

*University of Great Falls  
2010-2011 Graduate Catalog\**



*\*The official catalog of the University of Great Falls is maintained online at [www.ugf.edu](http://www.ugf.edu). This document is meant to act as a desk reference and is subject to change. Official program planners are kept on file in the University Registrar's Office.*

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# ***General Information***

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 Health and Services Mission, Core Values
- 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, confer academic honors, and collegiate degrees since 1932. The University is sponsored by the Sisters of Providence (Providence Health & Services) and operates within the jurisdiction of the Catholic bishop of Great Falls-Billings. The Northwest Commission on Colleges and Universities, an institutional accrediting body recognized by the Council for Higher Education Accreditation and the United States Department of Education, accredits the University of Great Falls.

## ***Certification and 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.

## *Directory*

OFFICE	EMAIL	PHONE NUMBER	1-800 NUMBER
Admissions	enroll@ugf.edu	(406) 791-5200	1-800-856-9544
Alumni Office	bjohnson01@ugf.edu	(406) 791-5292	1-800-856-9544 ext. 5292
Bookstore*	ntomlinson01@ugf.edu	(406) 791-5260	1-888-817-4805
Business Office*	aobresley01@ugf.edu	(406) 791-5245	1-800-856-9562
Career Services		(406) 791-5216	1-800-856-9544
Graduate Studies	enroll@ugf.edu	(406) 791-5334	1-800-856-9544 ext. 5334
Faculty Divisions			
Educ/Arts/Soc Sci	ddalke01@ugf.edu	(406) 791-5335	1-800-856-9544 ext. 5335
Science/Humanities	pnoble01@ugf.edu	(406) 791- 5382	1-800-856-9544 ext. 5382
Pre-Professional	lmccain01@ugf.edu	(406) 791- 5334	1-800-856-9544 ext. 5334
Financial Aid*	kshallue01@ugf.edu	(406) 791-5235	1-800-856-9561
Library	library@ugf.edu	(406) 791-5315	1-800-856-9544 ext. 5315
McLaughlin Center	sworrall01@ugf.edu	(406) 791-5252	1-800-856-9544 ext. 5252
Records/Registration	registrar@ugf.edu	(406) 791-5201	1-800-856-9544 ext. 5201
Student Development	psowers01@ugf.edu	(406) 791-5308	1-800-856-9544 ext. 5308
Distance Learning*	jgretch@ugf.edu	(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 20th Street South  
Great Falls, MT 59405  
enroll@ugf.edu

## *Degree Program Contact Information*

Master of Secondary Teaching	Angela Turoski	791-5347 aturoski01@ugf.edu
Master of Secondary Teaching-LUMEN	Angela Turoski	791-5347 aturoski01@ugf.edu
Master of Education	Angela Turoski	791-5347 aturoski01@ugf.edu
Master of Counseling	Molly Cox	791-5348 mcox01@ugf.edu
	Marinn Pierce	791-5373 mpierce01@ugf.edu
MS in Organization Management	Deborah Hanson	791-5341 dhanson01@ugf.edu
Concentrations:		
Criminal Justice	Craig Ganster	791-5363 cganster01@ugf.edu
Management	Deborah Hanson	791-5341 dhanson01@ugf.edu
Accounting	Tami Park	791-5343 tpark01@ugf.edu

# *University Personnel*

## **ADMINISTRATION**

Eugene J. McAllister  
President

B.S. Loyola University, Los Angeles, CA  
M.A. University of California, Davis  
Ph.D. Catholic University of America

Richard L. McDowell  
Provost

Vice President for Academic Affairs  
S.B. S. M., Massachusetts Institute of  
Technology  
Ph.D. Tufts University

Peggy Boord  
Vice President for Administration and Finance  
B.A. Webster University  
M.B.A. Webster University  
Certified Management Accountant (CMA)

Charlene Brown  
Vice President for Enrollment  
B.A. Liberty University

Tenis Tennyson  
Vice President for Philanthropy  
B.S. Dakota State University

Rev. James M. Sikora  
Academic Dean  
B.A. Seton Hall University  
B.A. M.A. University of Louvain, Belgium

Katrina Stark  
Associate Dean, Graduate Studies  
Assistant Professor of Business  
B.A. Scripps College  
M.S. Troy University  
D.M. University of Phoenix

Karen Rachel Hendricks  
Chair, Division of Education, Arts & Social Sciences  
B.S. University of Texas, Dallas  
Ph.D. University of Washington, Seattle

S. Diane Lund  
Chair, Division of Science & Humanities  
B.A. Carroll College  
Ph.D. University of Cincinnati College of  
Medicine

James D. Croft  
Chair, Division of Professional Studies  
B.S., M.I.S. University of Great Falls  
M.C.P. Microsoft Certified Professional  
M.C.T. Microsoft Certified Trainer  
M.C.S.A. Microsoft Certified Systems Administrator  
M.C.S.E. Microsoft Certified Systems Engineer

David Darryl Bibb  
University Library Director  
B.G.S. University of Kansas  
M.L.S. Emporia State University  
M.H.A.M.S. University of Kansas

## **GRADUATE FACULTY AND PROGRAM CONTACTS**

Ann Bartell (2007)  
Instructor of Education  
B.A., M.Ed. University of Georgia

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

Porter Coggins (2007)  
Associate Professor of Education  
B.A. Gordon College  
M.A.T., M.S., Ph.D. University of Idaho

Molly Havnen Cox (2007)  
Assistant Professor of Psychology and Counseling  
B.A. Tulane University  
M.S. Tarleton State University  
Ph.D. University of Akron  
**Co-Program Coordinator: MSC**

Joseph R. Fontana (2000)  
Professor of Education  
B.A. Montana College of Mineral Science and  
Technology  
M.A. Western Montana College  
Ed.D. University of Montana, Missoula

Craig Ganster (2003)  
Professor of Criminal Justice  
B.A. Alvernia College  
M.S. Central Michigan University  
Ph.D. Walden University  
**Faculty Contact: MSM-CRJ**

Deborah Hanson (1993)  
Associate Professor of Business Administration  
B.S. Montana State University, Bozeman  
M.B.A. University of Montana  
Dr. P. H. University of Michigan  
**Program Coordinator: MSM-MGT**

