

G 635 Academic Development Seminar 2 cr. Offered alternate years. Prereq., admission to graduate program. Designed to improve skills in teaching, design and implementation of hypothesis testing, and grant writing with emphasis on the biological and chemical sciences.

G 637 Topics in Biomedical Science 1-3 cr. (R-9) Offered autumn or spring. Prereq., BMED 613, or 641, or 661. Current topics in the biomedical sciences.

G 641 Toxicology I—Principles of Toxicology 3 cr. Offered autumn. Prereq., BCH 480 (BIOC 481) or equiv. Introduction to toxicology. Topics include general principles, risk assessment, organ system toxicology, introduction to carcinogenesis, and genetic toxicology.

G 642 Toxicology II—Toxic Agents 3 cr. Offered spring. Prereq., BMED 641. Toxic agents and the diseases caused by those agents. Includes common toxicants in the environment and occupational settings as well as drug induced toxicity.

G 643 Cellular and Molecular Toxicology 3 cr. Offered autumn. Prereq., BMED 641. Cellular and molecular mechanisms of toxicity. Includes apoptosis, regulation of cell cycle, genetic toxicology, and signal transduction pathways in toxicity.

G 644 Immunopharm/Immunotox 3 cr. Offered alternate years. Prereq., BIOB 410 (MICB 410) or equiv. The impacts of xenobiotic agents on the immune system.

G 645 Respiratory Toxicology 3 cr. Offered alternate years. Prereq., BMED 641. The lung and associated immune systems and their response to inhaled immunogenic and toxicological agents.

G 646 Neurotoxicology 3 cr. Offered alternate years. Prereq., BMED 641 or 661. Mechanisms of major neurotoxins and neurological disease.

G 647 Topics in Toxicology 1-3 cr. (R-9) Offered autumn or spring. Prereq., BMED 613, or 641, or 661. Current topics in toxicology.

G 657 Topics in Immunology 1-3 cr.(R-9) Offered autumn or spring. Prereq., BIOB 410 (MICB 410) or equiv. Current topics in immunology.

G 661 Neuroscience I 4 cr. Offered autumn. Prereq., BCH 380 (BIOC 380) or equiv. Overview of the structure and function of the nervous system.

G 662 Neuroscience II 4 cr. Offered spring. Prereq., BMED 661. Fundamentals of developmental neuroscience, behavioral and cognitive neuroscience, and computational neuroscience.

G 667 Topics in Neurobiology 1-3 cr. (R-9) Offered every year. Prereq., BMED 661. Current topics in neuroscience.

G 697 Research 1-9 cr. (R-20) Offered every term.

G 699 Dissertation 1-9 cr. (R-20) Offered every term.

Faculty

Professors

Howard D. Beall, Ph.D., University of Florida, 1991

Richard J. Bridges, Ph.D., Cornell University Medical College, 1987 (Chair)

Fernando Cardozo-Pelaez, Ph.D., University of Southern Florida, 1996

J. Douglas Coffin, Ph.D., State University of New York Health Sciences Center at Syracuse, 1989

John Gerdes, Ph.D., University of California, Riverside, 1982

Vernon R. Grund, Ph.D., University of Minnesota, 1974 (Associate Dean for research and Graduate Education)

Andrij Holian, Ph.D., Montana State University, 1975 (Director, Center for Environmental Health Sciences)

Michael Kavanaugh, Ph.D., Oregon Health Sciences University-Portland, 1987(Director, Center for Structural and Functional Neuroscience)

