional issues through historical, philosophical, and pedagogical analysis which demonstrates responsiveness to individual and community needs. (Identification of issue, Relationship to philosophy and research evidence, Analysis of elements, Presentation of analysis.)

<b>MASTER OF ARTS IN SECONDARY TEACHING</b>			Required Credits
<b>Core Curriculum</b>			
MAT	500	Orientation to Professional Education	3
MAT	530	Multicultural Education	2
MAT	544	Instructional Technology	2
MAT	561	Introduction to Exceptionalities	3
MAT	584	Cognitive Psychology Applied to Learning	4
MED	600	Educators as Researchers	3
MAT	615	Assessment of Learning	2
MAT	625	Teaching Reading in the Content Area	2
MED	645	The K-12 Curriculum	3
MED	649	Current Issues in Education	3
MAT	670	Secondary Teaching Procedures	2
MAT	682	Pre-Professional Integrative Experience	2
MAT	695	Secondary Internship (Prerequisite MAT 682)	12
<b>TOTAL Credit Hours Earned</b>			<b>43</b>

Students need a minimum of 30 graduate credits for a Master's degree in Secondary Education. Students with undergraduate credits meeting the state certification requirements may have up to 12 graduate credits waived.

## **Online Master of Arts in Secondary Teaching and MAT-LUMEN**

The UGF Online MAT Program is offered in Three Cohorts. Each Cohort is designed to offer courses in a 12-week block, beginning in staggered form so as to allow the students opportunity to attend classes that best suit their schedule.

	<b>Cohort MAT</b>	<b>Cohort MAT-LUMEN</b>
MAT 500 Orientation to Professional Education	March – June	September – December
MAT 584 Cognitive Psych. Applied to Learning		
MED 600 Educators as Researchers	June – September	December – March
MAT 615 Assessment of Learning		
MAT 625 Teaching Reading in the Content Area		
MAT 544 Instructional Technology	September – December	March – June
MAT 682 Pre-Professional Integrative Experience		
MAT 561 Introduction to Exceptionalities		
MAT 670 Secondary Teaching Procedures	December – March	June – September
MAT 530 Multicultural Education		
STUDENT TEACHING APPLICATION		
MED 649 Current Issues in Education	March – May	September – November
MED 645 The K-12 Curriculum		
MAT 695 Secondary Internship	FALL GRADUATION	SPRING GRADUATION

In addition to the courses shown above, the MAT-LUMEN program requires students to attend campus classes during the summer to take the MAT 555 and MAT 635 courses.

# **Master of Arts in Secondary Teaching - LUMEN**

## **Faculty Coordinator: Angela Turoski**

The Master of Arts in Secondary Teaching--LUMEN (MATL) degree program is a partner program with the Consortium for Catholic Education. LUMEN is a teacher preparation program in which students earn a Master of Arts in Teaching while they serve as teachers in under-resourced Catholic schools. LUMEN students will strengthen regional Catholic education by providing needed teachers committed to community and personal spiritual growth.

The LUMEN program embraces the mission of the University of Great Falls. All courses will build upon the four core questions at the heart of the University which are articulated in the College of Education's conceptual framework. The LUMEN program combines the following three components for future teachers: Professional Education, Community, and Spiritual Formation. During the two-year program, students live together in a spiritual community while gaining professional experience as teachers and earning a master's degree.

### **Professional Education**

LUMEN teachers are recruited to teach in regional Catholic schools in high need teaching areas such as English, science, and math. LUMEN teachers spend two summers on campus and take additional coursework on-line during the school year providing an immediate opportunity to put current coursework into practice. At the end of the two year program, students are able to gain state certification as licensed teachers and have earned a Master of Arts degree in Secondary Education.

### **Community**

LUMEN teachers live simply in spiritual communities of one to four students. Students share living experiences and become accountable to each other as community members.