Karen Rachel Hendricks (2007)  
Professor of Psychology and Counseling  
B.S. University of Texas, Dallas  
Ph.D. University of Washington, Seattle

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

Greg Madson (2003)  
Associate Professor of Sociology  
B.S. Montana State University, Bozeman  
M.A. Western Washington University  
Ph.D. Portland State University

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

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

L. Marinn Pierce (2009)  
Assistant Professor of Psychology and Counseling  
B.M. Brenau University  
M.S. University of North Carolina at Greensboro  
Ed.S. University of North Carolina at Greensboro  
Ph.D. University of Tennessee Knoxville  
**Co-Program Coordinator: MSC**

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

Christopher D. Rose (2010)  
Associate Professor of Psychology and Counseling  
B.S. Memorial University of Newfoundland  
M.A., Ph.D. University of Victoria, BC

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

Angela Turoski (2004)  
Instructor of Education  
B.S., M.Ed. University of Great Falls  
**Program Coordinator: MAT, MAT-LUMEN, MED**

# ***Graduate Studies Mission***

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The University provides qualified applicants the opportunity to pursue graduate degrees with the common goal to afford opportunities for ethics-based professional preparation in a variety of human endeavors. Graduate programs bring together faculty and students as a community of scholars with a common interest in creative work and advanced study.

It is the mission of Graduate Studies to prepare reflective practitioners. The graduate programs all involve learning and mastering the skills of reflective scholarship as the ability to understand and to reflect on the major theoretical and empirical data in a field of study. Reflective learning is the ability to act while reflecting on one's own ideas, analyses, values, personal and organizational interests, and the interests of others; and reflective practice as the ability to apply skills and perspectives in life, to reflect on the appropriateness of practices and to practice self-efficacy in application, both reflection-on-action and reflection-in-action of professional activities.

The goal of graduate education is to instill in the students an understanding of and capacity for scholarship, independent judgment, academic rigor, and intellectual honesty. It is the responsibility of faculty and students to work together in partnership to encourage freedom of inquiry demonstrate personal and professional integrity, and foster mutual respect.

## **Core Learning Outcomes are integrated within each degree plan:**

### **Reflective Scholarship:**

To understand the major theoretical perspectives in their field of study.

### **Reflective Learning:**

To apply major theoretical perspectives in their field of study to real-life cases and to reflect on these applications.

### **Reflective Practice:**

To reflect and act on one's own ideas, analyses, values, and personal and organizational interests in relation to one's field of study.

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

# ***Programs***

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Course work is offered for the following programs:

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)

\* Accounting (ACC)

\* Criminal Justice (CRJ)

\* Management (MGT)

Master of Education (MED)--NOT CURRENTLY ACCEPTING NEW APPLICANTS

Each of these degree plans has a unique curriculum that is described in this catalog. Students will find a listing of the prescribed courses that must be successfully completed for the award of a degree. In addition, the courses and respective three-year rotations are found in this catalog. 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.



# University of Great Falls

# ***Graduate Admission***

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Applications for admission to 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 Graduate Studies**

1. Applicants must possess a minimum 3.0 GPA and an undergraduate degree for admission to the University of Great Falls. Students are required to submit official scores from the GRE. Students must earn a minimum score of 500 for Verbal and Quantitative and a 3 for Writing to be considered for admission.
2. Submit a completed graduate application and one time fee to Office of Admissions, University of Great Falls, 1301 20th Street South, Great Falls, Montana, 59405, (406)791-5200, 1-800-856-9544, or by the web at [www.ugf.edu](http://www.ugf.edu). Email: [enroll@ugf.edu](mailto:enroll@ugf.edu)
3. Submit immunization records to the Office of Admissions – Proof of 2 (two) immunizations for Measles AND 1 (one) for Rubella, unless birth date is before January 1, 1957 or taking an online program; then requirement is waived.
4. Request that each college or university you have attended send an official transcript directly to the Office of Admissions. Proof of an earned Bachelor's degree is required for admission.
5. Request that three persons who know your academic/professional qualifications complete the reference forms and send them directly to the Office of Admissions.
6. 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).
7. All candidates for the Master of Science in Counseling program should complete the additional application requirements below.
8. All candidates for the Master of Science in 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 whether or not he/she is eligible for licensure in a given state. That can be accomplished by contacting the appropriate state licensing agency or program representative.

## **Additional Program Admission Requirements**

Several programs have additional requirements for admissions, listed below:

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

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 MSC Program Coordinator may interview the applicant. The purpose of the interview is to provide another source of information regarding the applicant's appropriateness for training as a counselor. Based on the information gained from the admission materials and interview, the MSC Coordinator(s) will recommend admission to the program or denial of the application.

## **Master of Education--NOT CURRENTLY ACCEPTING NEW APPLICATIONS**

Applicants must possess current teacher certification and complete an interview with the Education faculty.

## **Master of Arts Secondary Teaching and Master of Arts Secondary Teaching-Lumen (MAT, MAT-L)**

Applicants must have a documented endorsable major and minor (as defined by the State of Montana). An undergraduate GPA under 3.0 may be considered for provisional admittance. Applicants must also complete a successful phone interview with at least two University Education department members. Students may enter only in March or September.

### 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.

### Non-Degree Admission

Non-degree admission status is for those students who are not seeking a degree at the University. This status allows a student to enroll in classes for such non-academic reasons as personal enrichment or job enhancement. A maximum of 6 semester credits earned in non-degree status may be applied to curriculum course requirements in a degree seeking status. Non-degree seeking students must submit the following:

1. A completed Application for Admission
2. A non-refundable, one-time application fee

### 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. Students must have completed at least 50% of their coursework to be eligible for re-admission under the catalog in effect when they initially entered the program.

## **Admission of International Graduate Students**

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

1. A completed international student information form.
2. 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.
3. Official certified copies, in English, of certificates, diplomas, degrees, and course transcripts from all schools through the highest level of education achieved.
4. 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 [www.toefl.org](http://www.toefl.org):
5. Evidence of adequate medical insurance.

6. An international student medical information form, which must be completed and signed by a physician following an examination taken within the past 90 days.
7. A copy of a valid passport or birth certificate

All documents must be received in the Office of Admissions by June 1 for fall semester admission. All documents must be received by November 1 for spring semester admission.

## ***Financial Aid***

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### 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.

