

# ***Master of Science in Counseling***

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## **Program Coordinator: Karen R. Hendricks, Ph.D.**

The Master of Science in Counseling (MSC) degree program prepares students to work as professional counselors in a variety of settings. The MSC Core and Advanced Area courses are augmented by elective coursework chosen by the student and academic advisor depending on the student's area of interest and professional goals. The MSC program 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.

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 prepare students to assume leadership positions in their professions and their communities.
8. To provide students with a capstone experience that integrate all of the goals from above.

### 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 using the Council for Accreditation of Counseling and Related Educational Programs (CACREP) standards, as set forth below:

1. Professional Orientation and Ethical Practice – studies that provide an understanding of all of the following aspects of professional functioning: history and philosophy of the profession; professional roles, function, and relationship with other human service providers, including strategies for interagency/interorganization collaboration and communications; counselors' roles and responsibilities as members of an interdisciplinary emergency management response team during local, regional, or national crisis, disaster, or other trauma-causing events; self-care strategies appropriate to the counselor role; counseling supervision models, practic-

es, and processes; professional organizations, including membership benefits, activities, services to members, and current issues; professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues; the and process of the professional counselor advocating on behalf of the profession; advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients; and ethical standards of professional organizations and credentialing bodies, 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 society, including all of the following: multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally; attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students' understanding of self and culturally diverse clients; theories of multicultural counseling, identity development, and social justice, individual, couple, family, group, and community strategies or working with and advocating for diverse populations, including multicultural competencies; counselors' roles in developing cultural self-awareness, promoting cultural social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, and body; and counselors' roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination.

3. Human Growth and Development – studies that provide an understanding of the nature and needs of persons at all developmental levels in multicultural context, including all of the following: theories of individual and family development and transitions across the lifespan; theories of learning and personality development, including current understandings about neurobiological behavior; effects of crises, disasters, and other trauma-causing events on personal of all ages; theories and models of individual, cultural, couple, family, and community resilience; a general framework for understanding exceptional abilities and strategies for differentiated interventions; human behavior, including an understanding of developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior; theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment; and theories for facilitating optimal developmental and wellness over the lifespan.

4. Career Development – studies that provide an understanding of career development and related life factors, including all of the following: career development theories and decision-making models; career, avocational, educational, occupational and labor market information resources, and career information systems; career development program planning, organization, implementation, administration, and evaluation; interrelationships among and between work, family, and other life roles and factors, including the role of multicultural issues in career development; career and education planning, placement, follow-up, and evaluation assessment instrument and techniques relevant to career planning and decision making; and career counseling processes, techniques, and resources, including those applicable to specific populations in a global economy.

5. Helping Relationships – studies that provide an understanding of the counseling process in a multicultural society, including all of the following: an orientation to wellness and prevention as desired counseling goals; counselor characteristics and behaviors that influence helping processes; essential interviewing and counseling skills; counseling theories that provide the student with models to conceptualize client presentation and that help the student select appropriate counseling interventions. Students will be exposed to models

of counseling that are consistent with current professional research and practice in the field so they begin to develop a personal model of counseling; a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions; a general framework for understanding and practicing consultation; and crisis interventions and suicide prevention models, including the use of psychological first aid strategies.

6. Group Work – studies that provide both theoretical and experiential understandings of group purpose, development, dynamics, theories, methods, skills, and other group approaches in a multicultural society, including all of the following: principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work; group leadership or facilitation styles and approaches, including characteristics of various types of group leaders and leadership styles; theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature; group counseling methods, including group counselor orientation and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness; and direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term.

7. Assessment – studies that provide an understanding of individual and group approaches to assessment and evaluation in a multicultural society, including all of the following: historical perspectives concerning the nature and meaning of assessment; basic components of standardized and nonstandardized testing and other assessment techniques, including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group test and inventory methods, psychological testing, and behavioral observations; statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations; reliability; validity; social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations; and ethical strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling.

8. Research and Program Evaluation – studies that provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation, including all of the following: the importance of research in advancing the counseling profession; research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research; statistical methods used in conducting research; principles, models, and applications of needs assessments, program evaluation, and the use of findings to effect program modifications; the use of research to inform evidence-based practice; and ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies.

### 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. As per the Montana Code Annotated (MCA 24.219.604.¶ D), the acceptance of credits from other institutions may be granted 6 (six) years or less from the anticipated date of graduation from the MSC program. Furthermore, transfer credits must be approved by the coordinator of the MSC program. (Consult Credit Aging, page 16G).