### **Spiritual Formation**

During the school year, LUMEN teachers devote one evening a week to prayer and spiritual reflection. Attendance at weekly Eucharist and active participation in the liturgical life of their school is expected. LUMEN teachers have opportunities to attend "virtual" and full-gathering retreats during each year.

### **Profile of a LUMEN Teacher**

Candidates for the LUMEN program come from all walks of life. Traditional age students work side by side with non-traditional students to live a life of service. All candidates have a bachelor's degree with an endorsable major or minor. Students display a strong desire to live the Christian faith in a meaningful way providing children in Catholic schools with a quality education.

LUMEN teachers commit to a 2-year program of study, live simply on a stipend provided through the program, and work where the need for them is greatest.

LUMEN teachers believe all children can learn and deserve a quality education. They seek to learn as much as they can to provide an education grounded in sound educational practices for their students. LUMEN teachers can be described as "lifelong learners."

<b>MASTER OF ARTS IN SECONDARY TEACHING</b>			Required Credits
<b>LUMEN</b>			
<b>Core Curriculum</b>			
MAT	500	Orientation to Professional Education	3
MAT	530	Multicultural Education	2
MAT	544	Instructional Technology	2
MAT	555	Teaching Catholicism (LUMEN)	1
MAT	561	Introduction to Exceptionalities	3
MAT	584	Cognitive Psychology Applied to Learning	4
MED	600	Educators as Researchers	3
MAT	615	Assessment of Learning	2
MAT	625	Teaching Reading in the Content Area	2
MAT	635	Classroom Management with Special Pop. (LUMEN)	3
MED	645	The K-12 Curriculum	3
MED	649	Current Issues in Education	3
MAT	670	Secondary Teaching Procedures	2
MAT	682	Pre-Professional Integrative Experience	2
MAT	695	Secondary Internship (Prerequisite MAT 682)	12
<b>TOTAL Credit Hours Earned</b>			<b>47</b>

\*For Course Rotation, please refer to MAT information on page 44.

# COURSE DESCRIPTIONS

## Addictions Counseling

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- MAC 550 **Etiology of Human Addictions.** This course explores the genesis and etiology of human addictions. Extant theories and models are examined and the intersection between the physiology of addiction and environmental press are explored. **3 credits**
- MAC 553 **Counseling the Addicted Client.** This course is a theoretical/practical application survey of current methodology and treatment modality for counseling the addicted individual. **3 credits**
- MAC 554 **Psychopharmacology of Addictions.** Mental and physical changes occurring in phases of addictions, specific chemical influences, reversal, and withdrawal. **3 credits**
- MAC 556 **Assessments in Addiction Treatment.** Examines methods and techniques in assessing clients for addiction with emphasis on testing and interviewing. **3 credits**
- MAC 559 **Chemical Abuse Workshops.** Intensive experience workshops for lay and professional intervention with chemically dependent people. **1 or 2 credits**
- MAC 595 **Internship.** On-the-job experience in a human service/addictions organization arranged and coordinated by the AC coordinator. Five hours of duty per week for each credit. Candidates may offer no more than six credits of 33 for degree completion. Arrangements for specific placement must be made prior to the terms of enrollment. All grades are Pass and Fail. For this concentration, the internship must be completed at a Montana state-approved addictions center. *Prerequisite: Admitted AC candidate and prearrangement with advisor.* **1-6 credits arranged**

## Counseling

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- MSC 500 **Professional Orientation.** This course is designed to introduce the student to the field of professional counseling. Emphasis is on professional preparation standards, and personal and professional identity development. **1 credit**
- MSC 508 **Psychopathology.** A comprehensive overview of abnormal human behaviors and their complex etiologies, with emphasis on the DSM-IV-TR classification system, differential diagnosis, and treatment considerations. Exploration of historical and current views, theories, and models of disorders. **3 credits**
- MSC 509 **Child and Adolescent Psychopathology.** Study of the etiology, assessment, and treatment of emotional, social, and intellectual problems of children from infancy to adolescence. **3 credits**
- MSC 510 **Outcome and Program Evaluation.** An analysis of the dynamics and features of planning and managing individual, group, and organizational change. Reliable principles and processes for planning and evaluating change are considered, with specific focus on fair, systematic, legal, and useful practices and techniques for assessing both effectiveness and efficiency of the change efforts. *Prerequisite: MSC 516.* **3 credits**