Diana I. Lurie, Ph.D., University of Pennsylvania, 1989

Nicholas Natale, Ph.D., Drexel University, 1978

Charles M. Thompson, Ph.D., University of California, Riverside, 1982

Associate Professors

Lilian Calderon-Garciduenas, M.D., Ph.D., University of North Carolina, 2001

Darrell Jackson, Ph.D., Washington State University, 1990

Curtis W. Noonan, Ph.D., Colorado State University, 2000

Keith K. Parker, Ph.D., University of California, San Francisco, 1977

Mark A. Pershouse, Ph.D., University of Texas-Houston, 1993

Elizabeth A. Putnam, Ph.D., University of Texas-Houston, 1989

Kevan Roberts, Ph.D., Christie Hospital in Manchester, U.K., 1984

David M. Shepherd, Ph.D., Oregon State University, 1999

Jerry R. Smith, Ph.D., University of Mississippi, 1977

Assistant Professors

J. Josh Lawrence, Ph.D., University of Wisconsin-Madison, 1999

Anthony Ward, Ph.D., The University of Montana, 2001

Erica L. Woodahl, Ph.D., University of Washington, 2004

Lecturer

David S. Freeman, Ph.D., University of Washington, 1974

Research Professor

Maria T. Morandi, Ph.D., New York University, 1985

Andrea Stierle, Ph.D., Montana State University, 1988

Donald Stierle, Ph.D., University of California-Riverside, 1978

Research Associate Professors

Dianne L. DeCamp, Ph.D., University of Delaware, 1988

David J. Poulsen, Ph.D., University of Delaware, 1995

Philippe Diaz, Ph.D., University Paul Cezanne, 1997

Research Assistant Professors

Celine Beamer, Ph.D., University of Montana, 2002

Michael Braden, Ph.D., Purdue University, 2007

Kathleen M. George, Ph.D., Northwestern University, 1994

Zeina Jaffar, Ph.D., University of College London, 1991

Christopher T. Migliaccio, Ph.D., University of California-Davis, 2000

Sarjubhai A. Patel, Ph.D., University of Montana, 2000

Thomas Rau, Ph.D., University of Montana, 2007

Emeritus Professors

Todd G. Cochran, Ph.D., University of Washington, 1970

Charles L. Eyer, Ph.D., Washington State University, 1976

Rustem S. Medora, Ph.D., University of Rhode Island, 1965

School of Social Work

- . [Special Degree Requirements](#)
- . [Suggested Course of Study](#)
- . [Courses](#)
- . [Faculty](#)

Ryan Tolleson Knee, Chair

Social work is a human service profession concerned with the prevention of social problems, the maintenance of satisfying social relationships and the enhancement of human development. It focuses on people and their social environment. Social workers employ a range of knowledge and skills as the basis for constructive intervention on behalf of various client populations. The Bachelor of Arts and Master of Social Work degrees are offered. The Bachelor of Arts degree prepares graduates for generalist social work practice. The Master of Social Work degree prepares graduates for advanced integrated practice.

The undergraduate major in social work is available for those who wish to prepare for: (1) professional employment in the social services; (2) entry into a graduate school of social work; (3) graduate education in other helping service professions. The graduate degree in social work prepares graduates for advanced social work practice. Students can enroll in a two year full-time program or in a part-time option. See The University of Montana Graduate Catalog for a description of the Master of Social Work program. Both the Bachelor of Arts degree and the Master of Social Work degree are fully accredited by the Council on Social Work Education.

Special Degree Requirements

Refer to graduation requirements listed previously in the catalog. See index.

Thirty-seven credits in social work courses are required for the bachelor degree. The following courses must be successfully completed: SW 100, 200, 300, 310, 350, 360, 400, 487, 488, and 10 credits in SW 489 over two semesters.

Requirements for the bachelor degree include course work outside the School of Social Work providing content in the social and behavioral sciences, human biology, and human diversity. Required course work includes ECNS 101S (ECON 100S); PSCI 210S (PSC 100S); SOCI 101S (SOC 110S); PSYX 100S, 230S, 233 (PSYC 100S, 240S, 245);

BIOB 100N (BIOL 100N) or PSYX 250N (PSYC 270N); ANTY 122S (ANTH 180S) or SOCI 220S (SOC 220S). No fewer than six of these eight course requirements must be completed before enrollment will be permitted in required 300-level social work courses

To enroll in required 300- and 400-level social work courses, social work majors are required to have earned and to maintain a 2.75 grade average for all college course work. To ensure that they have complied with all course prerequisites, grade point average requirements and compliance with professional social work ethics, students must complete a formal application to the social work major for school approval prior to admission to required social work courses at the 300-level or above.

Social work majors are required to complete a two-semester practicum placement (SW 489, Field Work Practicum, 10 credits). Refer to the SW 489 course description for admission and completion requirements regarding this specific course.

The upper-division writing expectation must be met by successfully completing an upper-division writing course from the approved list in the Academic Policies and Procedures section of this catalog. SW 310 will satisfy this requirement. Social work majors who wish to explore more specialized study in such areas as children, exceptional persons, or the family should consider the Human and Family Development minor program, which is described elsewhere in the catalog. The School of Social Work offers a Title IV-e Child Welfare Training Program for eligible B.A. and M.S.W. students interested in a career in child protective services. The Gerontology Fellows Program is available to undergraduate students pursuing a career in gerontological or intergenerational social work.