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 the Office of Financial Aid, The University of Great Falls, 1301 20th Street South, Great Falls, MT 59405 or online at [www.ugf.edu](http://www.ugf.edu). The telephone numbers are (800) 856-9561 or (406) 791-5235. The FAX number is (406) 791-5242.

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

### **To receive any financial aid, you must:**

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

Students can apply for aid by completing the Free Application for Federal Student Aid (FAFSA) or Renewal Application for Federal Student Aid. The University of Great Falls school code is 002527. It takes approximately three to five weeks for a paper FAFSA application to be processed. Application via the Internet takes considerably less time ([www.fafsa.ed.gov](http://www.fafsa.ed.gov)). Students must re-apply for federal aid each year.

### 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.

### Fair Notice

The University 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, 45-60 days before registering. A veteran must notify the Financial Aid

## **Satisfactory Academic Progress**

The University of Great Falls requires that all students maintain Satisfactory Academic Progress (SAP) toward a degree to maintain eligibility for financial aid. Satisfactory Academic Progress is defined as

- The maintenance of a cumulative Grade Point Average (GPA) at the University of 3.0 or better.
- Satisfactory completion of at least 66% of credits attempted and;  
All students are expected to complete their degree objective within the standard described below:
- For an MSC degree a maximum of 90 hours earned credit including transfer work.
- For all other degrees, a maximum of 54 hours earned credit including transfer work.

Satisfactory Academic Progress is reviewed at the end of each semester. Students who fail to maintain Satisfactory Academic Progress will be placed on Financial Aid Probation for the next semester enrolled. Students on probation may receive financial aid; however, they must meet the conditions of probation. Students who fail to meet the conditions of their Probation will be suspended from further financial aid eligibility at the University of Great Falls.

Suspensions may be appealed to the Student Development Office within 30 calendar days of the end of the semester in which the student was suspended. Generally, appeals will be granted for extraordinary circumstances beyond the student's ability to control such as illness or death of an immediate family member or personal injury or illness. As a minimum, the appeal must include the following:

- A statement, plus documentation as appropriate, explaining the circumstances that have led to failure to meet the established SAP standards.
- A statement as to how the student will again conform with SAP standards.

Information about the appeal process can be found in the Student Rights and Responsibilities section of the Code of Academic Conduct.

Students may regain eligibility for financial aid by re-establishing their GPA and completion ratios using their own resources. A student who repeatedly violates the standards for Satisfactory Academic Progress may be suspended from further aid eligibility at UGF without a probationary period.

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

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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 the Business Office has approved satisfactory arrangements for payment. Transcripts, grade reports, or diplomas cannot be released until all charges have been fully paid.

## **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.

## ***Tuition and Fees for 2010-2011***

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Below is the established tuition for the 2010-2011 academic year. 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, orientation, program participation, application for graduation, transcripts, independent study, home study and directed reading courses, specific course requirements (i.e. laboratory supplies), and returned checks.

### **Campus**

*Graduate* Per Credit for All Credits..... Per Credit Rate \$ 590

### **Distance Learning**

*Graduate* Per Credit for All Credits..... Per Credit Rate \$ 590

### **Semester Fee Information**

**All Fees Are Nonrefundable After the First Day of Classes**

<b>Educational Technology Fee</b>			12-18 1-11	\$220 \$22/credit
<b>General Fee</b>	Graduate Students			\$65
<b>Independent Study, Homestudy and Directed Reading Fee</b>	Classes not listed in the schedule which required separate application and approval.			\$50/credit
<b>Graduation Fee</b>	Students graduating with a second degree, at any level, pay \$10 for the second degree application. Please see catalog for deadlines.	Priority Deadline Late		\$65 GR \$75 GR \$95 GR
<b>Returned/Bad Check</b>	After three bad checks, all check cashing privileges will be revoked for one year.			\$30
<b>Transcript Fee</b>	Exclusive of graduation copies		Each	\$3

**Senior Citizens ages 65 and older** may audit University courses free of charge. All such audits are subject to applicable class fees and must follow the University audit policy and procedure. No academic credit is awarded for audits. For those wishing to earn academic credit, all applicable tuition and fee charges will apply.

# ***Registration***

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The registration periods for each term are indicated in the academic calendar and can be found online. 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. Forms can also be completed online at [www.ugf.edu](http://www.ugf.edu).

## **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 and Complete Withdrawal Policy**

**Non-Weekend Courses**—"W" (Withdrawal): A student is permitted, with instructor approval, to withdraw from a course between the first day of the fourth week until the last day of the 10th week of course will receive a W for the course. A student permitted, with instructor approval, to withdraw from a course from the Monday that begins the 11th week of the course to the end of the term but before the final examinations will receive either a WP (Withdrawal Passing) which does not confer credit and is not calculated in the GPA, or a WF (Withdrawal Failing), which does not confer credit but is calculated in the GPA in the same manner as an "F" grade.

**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, enables the candidate to complete a graduate program in three years. Primary responsibility for progress through program requirements rests with the individual student. Graduate faculty members provide guidance; however, progress depends on the student's own initiative.

## Weekend and Evening Schedule

For candidates who work Monday through Friday and/or who must commute long distances, the graduate program schedules classes on weekends and on weekday evenings. The MAT, MATL, MED, MSM-ACC, MSM-CRJ, MSM-MGT, 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. The University upon the written request of the student issues transcripts of a student's permanent record. All official transcripts are processed and issued only after payment of the established fee (\$3) is made.

# ***Career Services***

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Career Services provides a wide range of resources to University 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***

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**FALL, SPRING, SUMMER** Monday – Friday: 8:30 a.m. – 4:00 p.m.

### **TEXTBOOKS:**

Textbooks, distance learning DVDs, 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

# *Academic Policy and Procedure*

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## Catalog Governing Graduation

As long as a student remains in continuous enrollment, he or she may graduate by meeting the requirements of the catalog that was in effect at the first term of enrollment in the University. Continuous enrollment is defined as successful completion of at least three credits per semester at UGF, fall, and spring. Summer semester is not required under the Continuous Enrollment policy. If enrollment is not continuous, a student is bound by the requirements of the current catalog.