- MSC 512 **Theories of Counseling and Personality Assessment.** 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. **3 credits**
- MSC 515 **Standardized Testing and Individual Assessment.** A broad, practical overview of assessment, evaluation, and diagnostic formulation. Varied approaches to gathering reliable and valid data (the clinical interview, a social history, the mental status examination, and standardized testing instruments) are examined. Particular attention is given to the variable, statistical, and psychometric features of each format, as well as to accepted standards of practices for each format. *Prerequisite: MSC 516.* **3 credits**
- MSC 516 **Statistics and Research Methods.** 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 collection; (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 problem. By the end of the course, students will have developed a research proposal in their field of study. 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. **3 credits**
- MSC 517 **Techniques of Counseling.** 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. *Prerequisite: MSC 512.* **3 credits**
- MSC 526 **Professional Ethics.** Ethical guidelines for decision making and practice in the helping professions. Codes of ethics and legal requirements for counselors, educators, psychologists, and other professionals working with various clients. Examines the basis for ethical judgments and explores ethical responsibilities to clients, colleagues, organizations, and society. **3 credits**
- MSC 528 **Clinical Records and Record Keeping.** This course explores the various systems of clinical record keeping. In addition, the legal and ethical aspects of maintaining accurate records are explored. **3 credits**
- MSC 529 **Developmental Psychology.** 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. **3 credits**
- MSC 531 **Structure and Process in the Modern Family.** Focus is on the relationships within family structures and the processes associated with those structures. Special emphasis on interaction perspective, historical context of current patterns, and the future of family structures and processes. **3 credits**

- MSC 534 **Parents and Children.** Study of the complex relationship between parents and their children. Includes examination of internal, environmental, and societal influences, as well as theories for intervention and treatment of families. *Prerequisite: MSC 512.* **3 credits**
- MSC 536 **Family Counseling.** Exploration of approaches to theory and practice of family counseling, utilizing case studies for identification and clarification of issues, formulation of effective treatment strategies, and development of a personal theory of family counseling. *Prerequisite: MSC 512.* **3 credits**
- MSC 592/692 **Special Topics.** 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.* **1-3 credits**
- MSC 600 **Professional Development Seminar.** Students may attend, with approval, a professional conference related to their field of study and complete further research on an approved topic. *Prerequisite: Approval of an MSC instructor and internet access required.* **1-3 credits**
- MSC 604 **Career Counseling.** 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. **3 credits**
- MSC 606 **Multicultural Competence.** Leadership and Service - 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. **3 credits**
- MSC 607 **Group Counseling.** Through analysis of the latest theory and participation in group sessions, the student develops guidelines for conducting counseling in group settings. Groups include peers, family, and others with simulated sessions and role-playing. *Prerequisite: MSC 512 and MSC 517.* **3 credits**
- MSC 610 **Psychopharmacology.** Addresses the philosophy, science, and clinical impacts of commonly used medical approaches to mental illness. *Prerequisite: MSC 508* **3 credits**
- MSC 643 **Neuropsychology.** Overview of instruments, processes, and test batteries commonly used in clinical Neuropsychology. Techniques designed to optimize success in counseling those with brain insult and impairment. **3 credits**
- MSC 695 **Counseling Practicum.** 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. Practicum requires successful completion of all theories and technique courses. Practicum students meet on campus with the Director of the Master of Science in Counseling. May be completed in 2 semesters (2 credits per semester). *Prerequisite: MSC 512, 517, 607, completion of 40 credits, and practicum*