Social work majors are expected to conduct themselves according to the ethical standards of the National Association of Social Workers as well as those applicable to students of the University. Other professional expectations are described in the Student Handbook, available from the school or on web page [http://www.health.umt.edu/schools/sw/documents/BSWStudentHandbook2008_000.pdf].

Majors in social work are assigned a faculty advisor who they are required to meet with at least once per semester as soon as the social work major is declared. A school advising guide is available to all students at the School of Social Work office or on the web page [www.health.umt.edu/sw/default.htm]. The Master of Social Work requirements are detailed in The University of Montana Graduate online Catalog [www.umt.edu/grad/].

Suggested Course of Study

	First Year	A S
PSCI 210S (PSC 100S) Introduction to American Government		- 3
PSYX 100S (PSYC 100S) Introduction to Psychology		3 -
SOCI 101S (SOC 110S) Introduction of Sociology		- 3
SW 100 Introduction to Social Welfare		3 -
General Education		9 9
Total		15 15
	Second Year	A S
SW 200 Introduction to Social Work Practice		4 -
BIOB 101N (BIOL 100N) Discover Biology		- 3
ECNS 101S (ECON 100S) Economic Way of Thinking		3 -
PSYX 230S (PSYC 240S) Developmental Psychology		- 3
PSYX 233 (PSYC 245) Fund of Psychology of Aging		- 3
ANTY 122S (ANTH 180S) Race and Minorities or SOCI 220S (SOC 220S) Race, Gender & Class		3 -
General Education		6 6
Total		16 15
	Third Year	A S
SW 300 Human Behavior and Social Environment		4 -
SW 310 Social Welfare Policy and Services		- 3
SW 350, 360 Social Work Intervention Methods I, II		4 4
Electives		6 9
Total		14 16
	Fourth Year	A S
SW 400 Social Work Research		3 -
SW 487, SW 488 Field Work Practicum Seminar		1 1

SW 489 Field Work Practicum	5 5
Electives	5 9
Total	14 15

Minor in Gerontology

Students in the Gerontology Minor program will study issues of aging from an interdisciplinary perspective and come to understand the interplay between them, including health and medical as well as social and psychological needs of older persons. Although this interdisciplinary minor is housed in the School of Social Work, students in other majors may complete the minor in consultation with both the Chair of the Gerontology Minor and the students' academic advisors in their respective departments. Students must consult with their major advisor to select electives, practicum or volunteer experiences, and integrating courses that will meet the requirements of the minor. The minor will require successful completion of four required core courses (12 credits), an integrating course with gerontological content within the student's major (3 credits), one or two elective courses (3-6 credits), and a practicum course within the student's major (3 credits) for a total of 21-24 credits. Core courses are:

- . HS 325 Introduction to Gerontology 3 cr.
- . SW 455 Social Gerontology 3 cr.
- . PSYX 233 (PSYC 245) Fund of Psychology of Aging 3cr.
- . HS 430 Health Aspects of Aging 3 cr.

Students should contact the School of Social Work for a complete list of appropriate major and elective courses.

Courses

U = for undergraduate credit only, UG = for undergraduate or graduate credit, G = for graduate credit. R after the credit indicates the course may be repeated for credit to the maximum indicated after the R. Credits beyond this maximum do not count toward a degree.

Social Work (S W)

U 100 Introduction to Social Welfare 3 cr. Offered autumn and spring. Overview of human services, programs and problems in meeting social welfare needs, with emphasis on the complexity of social services and their historical development. Analysis of the value, attitudinal, economic and political factors that condition the provision of these services.

U 195 Special Topics Variable cr. (R-6) Offered intermittently. Experimental offerings of visiting professors, experimental offerings of new courses, or one-time offerings of current topics.

U 198 Internship Variable cr. (R-3) Offered autumn and spring. Prereq., consent of instructor. Application of classroom learning in off campus internship placements. Prior approval must be obtained from the School of Social Work practicum coordinator and from the Center for Work-Based Learning. A maximum of 6 credits of Internship (198, 398,) may count toward graduation.

U 200 Introduction to Social Work Practice 4 cr. Offered autumn and spring. Prereq., SW 100, sophomore standing. Introduction to social work as a profession, including an examination of goals, guiding philosophy and basic assumptions. Emphasis on a generalist framework of social work practice and the development of beginning analytical and practice skills.