## Program Advisor

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

## Annual Review

The Advisor of Record will do the Annual Review and include the following indicators as appropriate:

- Review of progress toward degree completion using program planner as a guide;
- Areas in which student is meeting or exceeding expectations;
- Areas in which student needs improvement;
- Plans for internship and practicum;
- Evaluation of internship experience;
- Reflection on student goals and program choice;
- Update on job search and/or notification of job placement;
- Review of licensure or certification requirements; and
- Reflection on further education aspirations.

## 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 work. This includes the unauthorized and/or 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 process in the Code of Academic Conduct.

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 program for specific 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

The Associate Dean for Graduate Studies may waive a required course in consultation with the Program Coordinator 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 forms are available in the Registrar's Office and at [www.ugf.edu](http://www.ugf.edu).

### 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. MAT/MED courses run for 12 weeks on-line.

### Credit Aging

As long as a student remains in continuous enrollment, he or she may graduate by meeting the requirements of the catalog that was in effect at the time of entrance to the university. Continuous enrollment is defined as successful completion of at least three credits per semester at UGF, fall, and spring. Summer semester is not required under the Continuous Enrollment policy. If enrollment is not continuous, a student is bound by the requirements of the current catalog. No graduate credit, from either the University of Great Falls or a transfer university, older than 6 years at the time of graduation, may be used to fulfill graduate degree requirements.

### Dismissal and Suspension

If a student is on academic probation, the Associate Dean for Graduate Studies will terminate the degree or non-degree status if the student's semester GPA falls below 3.0 in a subsequent semester. When the particular circumstances are deemed to justify continuation, and upon recommendation of the Coordinator of the appropriate academic program and concurrence of the 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

Distance Learning is a synchronized technology utilized by the University since 1979 to reach students at distant locations where the student has a computer. The LearnLinc instructor provides lecture DVDs 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, page 20G).

### Experiential Learning

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

### Grade Appeal

To appeal a final grade, a student must follow the grade appeal process found in the Code of Academic Conduct.

### 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 Code of Academic Conduct.

### Grade Completion Dates

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

December graduation	January 15
May graduation	June 15
August graduation	September 1

If grades of I 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.

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

**W—“Withdrawal”** A student permitted, with advisor approval, to withdraw from a course between the first day of the fourth week until the last day of the 10th week of course will receive a W for the course. A student permitted, with advisor approval, to withdraw from a course from the Monday that begins the 11th week of the course to the end of the term but before the final examinations will receive either a WP (Withdrawal Passing) which does not confer credit and is not calculated in the GPA, or a WF (Withdrawal Failing), which does not confer credit but is calculated in the GPA in the same manner as an “F” grade.

A student’s Grade Point Average (GPA) is calculated by dividing the total number of grade points by the total number of credits attempted. Grades or notations of AU, P, W, 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 ten calendar days after final examinations, final grades will be available via the student portal. Summer term grades are recorded available to students via the web portal within ten calendar days 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.

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 individual degree.

Applications are available online and in the Registrar’s Office. All applications should include completed program planning sheets and an advisor signature. Incomplete applications will be returned to the applicant and will not be processed. The cost to apply for graduation is \$75. Priority applications receive a \$10 discount and pay \$65 while late applications will be charged a \$20 late fee. Fees can be paid at the time of application or charged to student accounts.

Graduation Application Deadlines

<b>December</b>	Priority	February 15	Deadline	April 15
<b>May</b>	Priority	April 15	Deadline	October 15
<b>August</b>	Priority	October 15	Deadline	February 15

## Graduation Participation Policy

The commencement ceremony is a celebration and does not imply conferral of a degree. Students who have applied for a degree in December, May, or August of an academic year may participate in the May commencement ceremony.

## 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. This project may be an Internship, Project or Thesis.

## 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 (\$100). Application forms for both the 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/or thesis.

## Qualified Continuation

A cumulative grade point average (GPA) of no lower than 3.0 is required on all graduate coursework to remain in good standing and to receive any degree. Upon completion of nine hours of graduate coursework, a graduate student will be placed on academic probation when his/her cumulative GPA falls below 3.0. A student will be allowed to continue graduate study in subsequent semesters if each semester’s grade point average is 3.0 or greater. Upon achieving a cumulative GPA of 3.0, the student will be removed from probationary status.

## Recording of Degrees

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

## Repeated Courses

Students may repeat any Graduate level course. However, individual courses may be repeated only once.

## Special Topics

Special Topics is an opportunity for a faculty member or invited distinguished scholar to prepare and present a course on a professional topic. The course may be organized similar to a regular course or with a non-traditional format that best supports the course outcomes. Special topics courses may be used to meet degree requirements if so approved by the Program Coordinator.

## Thesis

A student may decide to complete a master's degree thesis to prepare for further study or as fulfillment of a degree plan encompassing a research component. The student and Advisor will design a thesis plan to be submitted to the Associate Dean of Graduate Studies and Graduate Council for adoption.

## Transfer Credit

Upon admission to degree candidacy, a student may submit up to six (6) semester credits (12 credits in MSC) of appropriate graduate coursework with grades of "B" (3.0) or better from other accredited graduate schools to satisfy the degree requirements. The Program Coordinator, upon the advice of the Faculty Advisor, may accept transfer credits from an official transcript reflecting those credits. Acceptability of transfer credit rests on its relevance to the course of study being pursued and on the date of the instruction. Coursework older than six (6) years at the time of graduation may not be submitted for transfer credit. Students may petition to transfer three (3) additional credits if degree completion within six years is interrupted by military commitments.

## Challenging Coursework

Graduate students do not have the option of challenging (testing out of) graduate coursework. Coursework may be waived with the substitution of another course. Students must work with their advisor and instructor-of-record to complete course and degree requirements. Students must have the consent of the Advisor, Program Coordinator and the Associate Dean for 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.
3. Payment of the audit fee (one-half the regular tuition) and all associated fees.

## Enrollment in Graduate Courses by Undergraduate Students

Students applying for Graduate courses must already have a 4 year degree. Special Consideration requests to deviate from this policy should be submitted to the Program Director and the Associate Dean for Graduate Studies.

# ***Federal Laws***

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

The Family Educational Rights and Privacy Act (FERPA) provides for confidentiality of student records. The University designates the following categories of student information as public or “directory information.” This information may be disclosed by the institution at its discretion.