*application acceptance. 4 credits*

- MSC 696 **Advanced Counseling Internship.** A comprehensive professional experience with supervised training at a site congruent to student career goals, wherein the student refines previously learned skills in an increasingly autonomous role with clients. Advanced Counseling Internship requires successful completion of MSC 695. Practicum students meet on campus with the Director of the Master of Science in Counseling. Taken over 2 semesters (4 credits per semester.) *Prerequisite: MSC 695 and internship application acceptance. 8 credits*
- MSC 699 **Thesis.** The student must form a Master's Thesis committee with the faculty member who agrees to serve as chair of the committee. The student must prepare a thesis proposal with one copy provided to 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 a public defense will be scheduled and presented. *Prerequisite: Admitted MSC Advanced Candidate, MSC 516 and permission of the Advisor. 2-6 credits*

## **Criminal Justice**

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- MCJ 541 **Criminal Justice System.** An encompassing view of the discrete elements which comprise the criminal justice system and their interrelatedness. **3 credits**
- MCJ 542 **Criminal Law and the Courts.** This course explores criminal offenses and the response of society to these offenses. **3 credits**
- MCJ 543 **Administration of Law Enforcement Agencies.** Managerial theories and management styles pertinent to the management of law enforcement organizations is the subject of this course. **3 credits**
- MCJ 544 **Corrections: History, Management, and Alternatives.** 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. **3 credits**
- MCJ 545 **Juvenile Justice System.** 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. **3 credits**
- MCJ 546 **At Risk Youth.** 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. **3 credits**
- MCJ 547 **Psychology of Criminal Behavior.** 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. **3 credits**

- MCJ 592/692 **Special Topics.** 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.* **1-3 credits**
- MCJ 600 **Professional Development Seminar.** Students may attend, with approval, a professional conference related to their field of study and complete further research on an approved topic. *Prerequisite: Approval of an MSM-CJ instructor and internet access required.* **1-3 credits**
- MCJ 695 **Internship.** On-the-job experience in a criminal justice agency/organization arranged and coordinated by an MSM-CJ faculty member. Twenty hours of duty per week for each credit. Candidates may offer no more than six credits of 33 for degree completion. Arrangements for specific placement must be made prior to the term of enrollment with an MSM-CJ instructor and the host organization. All grades are Pass or Fail. The internship must be completed at an approved center. *Prerequisite: Admitted MSM-CJ candidate and prearrangement with advisor.* **1-3 credits, arranged**
- MCJ 699 **Thesis.** The student must form a Master's Thesis committee with the faculty thesis proposal with one copy provided to the committee chairperson and the Dean of Graduate Studies. Permission to proceed with the thesis must be in writing from the chair of the committee. Upon completion a public defense will be scheduled and presented. *Prerequisite: Admitted MCJ Advanced Candidate, MSC 516 and permission of the Advisor.* **2-6 credits**

## Education

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- MED 532 **Evaluation of Programs and Personnel.** Organizing, conducting, and concluding evaluations of programs to assess both efficiency and effectiveness. Fair, legal, systematic, and useful practices in evaluating personnel. **3 credits**
- MED 583 **K-12 School Management and Leadership.** A broad view of school organization and administration including ideational and practical perspectives. Roles and tasks of school administrators are developed to achieve effective school operation in the current, transitional setting, with a school-based management emphasis and teacher participation in school-team management. **3 credits**
- MED 589 **K-12 School Principalship.** This course provides a broad overview of the components of the School Principalship. It includes curricular decision making, management style, public relations and other issues facing modern elementary principals. **3 credits**
- MED 592/692 **Special Topics.** 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.* **Credit: 1-3**