U 295 Special Topics Variable cr. (R-6) Offered intermittently. Experimental offerings of visiting professors, experimental offerings of new courses, or one-time offerings of current topics.

U 300 Human Behavior and Social Environment 4 cr. Offered autumn and spring. Prereq., SW 200. Prereq. or coreq., PSYX 230S (PSYC 240S), junior standing. Using the ecological-social systems framework, the integration of knowledge and concepts from the social and behavioral sciences for analysis and assessment of problems and issues relevant to professional social work practice.

U 310 Social Welfare Policy and Services 3 cr. Offered autumn and spring. Prereq., SW 200. Social welfare history, program planning and analysis with review of selected policies on the national level. Includes international comparisons. Upper-division writing course.

U 323 Women and Social Action in the Americas 3 cr. Offered intermittently. Prereq., one of SW 100, SOCI 101S (SOC 110S), or ANTY 101H (ANTH 101H) or consent of instr. Same as WS 323. Focus on women's experiences of and contributions to social change in North, South and Central America in the mid to late-20th century. Through case studies, testimonials, discussions with activists and Internet connections examine social constructions of gender, compare forms of social action in diverse cultural, political and historical contexts, link practice to theories of social participation, and reflect on lessons learned from women's experiences.

U 324 Gender and the Politics of Welfare 3 cr. Offered intermittently. Prereq., SW 100 or consent of instr. Same as WGS 324. Exploration of the relationship between gender ideologies and the development of social welfare policies. Examination of historic and contemporary social welfare policies, practices and debates in the United States through a gender lens.

U 350 Social Work Intervention Methods I 4 cr. Offered autumn and spring. Prereq., SW 200; coreq., SW 300. The study and application of the generalist model of social work practice and related techniques and procedures for the assessment, intervention and prevention of problems in social functioning. Emphasis on individuals and families.

U 360 Social Work Intervention Methods II 4 cr. Offered autumn and spring. Prereq., SW 350. The study and application of the generalist model of social work practice and related techniques and procedures for the assessment, intervention and prevention of problems in social functioning. Emphasis on groups and communities.

U 395 Special Topics Variable cr. (R-9) Offered intermittently. Experimental offerings of visiting professors, experimental offerings of new courses or one-time offerings of current topics.

U 398 Internship Variable cr. (R-3) Offered autumn and spring. Application of classroom learning in off campus internship placements. Prior approval must be obtained from the School of Social Work practicum coordinator and the Center for Work-Based Learning. A maximum of 6 credits of Internship (198, 398) may count toward graduation.

UG 400 Social Work Research 3 cr. Offered autumn and spring. Prereq., SW 360. Utilization of social research findings in social work practice. Techniques for the collection and analysis of clinical data. Special emphasis on research methodology for the assessment of practitioner and program effectiveness.

UG 410E Ethics and the Helping Professions 3 cr. Offered spring. Prereq., completion of twelve credits in social work or a related discipline or consent of instructor. Analysis of specific ethical dilemmas from personal, professional and policy perspectives. Focus on ethical issues common to the helping professions and utilizing codes of ethics as guides to decision-making. The relationship between professional ethical issues and the development of social policy.

UG 420S Child Abuse and Child Welfare 3 cr. Offered autumn. Prereq., junior standing or consent of instr. Signs and symptoms of physical and sexual abuse and neglect, family dynamics in abuse and neglect, the legal context, programs of prevention and intervention, foster care, special needs adoptions and related issues in child welfare.

UG 423 Addiction Studies 3 cr. Offered spring. Same as PSYX 441 (PSYC 423) and SOCI 433 (SOC 423). Examination of chemical dependency and behavioral compulsions, including alcohol and other drugs, gambling, eating disorders, sexual addictions. Ecosystems perspective on etiology, treatment, prevention, family dynamics, community response, and societal contributors. Students engage in a service learning community project which is integrated into the classroom through initial training, regular reflection, and other activities.

UG 430 Health Aspects of Aging 3 cr. Offered spring. Same as HHP and HS 430. Overview of the health aspects of aging in the United States including biological theories of aging, normal physiological changes associated with aging systems, common pathological problems associated with aging, cultural and ethnic differences in the health of elders, health promotion and healthy aging, and the health care continuum of care for older persons.

UG 434 Social Work and the Law 3 cr. Offered spring even-numbered years. Prereq., junior standing. Contemporary implication of social work practice in a judicial arena.