*Student name (including previous names), current enrollment, dates of attendance, class standing, previous institution(s) attended, major field of studies, awards, honors, degree(s) title and date conferred, and full-time or part-time status, local and permanent address, telephone numbers, past and present participation in officially recognized sports and activities, including physical factors (height, weight of athletes).*

A copy of the University’s FERPA policy is available in the Registrar’s Office and also in the Undergraduate section of the catalog.

## **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 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 does not give social security numbers to third parties without the 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 based on 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. Any student, employee, or applicant for admission or employment from the Student Development Office may obtain a free copy of this report.

# ***Code of Professional Conduct***

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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 for 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 either to the degree Program Coordinator or to the Associate Dean for 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 Academic Dean.

For a complete list of student rights and responsibilities, please refer to the Code of Academic Conduct.

# ***Degree Requirements***

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To earn a master's degree from the University of Great Falls, a student must

1. Complete a minimum of 36 or 60 credits, depending on program of study.
2. Maintain a cumulative University of Great Falls grade point average of 3.00 or higher.
3. Complete the master's degree core, concentration, and elective curriculum.
4. Complete thirty of the last thirty-six, or forty-eight of the last sixty, semester hours of coursework at the University of Great Falls.
5. Apply for graduation in accordance with the prescribed deadlines.
6. Comply with all University policies, rules, and regulations.
7. Pay all indebtedness to the University.

# ***Academic Programs***

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

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

**Master of Education (MED)--*NOT CURRENTLY ACCEPTING NEW APPLICANTS***

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

**Master of Science in Organizational Management**

- \* **Accounting**
- \* **Criminal Justice**
- \* **Management**

Each of these degree plans has a unique curriculum that is described in this catalog. Students will find a listing of the prescribed courses that must be successfully completed for the award of a degree. All graduates will have successfully completed an Application for Advanced Candidacy, and complete a thesis, internship or integrative project that serves as a capstone experience. All programs have several components in common, though with foci pertinent to the course of study: research methods, ethics, personnel planning, and diversity.

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

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**Program Coordinators: Molly Havnen Cox, Ph.D.  
L. Marinn Pierce, 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 526 Professional Ethics (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 (3 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 (3 credits)
  - MSC 501 Graduate Research Methods
  - MSC 502 Graduate Statistics
  - MSC 508 Psychopathology (3 credits)
  - MSC 512 Theories of Counseling \* (3 credits)
  - MSC 515 Standardized Testing and Individual Assessment
  - MSC 517 Techniques of Counseling \* (3 credits)
  - MSC 526 Professional Ethics \* (3 credits)
  - MSC 606 Multicultural Competence
  - MSC 607 Group Counseling
- \* 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 semester of enrollment to restore the GPA to at least a 3.0. Failure to do so will result in dismissal from the MSC program.

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

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

### PERSONAL GROWTH EXPERIENCE

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

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

### PROGRAM OF STUDY

The MSC program requires 60 credit hours of the outlined course work. The program typically takes 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. 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).

## 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 501 Graduate Research Methods is a prerequisite to MSC 502 Graduate Statistics

MSC 502 Graduate Statistics is a prerequisite to MSC 515 Standardized Testing and Individual Assessment and MSC 527 Evidence-Based Practice and Program Evaluation.

MSC 508 Psychopathology is a prerequisite for MSC 509 Child and Adolescent Psychopathology and MSC 643 Neuropsychology.

MSC 512 Theories of Counseling is a prerequisite for MSC 517 Techniques of Counseling and MSC 536 Family Counseling.

MSC 517 Techniques of Counseling is prerequisite for MSC 607 Group Counseling.

MSC 695 Counseling Practicum is a prerequisite for MSC 696 Advanced Counseling Internship I.

MSC 696 Advanced Internship I is a prerequisite for MSC 697 Advanced Internship II.

Students must be admitted to Advanced Candidacy in order to enroll in the following courses: MSC 617, MSC 695, MSC 696, MSC 697, and MSC 698. Students must successfully complete the following courses before being admitted to Advanced Candidacy: MSC 500, MSC 501, MSC 502, MSC 508, MSC, 512, MSC 515, MSC 517, MSC 526, MSC 606, and MSC 607.

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

## Foundations of Professional Counseling

## Required Credits

*(Successful completion of these courses is required for admission to Advanced Candidacy)*

MSC 500	Professional Orientation	3
MSC 501	Graduate Research Methods	3
MSC 502	Graduate Statistics	3
MSC 508	Psychopathology	3
MSC 512	Theories of Counseling	3
MSC 515	Standardized Testing and Individual Assessment	3
MSC 517	Techniques of Counseling	3
MSC 526	Professional Ethics	3
MSC 606	Multicultural Competence	3
MSC 607	Group Counseling	3
<b>Total Foundation Curriculum credits required</b>		<b>30</b>

## Other Required Courses

MSC 527	Evidence-Based Practice and Outcome Evaluation	3
MSC 529	Developmental Psychology	3
MSC 604	Career Counseling	3
<b>Total Other credits required</b>		<b>9</b>

## Advanced Core Curriculum

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

MSC 617	Advanced Techniques of Counseling	3
MSC 695	Counseling Practicum	3 (minimum)
MSC 696	Advanced Internship I	3 (minimum)
MSC 697	Advanced Internship II	3 (minimum)
MSC 698	Integrative Project	<b>OR</b>
MSC 699	Thesis	3
<b>Total Advanced Core Curriculum credits required</b>		<b>15</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>6</b>
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**Total Credit Hours Required 60**

# ***Master of Science in Counseling Course Rotation Guide -- FY 2010-2013***

**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...

	Fa 10	Sp 11	Su 11	Fa 11	Sp 12	Su 12	Fa 12	Sp 13	Su 13
MSC 500	BKB			BKB			BKB		
MSC 501	BKB			BKB			BKB		
MSC 502		BKB			BKB			BKB	
MSC 508		BKB+C			BKB+C			BKB+C	
MSC 509			BKB+C			BKB+C			BKB+C
MSC 512	BKB			BKB			BKB		
MSC 515		BKB			BKB			BKB	
MSC 517		C			C			C	
MSC 526		D + C			D + C			D + C	
MSC 527		D + C			D + C			D + C	
MSC 528		C			C			C	
MAT 529	BKB			BKB			BKB		
MSC 531			BKB			BKB			BKB
MSC 534		D + C			D + C			D + C	
MSC 536						C			
MSC 604	D			D			D		
MSC 606	C			C			C		
MSC 607	C			C			C		
	Fa 10	Sp 11	Su 11	Fa 11	Sp 12	Su 12	Fa 12	Sp 13	Su 13
MSC 617		C			C			C	
MSC 643						C			
MSC 695	C	C	C	C	C	C	C	C	C
MSC 696	C	C	C	C	C	C	C	C	C
MSC 697	C	C	C	C	C	C	C	C	C
MSC 698	C	C	C	C	C	C	C	C	C
MSC 699	C	C	C	C	C	C	C	C	C