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 607 Group Counseling (3 credits)
- MSC 617 Advanced Techniques of Counseling (3 credits)
- MSC 695 Counseling Practicum (3 credits)
- MSC 696 Advanced Counseling Internship I (3 credits)
- MSC 697 Advanced Counseling Internship II (3 credits)
- MSC 698 Integrated Project (6 credits)
- MSC 699 Thesis (6 credits)

### ADMISSION TO ADVANCED CANDIDACY

In order to enroll in Advanced Area core classes and to apply for Practicum and Internships, students must apply for and be accepted into Advanced Candidacy. The Advanced Candidacy application should be completed at least three weeks before the start of the semester in which the student intends to enroll in Advanced Core curriculum classes. Applications are available from the MSC Coordinator's office and from the Academic Program Assistant for Graduate Studies. To qualify for degree candidacy, a student must:

- have a GPA of 3.0 or better, and
- have completed all of the following courses:
  - MSC 500 Professional Orientation and Ethics (3 credits)
  - MSC 516 Statistics and Research Methods (3 credits)
  - MSC 508 Psychopathology (3 credits)
  - MSC 512 Theories of Counseling \* (3 credits)
  - MSC 515 Standardized Testing and Individual Assessment (3 credits)
  - MSC 517 Techniques of Counseling \* (3 credits)
  - MSC 606 Multicultural Competence (3 credits)
  - MSC 607 Group Counseling (3 credits)
- \* Must have a B or better.
- have completed at least 12 semester hours of the above courses at the University of Great Falls.

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 se-

mester of enrollment to restore the GPA to at least a 3.0. Failure to do so will result in dismissal from the MSC program.

In addition to maintaining a cumulative grade point average of 3.0, specific courses are considered essential to successful progression through the MSC program. Students must earn a minimum of “B” in Theories of Counseling, Techniques of Counseling, Professional Orientation and Ethics, Group Counseling and Advanced Techniques of Counseling. Practicum and Internships are graded on a Pass or Fail basis. If the student does not achieve the minimum requirement, the student cannot enroll in sequence courses until the student retakes the course and completes it with a grade of “B” or better.

Assessment is an ongoing process that begins with admission to the MSC program, and continues through an informative examination (taken during MSC 695 Pracicum). Accumulation of credits and satisfactory grades are not a guarantee of successful program completion. MSC students are assessed for fitness as counseling professionals. Assessed characteristics include, but are not limited to, self-awareness, self-confidence, resilience, balance, emotional stability, communication skills, professional presentation, and interpersonal skills.

### PERSONAL GROWTH EXPERIENCE

Effective counselors strive for self-awareness, personal congruence, and their own continual personal growth. At some time during enrollment in the MSC program, students are required to participate in a personal growth experience, which entails receiving a minimum 6 hours of personal counseling, either individual or group in nature.

Many students choose to remain in personal counseling beyond the minimum 6-hour requirement. During the internship, many students have recognized the value of working through personal issues so that they do not interfere with professional performance and service to clients. Participating in a personal growth experience will be documented by the student in the form of a written evaluation of the experience.

### PROGRAM OF STUDY

The MSC program requires 60 credit hours of the outlined course work. The program typically takes three calendar years (Fall, Spring, and some Summer sessions) of full-time study to complete. Students who are employed full-time, and/or have other outside obligations are strongly encouraged to attend MSC courses on a part-time basis. Part-time attendance will extend the length of time required to graduate, but will enhance academic and personal success.

It is important for students be familiar with the sequential course structure of the MSC program. Course emphases move from a focus on foundations in the history and theories of counseling and related fields, to skill acquisition and practical experiences. The MSC curriculum sequence is designed so that students gain competency and integrate the content into a meaningful, practical body of professional knowledge and skills. Students are expected to become increasingly autonomous in their professional activities, academic and otherwise, as they progress through the program.

The clinical practicum course undertaken near the end of the program is designed to facilitate development of higher levels of counseling skills. Before enrolling for Practicum credits, students must complete a Practicum Application, for approval by the Program Coordinator, and have completed a minimum of 40 credit hours. These 40 hours must include the Core Courses. The student must provide proof of professional liability insurance prior to enrollment in Practicum. The University also offers an Addictions Counseling Certificate. MSC students can obtain the Addictions Counseling Certificate by taking 5 additional Addictions Counseling courses (at Continuing Education rates). The particulars for this certificate program are outlined in the Addictions Counseling section of the undergraduate catalog ( please see page 7).