UG 440 Psychosocial Aspects of Illness and Disability in Older Persons 3 cr. Offered autumn. Same as HS 440. Prereq., PSYX 245. A review of the psychosocial aspects of illness and disability in older persons to include societal impact of these illnesses, responses of the individual, family, and support network to the stress of illness and disability, caregiver issues, cultural implications, and the impact of the health care system on these psychosocial aspects.

UG 450 Children and Youth at Risk 3 cr. Offered autumn or spring. Focus on the aspects of society that pose a threat to today's youth and the ramification of those threats on youth development and behavior. Resilience and protective factors for youth at risk and strategies to work with those youth. Attention to related systems in Missoula and Montana, including juvenile justice, mental health, child protection, substance abuse, and education.

UG 455S Social Gerontology 3 cr. Offered autumn. Examination of the field of social gerontology, including an examination of the major bio/psycho/social/cultural/spiritual theories of aging, the service system, social and health issues, family and care giving dynamics, social policy, and end of life concerns.

UG 460 Domestic Violence 3 cr. Offered intermittently. Examination of domestic violence in relation to its societal context, with attention to sex role socialization, interpersonal dynamics, and family consequences. Emphasis on etiology, treatment, intervention and prevention.

UG 465 Social Work in a Global Context 3 cr. Offered spring even-numbered years. Prereq., upper-division or graduate standing. Examination of globalization, human rights, poverty, international aid, and gender issues; their relationship to social work and social justice, and strategies for action.

UG 470 Mental Health Practice in Rural Settings 2 cr. Offered intermittently. Prereq., upper-division or graduate standing. Examination of rural settings and how state and federal policy influence the quality and accessibility of mental health care programs and services.

UG 475 Death, Dying and Grief 3 cr. Offered intermittently. Examination of death, dying and grief from an ecological perspective, focusing on the processes of dying and theories of grief. Emphasis on physical, social, psychological, spiritual, and cultural influences that surround death and grief. Consideration of cultural norms, attitudes toward death, medical, legal and ethical issues of dying. Focus on normal and complicated grief.

U 485 Counseling Theories in Context 3 cr. Offered autumn. Prereq., PSYX 100S (PSYC 100S). Same as COUN 485 and PSYX 442 (PSYC 485). This course introduces students to the primary theories that constitute the intellectual foundation for common counseling and psychotherapy techniques, with a special focus on gender, interpersonal influence strategies, and diversity issues.

U 487 Practicum Seminar I 1 cr. Offered every term. Coreq., SW 489. Taken concurrently with first semester of practicum. Consideration and discussion of practicum-related matters, professional development, and issues confronting the profession.

U 488 Practicum Seminar II 1 cr. Offered every term. Coreq., SW 489. Consideration and discussion of practicum-related matters, professional development, and issues confronting the profession.

UG 489 Field Work Practicum Variable cr. (R-10) Offered every term. Prereq., SW 350 and 360 and approved application to practicum coordinator. Coreq., SW 488. Practicum must be taken over two consecutive semesters for a total of 10 credits. Minimum of one credit per semester. Cumulative grade average of 2.75 or above in SW 100, 200, 300, 350 and 360 and a 3.0 grade average for SW 200, 350 and 360 are required. Supervised field work in public and private agencies and institutions. Successful completion of the field work practicum requires a passing performance on the school administered professional social work competency examination.

UG 494 Seminar Variable cr. (R-9) Offered intermittently. Prereq., 9 credits in social work.

UG 495 Special Topics Variable cr. (R-9) Offered intermittently. Experimental offerings of visiting professors, experimental offerings of new courses, or one-time offerings of current topics.

UG 496 Independent Study Variable cr. (R-6) Offered autumn and spring. Prereq., consent of instr.

G 500 Orientation 1 cr. Prereq., admission to M.S.W. program. Seminar introducing M.S.W. students to program philosophy and social work's theory and value base.

G 505 Foundations of Social Work Practice 2 cr. Prereq., admission to M.S.W. program. Introductory practice course that examines generalist social work practice, dominant theoretical influences, and forces shaping social work over time.

G 510 Human Behavior and Social Environment I 3 cr. Prereq., admission to M.S.W. program. Introduction to and critical consideration of social work perspectives on human behavior as influenced by the social environment. Particular attention is paid to biological, psychological, social, cultural and spiritual influences.