C=Campus    D=LearnLine    BKB=Blackboard    BKB+C=Blackboard + Campus

## **Notes:**

# ***Master of Education***

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***This program is not currently accepting new applications***

## **Faculty Contact: Angel Turoski, MED**

The Master of Education (MED) program is designed for working teachers who need flexibility and convenience around a busy work, home, and community schedule. The courses are offered in an on-line format using the Blackboard technology and can be completed in 18 months. The M.Ed. extends teaching and learning knowledge, enabling teachers to become master teachers and curriculum teachers. Teacher scholars will be able to evaluate their classroom practices, evaluate and assess curriculum outcomes, and apply knowledge to improve instruction in schools. The MED program is designed as a cohort system. Students enter the program at a specific course and progress through the degree program in a specific class order.

### 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).

### Advanced Candidacy requirements

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 minimum GPA 3.0 with no grade below B in all MED courses
- Have taken and passed MED 600, 645, 649, and MSC 529
- 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.**

## ***MASTER OF EDUCATION-Not currently accepting new applications***

<u>Core Curriculum</u>		<u>Required Credits</u>
MED 600	Fundamentals of Qualitative Research	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	Fundamentals of Quantitative Research	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 Research Proposal	2
MED 651	Master's Research	2
MED 652	Master's Research Presentation	2
MAT 529	Human Development for Education	3
<b>Total credit hours required</b>		<b>36</b>

## ***Course Rotation Guide --***

Please contact your advisor for course rotations.

# ***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 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 501	Graduate Research Methods	3
MSC 502	Graduate Statistics	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>15</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 two 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>6</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 2010-2013***

**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 10</b>	<b>Sp 11</b>	<b>Su 11</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	BKB			BKB			BKB		
MSC 502		BKB			BKB			BKB	
MSM 503		D			D			D	
MSM 504	D			D			D		
MSM 695/696	D	D	D	D	D	D	D	D	D
<b>Accounting Concentration (15)</b>	<b>Fa 10</b>	<b>Sp 11</b>	<b>Su 11</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						D	
MSM 515		D						D	
MSM 523					D				
MSM 526	D						D		
MSM 527		D			D			D	
<b>Electives (6)</b>									
MSM 528				D					
MSM 529					D				
MSM 508			D						D
MSM 530			D			D			D
MSM 592									
MSM 512				D					
MSM 520			D			D			D
MSM 610					D				
MSC 526		D + C				D + C			

C=Campus

D=LearnLinc

BKB=Blackboard

# *Concentration in Criminal Justice*

## **Program Coordinator: Craig Ganster, Ph. 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	501	Graduate Research Methods	3
MSC	502	Graduate Statistics	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>15</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 two 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>6</b>

**Total Credit Hours Required 36**

# ***Master of Science in Organizational Management Criminal Justice Concentration Course Rotation Guide -- FY 2010-2013***

**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 10</b>	<b>Sp 11</b>	<b>Su 11</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	BKB			BKB			BKB		
MSC 502		BKB			BKB			BKB	
MSM 503		D			D			D	
MSM 504	D			D			D		
MSM 695/696	D	D	D	D	D	D	D	D	D
<b>Criminal Justice Concentration (15)</b>	<b>Fa 10</b>	<b>Sp 11</b>	<b>Su 11</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						D	
MSM 542		D						D	
MSM543					D				
MSM 545							D		
MSM 547	D			D			D		
<b>Electives (6)</b>									
MSM 544					D				
MSM 546						D			
MSC 550		D			D				
MSC 554		D			D			D	
MSM 510		D						D	
MSM 512				D					
MSC 526		D + C			D + C			D + C	
MSC 606	C			C			C		

C=Campus

D=LearnLinc

BKB=Blackboard

## ***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 501	Graduate Research Methods		3
MSC 502	Graduate Statistics		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>15</b>

<u>Management Concentration</u>			
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- 8-9 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
<b>Total Credit Hours Required</b>			<b>35-36</b>

# ***Master of Science in Organizational Management Management Concentration Course Rotation Guide -- FY 2010-2013***

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

C=Campus

D=LearnLinc

BKB=Blackboard

## ***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 Blackboard 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>

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

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The UGF Online MAT Program is offered in two (2) cohorts. Each cohort is designed to offer courses in a 12-week block, beginning in staggered form so as to allow the students the opportunity to attend classes that best suit their schedule. Cohorts begin in March and September.

MAT 500 Orientation to Professional Education		
MAT 584 Cognitive Psych. Applied to Learning		
MED 600 Fund of Qualitative Research		
MAT 615 Assessment of Learning		
MAT 625 Teaching Reading in the Content Area		
MAT 544 Instructional Technology		
MAT 682 Pre-Professional Integrative Experience		
MAT 561 Introduction to Exceptionalities		
MAT 670 Secondary Teaching Procedures		
MAT 530 Multicultural Education		
STUDENT TEACHING APPLICATION		
MED 649 Current Issues in Education		
MED 645 The K-12 Curriculum		
MAT 695 Secondary Internship		

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

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

The Master of Arts in Secondary Teaching –LUMEN (MAT-L) of Master of Arts in Education (MED-L) degree programs enable students to teach in an under-resourced Catholic school for two years while working on their advanced degrees. Teachers who hold an undergraduate degree in a teachable subject area obtain secondary teacher certification in Montana. Teachers who are already licensed, work to deepen their knowledge of curriculum planning and student engagement.

LUMEN is a partner program with the University Consortium of Catholic Education (UCCE). Along with 14 other Catholic colleges and universities, we seek to strengthen Catholic education nationwide by providing needed teachers committed to community and spiritual growth. LUMEN targets Catholic schools on reservations and in the Northwest.