# ***MASTER OF SCIENCE IN COUNSELING***

## Foundations of Professional Counseling

## Required Credits

*(Successful completion of these courses is required for Full Candidacy in MSC program)*

MSC 500	Professional Orientation and Ethics	3
MSC 512	Theories of Counseling	3
MSC 517	Techniques of Counseling	3
<b>Total Foundation credits required</b>		<b>9</b>

## Counseling Core Courses

*(Students must be admitted to Full Candidacy in MSC program before enrolling in these courses)*

MSC 508	Psychopathology	3
MSC 515	Standardized Testing and Individual Assessment	3
MSC 516	Statistics and Research Methods	3
MSC 520	Crisis Planning and Intervention	3
MSC 529	Development Across the Lifespan	3
MSC 553	Counseling the Addicted Client	3
MSC 604	Career Counseling	3
MSC 606	Multicultural Competence	3
MSC 607	Group Counseling	3
<b>Total Core Curriculum credits required</b>		<b>27</b>

## Advanced Core Curriculum

*(Students must be admitted to Advanced Candidacy before enrolling in these courses)*

MSC 527	Evidence-Based Practice and Outcome Evaluation	3
MSC 617	Advanced Techniques of Counseling	3
MSC 695	Counseling Practicum	3
MSC 696	Advanced Internship I	3
MSC 697	Advanced Internship II	3
MSC 698	Integrative Project	<b>OR</b>
MSC 699	Thesis	6
<b>Total Advanced Core Curriculum credits required</b>		<b>21</b>

## Approved Electives

*Any MSC course not part of the MSC required curriculum or other graduate level courses as approved by the MSC program coordinator.*

<b>Total Approved Elective credits required</b>		<b>3</b>
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**Total Credit Hours Required 60**

# ***MSC Program Course Schedule\****

## **Year 1**

Fall: MSC 500 Professional Orientation and Ethics, 3 credits  
MSC 512 Theories of Counseling, 3 credits  
MSC 517 Techniques of Counseling, 3 credits  
**Total credits: 9, Running total: 9**

*After successfully completing this semester, student applies for full candidacy in the program.*

Spring: MSC 516 Graduate Research Methods and Statistics, 3 credits  
MSC 553 Counseling the Addicted Client, 3 credits  
MSC 606 Group Counseling, 3 credits  
Total credits: 9, Running total: 18

Summer: Elective, 3 credits  
**Total credits: 3, Running total: 21**

## **Year 2**

Fall: MSC 529 Development Across the Lifespan, 3 credits  
MSC 604 Career Counseling, 3 credits  
MSC 606, Multicultural Competence  
**Total credits: 9, Running total: 30**

Spring: MSC 508 Psychopathology, 3 credits  
MSC 515, Standardized Testing and Individual Assessment, 3 credits  
MSC 520, Crisis Planning and Intervention, 3 credits  
**Total credits: 9, Running total: 39**

*During spring semester, student applies for advanced candidacy.*

Summer: MSC 695 Practicum, 3 credits  
MSC 698 Integrative Project or MSC 699 Thesis, 2 credits  
**Total credits: 5, Running total: 44**

## **Year 3**

Fall: MSC 527 Evidence Based Practice and Program Evaluation  
MSC 696 Internship I, 3 credits  
MSC 698 Integrative Project or MSC 699 Thesis, 2 credits  
**Total credits: 8, Running total: 52**

Spring: MSC 617 Advanced Techniques of Counseling, 3 credits  
MSC 697 Internship II, 3 credits  
MSC 698 Integrative Project or MSC 699 Thesis, 2 credits  
**Total credits: 8, Running total: 60**

\* *Subject to change due to intervening factors*

# ***Master of Science in Counseling Course Rotation Guide -- FY 2011-2013***

<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...						
	<b>Fa 11</b>	<b>Sp 12</b>	<b>Su 12</b>	<b>Fa 12</b>	<b>Sp 13</b>	<b>Su 13</b>
MSC 500	ASY+C			ASY+C		
MSC 508		ASY+C			ASY+C	
MSC 512	ASY+C			ASY+C		
MSC 515		ASY+C			ASY	
MSC 516		C			C	
MSC 517	C			C		
MSC 520		D+C			D+C	
MSC 527	D+C			D+C		
MCS 529	ASY+C			ASY+C		
MSC 553		D+C			D+C	
MSC 604	ASY+C			ASY+C		
MSC 606	C			C		
MSC 607		C			C	
MSC 617		C			C	
MSC 695	C	C	C	C	C	C
MSC 696	C	C	C	C	C	C
MSC 697	C	C	C	C	C	C
MSC 698	C	C	C	C	C	C
MSC 699	C	C	C	C	C	C