- MED 600 **Educators as Researchers.** The course emphasizes the role of a research consumer. Fundamental research designs are examined and applied to reading research studies. The role of the teacher as a researcher is examined and applied. Students plan and complete research component. The scholar will learn to apply research design and concepts in a classroom setting. **3 credits**
- MED 601 **Advances in Learning Psychology.** The cognitive movement in psychology is examined and related to classroom learning. Issues of motivation, thinking processes, and brain research are developed and applications to learning are examined. The scholar will be helped to adopt a psychological basis to classroom instruction. **3 credits**
- MED 602 **Philosophy and History of Education.** Historical and current issues of educational philosophy are examined. Applications of philosophy to curriculum are developed. Concepts of philosophy are refined and applied to classroom learning and curriculum development. The scholar will learn to develop dispositions and application of historical and philosophical knowledge to school settings. **3 credits**
- MED 604 **School Finance.** Includes the larger view of financial support for elementary schools, both private and public as well as the principal's role in planning, budgeting, accounting, and monitoring school funds. **2 credits**
- MED 605 **School Law.** The Montana state school code, its scope of coverage and most commonly applicable stipulations. Relationships among state constitution, legislation, state board of education, and state agency (OPI). Course explores national trends in legal provisions and interpretations affecting schools. **3 credits**
- MED 630 **Tests and Measures in Student Assessment.** Criterion and standardized testing procedures and practices will be analyzed. Issues of measurement will be studied and applied to classroom testing as well as the interpretation of standardized tests. Current strategies in assessment will be analyzed and applications will be developed. The scholar will be helped to apply assessment processes in a school setting. **3 credits**
- MED 639 **Technology for Learning.** Working individually and collaboratively, students in this class improve their skills in integrating technology into their teaching as well as examining ethical issues that the increased use of technology in society raises. The class helps students become leaders in developing and delivering curricula, complying with national and state standards in content areas, and technology. Students also increase their ability to find, comprehend, evaluate, use, and add to the resources offered by professional organizations in the field of educational technology. *Prerequisite: Admission to the Master of Education Program.* **3 credits**
- MED 643 **Diversity in the School and Classroom.** The issues of diversity are explored and analyzed. The implications of diversity for instruction and curriculum development are analyzed. Situations involving diversity issues are experienced. The scholar will learn to develop dispositions and curriculum applications with regard to diversity. **3 credits**

- MED 645 **The K-12 Curriculum.** Current curriculum trends and applications are examined. Elements of developing curriculum are oriented to classroom learning and system wide curriculum development. Assessment of curriculum is analyzed and applications are developed. The scholar will learn to apply effective assessment concepts in a school setting. **3 credits**
- MED 649 **Current Issues in Education.** Current and recent issues in learning and instruction are clarified and examined. The scholar will learn to analyze and apply relevant issues in a school setting. **3 credits**
- MED 650 **Master's Project and Presentation.** Each student will complete a curriculum project or a research project. Research and curriculum projects are developed in cooperation with an education faculty member. The presentation mode will be determined by the faculty of the School of Education. **3 credits**
- MED 695 **Internship.** The student will intern in the school setting. Periodic campus meetings will be parts of the internship experience. **3 credits**
- MED 699 **Thesis.** The student must form a Master's Thesis committee with the faculty member who agrees to serve as chair of the committee. The student must prepare a thesis proposal with one copy provided to the committee chairperson and the Dean of Graduate Studies. Permission to proceed with the thesis must be in writing from the chair of the committee. Upon completion a public defense will be scheduled and presented. *Prerequisite: Admitted MED Advanced Candidate, MSC 516 and permission of the Advisor.* **2-6 credits**

## Organization Management

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- MSM 500 **Information Systems.** 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. **3 credits**
- MSM 520 **Systems Design and Project Management.** 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 (CASE) tools in systems development. *Prerequisite: MSM 500 and experience with spread sheets.* **3 credits**
- MSM 503 **Budgeting and Financing Organizations.** Responsibilities and procedures for handling fiscal resources of not-for-profit organizations. Topics include accounting, budgeting systems, reporting fiscal resources, auditing, contracting, and various sources of regular and special funding. **3 credits**
- MSM 504 **Organizational Communication.** Communication within the context of complex Organizations. Public service agencies and not-for-profit organizations are highlighted. **3 credits**