The LUMEN program embraces the mission of the University of Great Falls through the three pillars that are foundational for our teachers: Professional Education, Community Growth, and Spiritual Formation. During the two-year program, students live together in a spiritual and physical community while gaining professional experience as teachers.

The desire to work with students from varied cultures is a must for LUMEN teachers! You will be directly involved in the lives of your students. Our teachers live simply on a stipend while on the program. All tuition is paid for by the program, and students are responsible for daily living expenses, books and fees.

### **Professional Education**

LUMEN teachers are recruited to teach in regional Catholic schools in high need teaching areas such as English, science, math, and religion. LUMEN teachers spend one summer on campus and take additional coursework on-line during the school year providing an immediate opportunity to put current coursework into practice.

### **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. It is not required that LUMEN students be Catholic but that they are willing to live the Christian faith through their service.

## Profile of a LUMEN Teacher

Candidates for the LUMEN program come from all lifestyles. 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.

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 two-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."

Additional classes beyond the MAT or MED requirements in the first summer of acceptance include:

MAT	555	Teaching Catholicism	1 credit
MAT	635	Classroom Management with Special Populations	3 credits
MAT	682	Pre-professional Integrative Experience	2 credits

## Entrance Requirements:

1. Complete a LUMEN application
2. Interview with a LUMEN committee by phone
3. Submit all LUMEN paperwork by April 1

No students will be admitted to this program without a guaranteed placement in a Catholic school.

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

<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 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	12
<b>TOTAL Credit Hours Earned</b>		<b>47</b>

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

## ***Notes:***

# *Course Descriptions*

## *Counseling*

### **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. Must be taken during the Fall semester of the first year of enrollment in the MSC program.

**3 credits**

### **MSC 501 Graduate 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; and (5) specifying a methodology. 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.

**3 credits**

### **MSC 502 Graduate Statistics**

An extension of MSC 501, this course will provide students with 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.

**Prerequisite: MSC 501**

**3 credits**

### **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 with emphasis on the DSM-IV-TR classification system.

**Prerequisite: MSC 508**

**3 credits**

### **MSC 512 Theories of Counseling**

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 502**

**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 527 Evidence-Based and Outcome Evaluation**

This course will review ways in which professional counselors demonstrate accountability to the individuals, groups, and organizations they serve. Various means of clinical documentation will be reviewed including case notes and treatment planning. Program evaluation will be addressed to include consultation and grant writing. The role of managed care in counselor accountability will also be reviewed.

**Prerequisite: MSC 502**

**3 credits**

**MAT 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 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 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**

**MSC 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**

**MSC 554 Psychopharmacology of Addictions**

This course studies the mental and physical changes occurring in phases of addictions, specific chemical influences, reversal, and withdrawal.

**3 credits**

**MSC 556 Assessments in Addiction Treatment**

Examines methods and techniques in assessing clients for addiction, with emphasis on testing and interviewing.

**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**

An opportunity for students to increase awareness of their own cultural values and beliefs; to explore world-views 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 617 Advanced Techniques of Counseling**

Advanced theories of communication and attending behavior are applied to the process of counseling. Emphasis is placed on learning and applying specific techniques of counseling to the therapeutic process.

**Prerequisite: MSC 517**                      **3 credits**

### **MSC 643 Neuropsychology**

An advanced course focused on nervous system anatomy, physiology and function. This course will incorporate the philosophy, science, and clinical impacts of commonly used medical approaches to mental illness. Attention will also be paid to impact of licit and illicit psychoactive drug use.

**Prerequisite: MSC 508**                      **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. May be completed in 2 semesters (2 credits per semester). All supervision documents (including the practicum application) must be submitted to the MSC program coordinator 6 weeks prior to the beginning of the semester in which practicum begins. Pass/Fail grading

**Prerequisites: MSC 500, 501, 502, 508, 512, 515, 517, 606, 607, completion of 40 credits, and acceptance to advanced candidacy and practicum application acceptance. Concurrent enrollment in MSC 606 and 607 allowed with approval of MSC Program Coordinator. (Pass/Fail grading)**  
**3 credits**

**MSC 696     Advanced Counseling Internship I**

The first semester of a two semester course sequence that provides students with a comprehensive professional experience of supervised training at a site congruent with student career goals, wherein the student refines previously learned skills in an increasingly autonomous role with clients. All supervision documents must be submitted to the MSC program coordinator 6 weeks prior to the beginning of the semester in which the student is enrolled in the course.

**Prerequisite: Admission to Advanced Candidacy, successful completion of MSC 526, and MSC 695. Concurrent enrollment in MSC 697 allowed with approval of the MSC Program Coordinator. (Pass/Fail grading)**  
**3 credits**

**MSC 697     Advanced Counseling Internship II**

The second semester of a two-semester course sequence that provides students with a comprehensive professional experience of supervised training at a site congruent to student career goals, wherein the student refines previously learned skills in an increasingly autonomous role with clients. All supervision documents must be submitted to the MSC program coordinator 6 weeks prior to the beginning of the semester in which the student is enrolled in the course.

**Prerequisite: Admission to Advanced Candidacy, successful completion of MSC 696. Concurrent enrollment in MSC 696 allowed with approval of the MSC Program Coordinator. (Pass/Fail grading)**  
**3 credits**

**MSC 698     Integrative Project**

The project documents and integrates the breadth of knowledge gained across the program, and how the knowledge and skills could be implemented in the work place. The project contains a presentation component that clearly articulates the completed project as determined by the student and the committee.

**Prerequisite: Admitted MSC advanced candidate, successful completion of MSC 695 and prearrangement with advisor. Concurrent enrollment in MSC 695 allowed with approval of MSC Program Coordinator.**  
**1-3 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 of the thesis, a public defense will be scheduled and presented.

**Prerequisite: Admitted MSC Advanced Candidate and permission of Advisor.**  
**2-6 credits**

# ***Education***

## **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**

**1-3 credits**

## **MED 600 Fundamentals of Qualitative Research**

This course is designed for graduate students who require current research, trends, and practices within the field of qualitative research methodologies. The course is designed to provide the participants with a general introduction to the theory and practice of qualitative research in the educational setting. The goals for this course are to: (1) develop a descriptive framework for qualitative research as a mode of inquiry; (2) examine ethnographic techniques for data collection and analysis; (3) critique ethnographic literature in reference to theoretical, practical, and ethical standards; and (4) apply the use of qualitative methodologies to conduct an interest-based research project. All work for this course is expected to follow APA format.