G 511 Human Behavior and Social Environment II: Difference, Diversity and Oppression 3 cr. Prereq., admission to M.S.W. program and SW 510 or consent of instr. Advanced course on human behavior and social environment that addresses difference and diversity, histories and mechanisms of discrimination and oppression, and frameworks for thought and practice that recognize diversity and promote social justice.

G 515 Practice with Individuals and Families in a Community Context 4 cr. Prereq., admission to M.S.W. program or consent of instr. Practice-oriented course building on students' developing knowledge of engagement, assessment, intervention and evaluation and the application to practice with individuals and families in context of community.

G 520 Social Work Research Methods 3 cr. Prereq., admission to M.S.W. program or consent of instr. Introduction to principles, methodologies, technologies, and statistical approaches of human service research. Emphasis on beginning capabilities in evaluation of social work practice and skill development regarding use of published research.

G 521 Advanced Research and Program Evaluation 3 cr. Prereq., SW 515. The use of research within the integrated practice model of social work through evaluation of practice and program evaluation. Advanced statistical concepts are applied to direct practice and five types of program evaluation.

G 525 Practice with Groups and Communities 4 cr. Prereq., admission to M.S.W. program or consent of instr. Practice oriented course addressing theories, frameworks, principles, and skills of group and community work. Dynamics of group work and examination of modalities such as mutual aid and social action groups.

G 530 History of Social Policy, Justice and Change 3 cr. Prereq., admission to M.S.W. program or consent of instr. Foundation in social welfare policy and services; examination of relationship between history social welfare policy and emergence of social work profession. Introduction to frameworks for policy analysis.

G 531 Methods of Social Policy Analysis 3 cr. Prereq., SW 530. Focus on the analysis of existing or proposed policies specific to oppressed populations, rural areas and isolated communities.

G 535 Advanced Integrated Practice 4 cr. Prereq., consent of instr. Builds on the skills, knowledge, and values of the foundation generalist and practice courses.

G 545 Practice of Organizational Leadership 3 cr. Prereq., consent of instr. Advanced training in professional leadership and how to effectively conceive, plan, design, implement, manage, assess, and change contemporary organizations.

G 550 Counseling Techniques and Strategies 3 cr. Offered autumn. Prereq., admission to MSW program or consent of instr. Practice-oriented course addressing strategies of clinical intervention, case studies, and philosophy of care.

G 551 Couples and Family Therapy 3 cr. Offered spring. Prereq., admission to the MSW program, SW 505, or consent of instructor. Course explores family-centered methods of clinical social work interventions with couples and families that can be applied in a variety of settings.

G 552 Psychopathology and Assessment for Social Work 3 cr. Prereq., admission to the MSW program, SW 505, or permission of instructor. Focus on current problems of children, adolescents, and adults of all ages that can be classified as a mental disorder under the DSM of the system. Includes information on theories within the bio-psycho-social paradigm of causality of disorders/conditions; on methods of assessment, including DSM-IV; and an understanding of how social injustice, oppression and poverty impacts healthy growth and development across the life span.

G 553 Social Work Practice in the Field of Addictions 3 cr. Offered spring semester. Prereq., admission to MSW program or by permission of instructor. The course examines historical and contemporary models of direct practice, and current ideological, political, policy and systemic challenges to the practice of social work in the addictions.

G 554 Suicide Prevention/Intervention 1 cr. Offered winter. Prereq., admission to MSW program or consent of instructor. This course investigates the biological, psychological and social forces that directly impact suicidal behaviors. Current program services and resources are critically analyzed.

G 555 Leadership in Uncertain Times 1 cr. Offered winter. Prereq., admission to MSW program or consent of instructor. This course is designed to give participants a clearer picture of their leadership competencies and greater self knowledge so that they are more effective in providing the needed situational leadership in the organizations they run, work in, or participate in.

G 576 Foundation Integrative Seminar I 1 cr. Prereq., admission to M.S.W. program, SW 505, 587; coreq., SW 589. Seminar accompanying first semester foundation practicum in which students discuss experience with goal of integrating theory and practice.

G 577 Foundation Integrative Seminar II 1 cr. Prereq., admission to M.S.W. program, SW 505, 587; coreq., SW 589. Seminar accompanying second semester foundation practicum in which students discuss experience with goal of integrating theory and practice.

G 578 Advanced Integrative Seminar I 1 cr. Prereq., SW 586; coreq., SW 588. Critical analysis of how predominant social work theories and professional values and skills are being incorporated into the practicum.