- MSM 508 **Personnel Administration and Management.** This course explores extant theories of organization management. Theories are examined within the context of application. **3 credits**
- MSM 509 **Human Motivation and Learning.** 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. **3 credits**
- MSM 510 **Organization Training and Development.** 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. **3 credits**
- MSM 512 **Grant Proposal Writing.** Introduces the students to the basic tools, knowledge, and skills necessary for success in procuring grant moneys for not-for-profit agencies and organizations. **3 credits**
- MSM 514 **Organization Administration and Management.** The outcomes will concentrate on essential principles and practices of effective administrators and managers in not-for-profit organizations. Application of theory to practice and evaluation of productivity and goal achievement are predominant. **3 credits**
- MSM 520 **Systems Design and Project Management.** A comprehensive analysis of the impact of computer-based information systems on decision-making, planning, and control. Topics include organizational structures needed to accommodate information technology, concepts of project management tools for team management, design, of information systems for managing the traditional functional areas of a firm, and use of computer-aided software engineering (CASE) tools in systems development. *Prerequisite: MSM 500 and experience with spreadsheets.* **3 credits.**
- MSM 530 **Marketing Organizations.** 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. **3 credits**
- MSM 535 **Operations Management.** In this course, students will learn about the software and hardware issues that affect the operation of computer systems. Students will learn about computer organization and architecture, microprocessor organization, and the structure of systems software. Students will learn how hardware and software operational issues affect technological planning and acquisition. **3 credits.**

- MSM 550 **Contemporary Issues in Information Management.** A study of recent developments in the electronic data processing industry. *Prerequisite: MSM 500*  
**3 credits**
- MSM 591 **Independent Study.** Study of topics in professional specialties consistent with career roles or aspirations may be arranged as independent study projects. Student conducts the study under contract with an assigned instructor. 1, 2, 3, or 4 credits can be taken with a limit of 4 credits total. *Prerequisite: Admitted Candidate* **1-4 credits arranged**
- MSM 592/692 **Special Topics.** 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.* **1-3 credits**
- MSM 595 **Internship.** On-the-job experience in a public service or not-for-profit organizations, arranged and coordinated by a faculty member. Five hours of duty per week for each credit. Candidates may offer no more than six credits of 33 for degree completion. Arrangements for specific placement must be made with an instructor and host organization prior to the term of enrollment. All grades are Pass and Fail. For this emphasis, the internship must be completed at an approved center. 1, 2 or 3 credits can be arranged. *Prerequisite: Admitted MSM candidate and prearrangement with advisor.* **1-3 credits arranged**
- MSM 600 **Professional Development Seminar.** Students may attend with approval a professional conference related to their field of study and complete further research on an approved topic. *Prerequisite: Approval of an MSM instructor and internet access required.* **1-3 credits.**
- MSM 610 **Leadership and Innovation in Organizations.** 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. **3 credits**
- MSM 699 **Thesis.** The student must form a Master's Thesis committee with the faculty member who agrees to serve as chair of the committee. The student must prepare a thesis proposal with one copy provided to the committee chairperson and the Dean of Graduate Studies. Permission to proceed with the thesis must be in writing from the chair of the committee. Upon completion a public defense will be scheduled and presented. *Prerequisite: Admitted MSM Advanced Candidate, MSC 516 and permission of the Advisor.* **2-6 credits**

## **Secondary Teaching**

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- MAT 500 **Orientation to Professional Education.** A general survey of the American education system and its place in American society. Upon completion of this course, candidates will be able to demonstrate understanding of: 1) the foundation

underlying the development and organization of public education, including its purposes, administrative organization, financial aspects, broad functions and operations, professional ethics, conduct, rights and responsibilities; and 2) the structure of the financial support of the Montana school systems. **3 credits**