C=Campus    D=LearnLinc    ASY=Moodle    ASY+C=Moodle + Campus

**Notes:**

# ***Master of Science in Organizational Management***

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## **Program Coordinator: Deborah Hanson, Dr. P.H.**

Graduate coursework for the Master of Science in Organization Management (MSM) degree is designed for practitioners in a wide variety of management professions. The curriculum provides opportunities for students to prepare for a career as a professional or to enhance careers that 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 and completion of the programs, coursework is presented via Online, Independent Study, Directed Reading, on-campus, and transfer of credits.

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 six (6) years at the time of planned graduation. 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 critically 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 manage fiscally an organization, 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 organizations.
8. To be able to successfully market and convey the mission of non-profit organizations.
9. To be able to develop, implement, and evaluate plans and outcomes to expand the effectiveness of organizations.

The Master of Science in Organization Management degree, with Concentrations in Accounting, Criminal Justice, and Management, 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, and 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.

### Advanced Candidacy

In order to enroll in Concentration Core classes, 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 Concentration Core classes. Contact the MSM Program Coordinator for application form.

## ***Concentration in Accounting***

### **Program Coordinator: Tami Park, CPA**

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

Some students get a Master's Degree in to help prepare them for other professional accounting examinations. People who want to a career outside of public accounting can use graduate studies to prepare them to take the Certified Management Accountant (CMA) exam, the Certified Financial Manager (CFM) exam, the Certified Fraud Examiner (CFE), the Certified Government Financial Manager (CGFM), or the Certified Internal Auditor (CIA) exam.

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

The degree objectives are:

### Reflective Scholarship:

- To produce graduates who will understand and apply the key concepts, theories of accounting as they apply to the challenges and opportunities in a diversity of organizations in the private and public sectors.

### Reflective Learning:

- To give students the necessary tools to communicate orally and in writing to a variety of community and professional audiences.
- The goal of the program is instill in the students an awareness and application of ethical and legal principles and judgments for accountings as they apply in a wide range of organizations.

### Reflective Practice:

- Demonstrate effective development, implementation, and evaluation of financial plans and financial outcomes to expand the effectiveness of organizations.

In addition to meeting the requirements for admission to the graduate program of the University, applicants who do not have a degree in accounting may have to complete additional course work. Depending on the number of prerequisite courses taken, a student may have to remain a non-degree graduate status until the prerequisite course work is completed. Completion of the prerequisite courses does not guarantee admission into the MAC program.

An applicant with a degree in a business area other than accounting may have fulfilled several of the courses. The MSM-ACC advisor will assess the applicant's transcripts and determine which prerequisite courses required. Applicants with a non-business degree must complete all of the required prerequisite courses for admission into the MSM-ACC program. Completion of the prerequisites could take as long as six semesters.

### Prerequisite Courses

ACC	201	Principles of Financial Accounting
ACC	202	Principles of Managerial Accounting
ACC	341	Fundamentals of Taxation
ACC	371	Intermediate Financial Accounting I
ACC	372	Intermediate Financial Accounting II
ACC	380	Principles of Cost Management
ACC	422	Principles of Attestation and Auditing
ACC	425	Advanced Financial Accounting I
ACC	481	Advanced Cost Management
BUS	335	Commercial Law

### Transfer Credit

The concentration will follow the transfer credit policy of the University Graduate Programs as stated in the graduate catalog.