G 579 Advanced Integrative Seminar II 1 cr. Prereq., SW 578; coreq., SW 589. Critical analysis of how predominant social work theories and professional values and skills are being incorporated into the practicum. Advanced portfolio development.

G 586 Foundation Practicum I 2 cr. Prereq., admission to M.S.W. program; coreq., SW 586. First semester foundation field practicum experience in a supervised setting designed to provide opportunities to integrate classroom learning and field experiences.

G 587 Foundation Practicum II 2 cr. Prereq., admission to M.S.W. program, SW 505, 587; coreq., SW 588. Second semester foundation field practicum experience in a supervised setting designed to provide opportunities to integrate classroom learning and field experiences.

G 588 Concentration Practicum I 3 cr. Prereq., SW 587, 589; coreq., SW 578. Advanced supervised field work in public and private agencies and institutions.

G 589 Concentration Practicum II 3 cr. Prereq., SW 588; coreq., SW 579. Advanced supervised field work in public and private agencies and institutions.

G 593 Professional Portfolio 1 cr. Prereq., foundation courses. Summative and in-depth written analysis of course work and practicum experience.

G 594 Graduate Seminar 3 cr. (R-9) Offered autumn or spring. Prereq., admission to M.S.W. program or consent of instr. In-depth analysis of a current social work issue.

G 595 Special Topics Variable cr. (R-9) Offered autumn and spring. Prereq., admission to M.S.W. program or consent of instr. Experimental offerings of visiting professors, experimental offerings of new courses, or one-time offerings of current topics.

G 596 Independent Study Variable cr. (R-9) Offered autumn or spring. Prereq., admission to M.S.W. program or consent of instr. Work on selected problems by individual students under direct faculty supervision.

G 597 Research Variable cr. (R-9) Offered autumn or spring. Prereq., admission to M.S.W. program or consent of instr. Directed individual graduate research and study appropriate to background and objectives of the student.

Faculty

Professors

Cynthia Garthwait, M.S.S.W., University of Wisconsin, Madison, 1974

Janet Finn, Ph.D., University of Michigan, 1995

Associate Professors

Jim Caringi, Ph.D., University of New York, 2007

Timothy Conley, Ph.D., Boston College, 2001

Mary-Ann Sontag Bowman, Ph.D., University of California Berkeley, 1993

Ryan Tolleson Knee, Ph.D., University of Denver, 1999 (Chair)

Danielle Wozniak, Ph.D., University of Connecticut, 1997

Assistant Professors

Cathryn O'Day, M.S.W., Ph.D., Colorado State University, 2008

Adjunct Assistant Professors

Tondy Baumgartner, M.S.W., Walla Walla College, 1998

Kerrie Ghenie, M.S.W., Walla Walla College, 2000

Charlie Wellenstein, M.S.W., Eastern Washington University, 1991

Emeritus Professors

Mary Birch, M.S.W., Columbia University, 1966

Frank Clark, Ph.D., University of Oregon, 1969

Robert Deaton, Ed.D., University of Nevada, Reno, 1980

Charles Horejsi, Ph.D., University of Denver, 1971

John Spores, Ph.D., University of Michigan, 1976

Department of Communicative Science and Disorders

- . Special Degree Requirements
- . Suggested Course of Study

- . Courses
- . Faculty

Lucy Hart Paulson, Chair

The Bachelor of Arts Degree in Communicative Sciences and Disorders prepares students for graduate study in speech-language pathology, audiology, various education specialties, business, and health care as well as such fields as developmental and cognitive psychology. The Master of Science degree provides students with the foundational knowledge and clinical skills in the field of speech language pathology to work in medical and educational settings with clients across the life span.

Special Degree Requirements

Refer to graduation requirements listed previously in the catalog. See index.

Requirements for a Bachelor of Arts with a major in Communicative Sciences and Disorders

To graduate with a BA degree in Communicative Sciences and Disorders, the student must successfully complete 1) 42 total CSD credits (with 30 of those credits in courses numbered 300 or above); 2) complete all out of department required courses (see below); 3) the University of Montana general education requirements (GER) and 4) the Upper division Writing Expectation must be met by successfully completing CSD 430 and 440.