- MAT 530 **Multicultural Education.** Upon completion of this class, candidates will be able to demonstrate an understanding and respect for a broad range of cultural expression, to incorporate that knowledge in a sensitive and humane manner to promote understanding among people of differing economic, social, cultural, racial, ethnic, gender, and religious backgrounds, and to develop a classroom social climate that values diversity. **2 credits**
- MAT 544 **Instructional Technology.** The application of computer technology to instruction is emphasized. Topics include: teacher productivity elements, internet applications; and the use of software for instruction. Teacher productivity is emphasized, and applications are extended to assessment. Sources and resources for instruction utilizing technology are applied. Macintosh and IBM computers are used in this course. **2 credits**
- MAT 555 **Teaching Catholicism (LUMEN)**  
The course serves persons enrolled in the Master of Arts in Secondary Teaching (LUMEN program), who are preparing to teach in Catholic secondary schools. The course aims include identification and explanation of the fundamental beliefs of Catholic Christianity; tracing the process for making good moral decisions; applying the “Good News” of God’s love to Catholic moral principles; and relating Catholic belief & morality to worship. **1 credit**
- MAT 561 **Introduction to Exceptionalities.** This course is a foundation course, which introduces the student to the various exceptionalities and provides an opportunity to observe first-hand 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. **3 credits**
- MAT 584 **Cognitive Psychology Applied to Learning.** Current development and cognitive theories are analyzed and their application to instruction is developed through an active learning environment. Psychological principles of instruction are identified and applied to assessment, planning, and development of instruction. Critical motivational concepts and the psychology of individual differences are also examined and applied to instruction. **4 credits**
- MAT 592/692 **Special Topics.** 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.* **1-3 credits**
- MAT 615 **Assessment of Learning.** The major purpose of this course is to study the theoretical and practical aspects of the use of assessment in understanding student

achievement. The course has been designed to familiarize students with the various purposes of assessment and the types of assessment used in school settings to document academic achievement. **2 credits**

- MAT 625 **Teaching Reading in the Content Area.** Techniques and materials particularly suited to the instruction on the secondary level will be learned and examined. Upon completion of this course students will demonstrate: 1) recognition of the need to plan instruction based on the reading and literacy strengths of individual learners rather than emphasizing weaknesses; 2) recognition of fluent integration of text information and reader knowledge; and 3) use of reading strategies. **2 credits**
- MAT 635 **Classroom Management with Special Populations**  
This course will present teaching methods for instructing children with diverse learning styles and children from diverse cultural backgrounds. Students will focus on American Indian issues in Montana and children with learning difficulties in the general population. Overall classroom management techniques will be addressed as well as behavioral strategies as they commonly occur in classroom situations. Students will also review instructional structure and differentiation and its application to effective classroom management. **3 credits**
- MAT 670 **Secondary Teaching Procedures.** This course will emphasize best teaching practices employed in secondary and middle schools. Areas covered include planning lessons, writing objectives, classroom management, discipline, instructional strategies, interdisciplinary methods, creating a positive and supportive classroom environment, and school curriculum including state standards. **2 credits**
- MAT 682 **Pre-professional Integrative Experience.** This course will provide the students with pre-professional experience in a school setting prior to the internship. The initial portion of this class will consist of 24 hours of classroom instruction followed by 60 hours of school placement. Once in a school, the student will assist the mentoring teacher with planning and instruction. Through this experience the student will demonstrate knowledge of classroom activity, procedure, and the relationship of classroom structure in the school setting. Professional development and professional ethics will be emphasized during this experience. **2 credits**
- MAT 695 **Secondary Internship.** This experience will provide the intern direct daily contact with students in a teacher/pupil relationship under the guidance of a classroom teacher and a university supervisor. Complete planning and management responsibilities will be carried out with mentoring teacher's guidance. The dispositions and professional responsibilities, of the professional teacher will demonstrated during this experience. Prerequisite: MAT 682 and admission to the teacher education program and internship through application. **2 credits**
- MAT 699 **Thesis.** The student must form a Master's Thesis committee with the faculty member who agrees to serve as chair of the committee. The student must prepare a thesis proposal with one copy provided to 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 a public defense will be scheduled and presented. *Prerequisite: Admitted MAT Advanced Candidate, MSC 516 and permission of the Advisor.* **2-6 credits**