# ***MASTER OF SCIENCE IN ORGANIZATION MANAGEMENT***

## **Accounting Concentration**

<u>Core Curriculum</u>		<u>Required Credits</u>
MSC 516	Statistics and Research Methods	3
MSM 503	Budgeting and Financing Organizations (Finance)	3
MSM 504	Organizational Behavior and Communication (Diversity)	3
MSM 695	Internship	OR
MSM 699	Thesis/Project	
<b>Total Core Curriculum credits required</b>		<b>12</b>

### Accounting Concentration

MSM 500	Management Information Systems	3
MSM 515	Governmental and Not for Profit Accounting	3
MSM 523	Advanced Attestation	3
MSM 526	Advanced Financial Accounting	3
MSM 527	Contemporary Accounting Issues	3
<b>Total Accounting Concentration Credits Required</b>		<b>15</b>

### ELECTIVES - Complete three of the following\*:

MSM 528	Advanced Taxation	3
MSM 529	International Accounting for Multinational Enterprises	3
MSM 508	Personnel Management and Administration	3
MSM 530	Marketing Organizations	3
MSM 592	Special Topic or Travel Course	3
MSM 512	Grant Writing and Administration	3
MSM 520	Systems Design and project management	3
MSM 610	Leadership and Innovation in Organizations	3
MSC 526	Professional Ethics	3
<b>Total Elective Credits Required</b>		<b>9</b>

**Total Credit Hours Required      36**

*\*Students who have had course work equivalent to Advanced Financial Accounting, Advanced Attestation, and International Accounting for Multinational Enterprises will be required to take other elective courses in the program to meet the concentration requirements.*

## **Notes:**

# ***Master of Science in Organizational Management Accounting Concentration Course Rotation Guide -- FY 2011-2013***

<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...						
<b>CORE (15)</b>	<b>Fa 11</b>	<b>Sp 12</b>	<b>Su 12</b>	<b>Fa 12</b>	<b>Sp 13</b>	<b>Su 13</b>
MSC 501	ASY			ASY		
MSC 502		ASY			ASY	
MSM 503		D			D	
MSM 504	D			D		
MSM 695/696	D	D	D	D	D	D
<b>Accounting Concentration (15)</b>	<b>Fa 11</b>	<b>Sp 12</b>	<b>Su 12</b>	<b>Fa 12</b>	<b>Sp 13</b>	<b>Su 13</b>
MSM 500					D	
MSM 515					D	
MSM 523		D				
MSM 526				D		
MSM 527		D			D	
<b>Electives (6)</b>						
MSM 528	D					
MSM 529		D				
MSM 508						D
MSM 530			D			D
MSM 592						
MSM 512	D					
MSM 520			D			D
MSM 610		D				
MSC 526			D + C			

C=Campus

D=LearnLinc

ASY=Moodle

# *Concentration in Criminal Justice*

## **Program Coordinator: Gail Belfert, J.D.**

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

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

### 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.

### **Goals**

- 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. 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.
2. Display a working knowledge of quantitative and qualitative research methods.
3. Exhibit an understanding of and an ability to apply criminological theories in explaining the criminal justice system.
4. Make evident an understanding of the process of management and supervision of personnel.
5. Demonstrate their ability to manage fiscally an organization and to pursue revenue and manage expenses.
6. 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.

# ***MASTER OF SCIENCE IN ORGANIZATION MANAGEMENT***

## **Criminal Justice Concentration**

<u>Core Curriculum</u>			<u>Required Credits</u>
MSC 516	Statistics and Research Methods		3
MSM 503	Budgeting and Financing Organizations (Finance)		3
MSM 504	Organizational Behavior and Communication (Diversity)		3
MSM 695	Internship	OR	
MSM 699	Thesis/Project		3
<b>Total Core Curriculum credits required</b>			<b>12</b>

### Criminal Justice Concentration

MSM 508	Personnel Management and Administration (Human Resources)		3
MSM 541	Criminal Justice System		3
MSM 542	Criminal Law and the Courts		3
MSM 543	Administration of Law Enforcement Agencies	OR	
MSM 545	Juvenile Justice System		3
MSM 547	Psychology of Criminal Behavior		3
<b>Total Criminal Justice Concentration Credits Required</b>			<b>15</b>

### ELECTIVES - Complete three of the following:

MSM 544	Corrections: History, Management, Alternatives		3
MSM 546	Youth at Risk		3
MSM 695	Internship		3
MSC 550	Etiology of Human Addictions		3
MSC 554	Pharmacology of Addictions		3
MSM 512	Grant Writing and Administration		3
MSC 526	Professional Ethics		3
MSC 606	Cultural Awareness for Professionals		3
<b>Total Elective Credits Required</b>			<b>9</b>

**Total Credit Hours Required 36**

# **Master of Science in Organizational Management Criminal Justice Concentration Course Rotation Guide -- FY 2011-2013**