**3 Credits**

## **MED 601 Advances in Learning Psychology**

Cognitive processing concepts relevant to the practice of education are explored. Topics include basic developmental neurobiology, learning theories (including those of Thorndike, Piaget, Vygotsky, Bandura, Information Processing, and Schema) attention, memory, motivation, higher-order thinking (including meta-cognition, problem solving, creativity, transfer, and critical thinking). Students will then apply the above cognitive processing foundations and current research to the subjects reading, writing, mathematics, and problem solving as relevant to the practice of education. Students will accomplish this through text and current scholarly journal readings, case study analysis, and an end or course literature review on a topic relevant to the course content. All work for this course is expected to follow APA format.

**Prerequisites: MED Advanced Candidacy status**

**4 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 630 Fundamentals of Quantitative Research**

This course is designed for graduate students who require current research, trends, and practices within the field of quantitative research methodologies. The course is designed to provide the participants with a general introduction to the theory and practice of quantitative research in the educational setting. The goals for this course are to: (1) develop a descriptive framework for quantitative research as a mode of inquiry; (2) examine statistical techniques for data collection and analysis; (3) critique quantitative literature in reference to theoretical, practical, and ethical standards; and (4) apply the use of quantitative methodologies to conduct an interest-based research project. All work for this course is expected to follow APA format.

**Prerequisites: MED Advanced Candidacy status**

**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 Proposal**

Each student will determine a research project hypothesis statement, determine a methodology, conduct a review of literature, and submit a written proposal outlining those items to the course professor. A faculty advisor will be selected by the Education Department based on the student's area of research.

**Prerequisite: MED Advanced Candidacy Status 2 credits**

**MED 651 Master's Research**

Each student will obtain permission from UGF Institution Research Board (IRB), and other appropriate institutions or people to begin research as determined in MED 650. All students will follow prescribed protocol for conducting research and submit a rough draft of research results to faculty advisor for review by Education department. Students may advance to MED 652 with approval of their rough draft.

**Prerequisite: MED Advanced Candidacy Status 2 credits**

**MED 652 Master's Research Presentation**

Each student will prepare a final draft of research results, literature review, explanation of methodology and verification of appropriate permissions to faculty advisor. Copies of this document will be made and distributed to all Education department faculty for review. Defense of research will be scheduled when faculty advisor gives approval.

**Prerequisite: MED Advanced Candidacy Status, MED 651**

**2 credits**

# ***Organization Management***

## **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 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, understanding financial statement, 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 Writing and Administration**

Introduces the students to the basic tools, knowledge, and skills necessary for success in procuring and administering grant monies for not-for-profit agencies and organizations.

**3 credits**

**MSM 515 Governmental and Not for Profit Accounting**

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

**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 523 Advanced Audit and Attestation**

This course will explore the application of the audit process to the accounting cycles and the process of completing the audit and other assurance and nonassurances services. The course will also cover internal and governmental financial auditing and operational auditing.

**Prerequisite: ACC 372, ACC 422, ACC 481 and MSM 502**

**3 credits**

**MSM 526 Advanced Financial Accounting**

This course will cover home office and branch accounting, foreign currency concepts and reporting, and segment and interim financial reporting. The formation, operation, changes in ownership interest, and liquidations of partnerships, corporation liquidations and reorganizations. The course will also discuss the SEC Influence on Accounting and accounting for Estates and Trusts.

**Prerequisite: ACC 425**

**3 credits**

**MSM 527 Contemporary Accounting Issues**

This course will concentrate on the integration of accounting theory and practice through practical simulation problems, and research.

**Prerequisite: MSM 526**

**3 credits**

**MSM 528 Advanced Taxation**

This course will exploration of the influences of taxes on business decisions and the application of tax law to corporations and partnerships, trusts, estates and gifts through practical case studies and research.

**Prerequisite: ACC 442**

**3 credits**

**MSM 529 International Accounting for Multinational Enterprises**

This course will explore International Accounting Standards. International accounting control systems, multinational strategy, comparative systems and practices, international taxation, and foreign external auditing. The course will concentrate on the integration of accounting theory and practice through practical simulation problems, and research.

**Prerequisite: MSM 526**

**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 541 Criminal Justice System**

An encompassing view of the discrete elements which comprise the criminal justice system and their interrelatedness.

**3 credits**

**MSM 542 Criminal Law and the Courts**

This course explores criminal offenses and the response of society to these offenses.

**3 credits**

**MSM 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**

**MSM 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**

**MSM 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**

**MSM 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**

**MSM 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**

**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 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 695 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 organization.

**Prerequisite: Admitted MSM candidate and prearrangement with advisor  
1-3 credits arranged**

### **MSM 699 Thesis/Project**

The student must form a Master's Thesis committee with the faculty member who agrees to serve as chair of the committee. The student must prepare a thesis or project proposal with one copy provided to the committee chairperson and the Associate Dean of Graduate Studies. Permission. To proceed with the thesis or project, permission must be in writing from the chair of the committee. The project documents and integrates the breadth of knowledge gained across the program, and how the knowledge and skills could be implemented in the work place. The thesis or project contains a presentation component that clearly articulates the completed project as determined by the student and committee.

**Prerequisite: Admitted MSM Advanced Candidate, MSC 501, MSC 502 and permission of advisor  
1-3 credits**

# ***Secondary Teaching***

## **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 529 Human Development for Education**

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**

## **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**

Cognitive processing concepts relevant to the practice of education are explored. Topics include basic developmental neurobiology, learning theories (including those of Thorndike, Piaget, Vygotsky, Bandura, Information Processing, and Schema) attention, memory, motivation, higher-order thinking (including meta-cognition, problem solving, creativity, transfer, and critical thinking). Students will then apply the above cognitive processing foundations and current research to the subjects reading, writing, mathematics, and problem solving as relevant to the practice of education. Students will accomplish this through text and current scholarly journal readings, case study analysis, and an end or course literature review on a topic relevant to the course content. All work for this course is expected to follow APA format.

**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 Advisor.**

**2-6 credits**