<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...						
<b>CORE (15)</b>	<b>Fa 11</b>	<b>Sp 12</b>	<b>Su 12</b>	<b>Fa 12</b>	<b>Sp 13</b>	<b>Su 13</b>
MSC 501	ASY			ASY		
MSC 502		ASY			ASY	
MSM 503		D			D	
MSM 504	D			D		
MSM 695/696	D	D	D	D	D	D
<b>Criminal Justice Concentration (15)</b>	<b>Fa 11</b>	<b>Sp 12</b>	<b>Su 12</b>	<b>Fa 12</b>	<b>Sp 13</b>	<b>Su 13</b>
MSM 541					D	
MSM 542					D	
MSM543		D				
MSM 545				D		
MSM 547	D			D		
<b>Electives (6)</b>						
MSM 544		D				
MSM 546			D			
MSC 550		D				
MSC 554		D			D	
MSM 510					D	
MSM 512	D					
MSC 526		D + C			D + C	
MSC 606	C			C		

C=Campus

D=LearnLinc

ASY=Moodle

## **Notes:**

# *Concentration in Management*

## **Faculty Contact: Deborah Hanson, Dr. P.H.**

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

# ***MASTER OF SCIENCE IN ORGANIZATION MANAGEMENT***

## **Management Concentration**

<u>Core Curriculum</u>			<u>Required Credits</u>
MSC 516	Statistics and Research Methods		3
MSM 503	Budgeting and Financing Organizations (Finance)		3
MSM 504	Organizational Behavior and Communication (Diversity)		3
MSM 695	Internship	OR	
MSM 699	Thesis/Project		3
<b>Total Core Curriculum credits required</b>			<b>12</b>

### Management Concentration

MSM 500	Management Information Systems		3
MSM 510	Organization Training and Development		3
MSM 512	Grant Writing and Administration		3
MSM 509	Human Motivation and Learning	OR	
MSM 610	Leadership and Innovation in Organizations		3
<b>Total Management Concentration Credits Required</b>			<b>12</b>

### ELECTIVES- 12 credits required

MSM 508	Personnel Management and Administration		3
MSM 509	Human Motivation and Learning (if not used for concentration course)		3
MSM 520	Systems Design and Project Management		3
MSM 530	Marketing Organizations		3
MSM 592	Special Topic or Travel Course		3
MSC 526	Professional Ethics		3
MSM 610	Leadership and Innovation in Organizations (if not used for concentration course)		3
MED 643	Diversity in the School and Classroom	OR	2
MSC 606	Cultural Awareness for Professionals		3

**Total Credit Hours Required 35-36**

# *Master of Science in Organizational Management Management Concentration Course Rotation Guide -- FY 2011-2013*

**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 (15)</b>	<b>Fa 11</b>	<b>Sp 12</b>	<b>Su 12</b>	<b>Fa 12</b>	<b>Sp 13</b>	<b>Su 13</b>
MSC 501	ASY			ASY		
MSC 502		ASY			ASY	
MSM 503		D			D	
MSM 504	D			D		
MSM 695/696	D	D	D	D	D	D
<b>Management Concentration (12)</b>						
MSM 500					D	
MSM 510					D	
MSM 512	D					
MSM 509			D			
MSM 610		D				
MSC 606	C			C		
<b>Electives (6)</b>						
MSM 508						D
MSM 520			D			D
MSC 526		D + C			D + C	
MSM 530			D			D

C=Campus

D=LearnLinc

ASY=Moodle

## ***Notes:***

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

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## **Program Coordinator: Angela Turoski, MED**

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 Moodle delivery system and is, with the exception of Secondary Internship, completely asynchronous. The program is designed on a cohort system. Students may enter the program at a specific course and progress through the degree in a specific class order.

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.

### Advanced Candidacy:

During Term 2, student candidate will:

- Submit written philosophy of education for evaluation by education department
- Submit three dispositional recommendations by faculty

To be accepted for Advanced Candidacy, students will:

- Have a minimum GPA of 3.0 with no grade below a "B" in all MAT classes
- Have taken and passed MAT 500, 584, 615, 625, and MED 600
- Have an acceptable evaluation of his or her philosophy of education
- Have Education faculty recommendation

**\*Students will be conditionally admitted to Term 3 until all the above requirements are approved.  
No student will be admitted to Term 4 without acceptance to Advanced Candidacy.**

### 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).

## ***MASTER OF ARTS IN SECONDARY TEACHING***

<u>Core Curriculum</u>	<u>Required Credits</u>
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 Fundamentals of Qualitative Research	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	12
<b>Total Credit Hours Required</b>	<b>43</b>