Required courses within Department (42 crs.):

- . CSD U 110 - The Field of CSD 3 cr.
- . CSD U 210 - Speech and Language Development 3 cr.
- . CSD U 221 - Fundamentals of Acoustics: Applications in Speech, Hearing & Language 3 cr.
- . CSD U 222 - Introduction to Audiology 3 cr.
- . CSD U 320 - Phonological Development and Phonetics 3 cr.
- . BIOH U 330 (CSD 330) - Anatomy and Physiology of the Speech and Hearing Mechanisms 3 cr.
- . CSD U 340 - Speech Disorders 3 cr.
- . CSD U 360 - Language Disorders 3cr.
- . CSD U 405 - Clinical Process 3 cr.
- . CSD U 411 - Neuroanatomy and Physiology for Communication 3 cr.
- . CSD U 420 - Speech Science 3 cr.
- . CSD U 430 - Senior Capstone I 3 cr.
- . CSD U 440 - Senior Capstone II 3 cr.
- . CSD UG 450 - Introduction to Aural Rehabilitation 3 cr.

Out of Department required courses (19-20 crs.)

- . Biological Science i.e. BIOB IOB 101N (BIOL 100N) Discovery Biology or BIOB 160N (BIOL 110N) Principles of Living Systems 3-4 cr.
- . Physical Science (i.e. ASTR 131N - Elementary Astronomy I, CHMY 121N & 122 (CHEM 151N & 153) - Introduction to General Chemistry and Lab, GEO 101N (GEOS 100N) Introduction to Physical Geology 3-4 cr.
- . LING 270S - Introduction to Linguistics 3 cr.
- . STAT 216 (MATH 241) - Introduction to Statistics or PSYX 222 (PSYC 220) - Psychological Statistics or SOCI 202 (SOC 202) - Social Statistics 3 cr.
- . PSYX 100S (PSYC100S) - Introduction to Psychology 4 cr.
- . PSYX 120 (PSYC 120) - Research Methods I 3 cr.
- . PSYX 230S (PSYC 240S) - Developmental Psychology or PSYX 233 (PSYC 245) Fundamentals of Psychology of Aging 3 cr.

Elective courses within Department:

- . CSD U 131 - American Sign Language I 3 cr.

- . CSD U 132 - American Sign Language II 3 cr.
- . CSD UG 480 - Multicultural Issues in Speech, Language and Hearing 3 cr.
- . CSD U 491 (CSD 495) - Special Topics 3 cr.
- . CSD U 495 (CSD 490) - Practicum 3 cr.
- . CSD U 498 (CSD 497) - Independent Research 3 cr.

Suggested Course of Study

	First Year	A S
CSD 110 The Field of CSD		3 -
PSYX 100S (PSYC100S) Introduction to Psychology		- 4
M 115 (MATH 117) Probability and Linear Math		- 3
WRIT 101 (ENEX 101) College Writing I		3 -
LING 270 Introduction to Linguistics		- 3
BIOB 101N (BIOL 100N) Discovery Biology or BIOB 160N (BIOL 110N) Principles of Living Systems		3 -
General Education/Electives		6 6
Total Credits		15 16
	Second Year	
BIOH 330 (CSD 330) Anat & Phys Speech Mech		3 -
CSD 210 Speech & Language Development		3 -
CSD 221N Foundations of Acoustics		- 3
CSD 222 Introduction to Audiology		3 -
PSYX 230S (PSYC 240S) Developmental Psychology or PSCX 233 (PSYC 245) Fundamentals of Psychology of Aging		3 -
PSYX 120 (PSYC 120) Research Methods I		- 3
General Education/Electives		3 9
Total Credits		15 15
	Third Year	
STAT 216 (MATH 241) Introduction to Statistics or PSYX 222 (PSYC 220) Psychological Statistics or SOCI 202 (SOC 202) Social Statistics	4 -	
CSD 320 Phonological Development & Phonetics	3 -	
CSD 340 Speech Disorders	- 3	
CSD 360 Language Disorders	- 3	
General Education/Electives (Students must complete 9 total upper-division credits outside of the CSD major)	9 6	
Total Credits		16 15
	Fourth Year	
CSD 405 The Clinical Process		- 3
CSD 411 Neuroanatomy & Physiology for Communication		3 -
CSD 420 Speech Science		- 3
CSD 430 Senior Capstone I		3 -
CSD 440 Senior Capstone II		- 3
CSD 450 Introduction to Aural Rehabilitation		- 3
CSD 480 Multicultural Issues in Speech Language and Hearing		3 -
Electives (Students must complete 9 total upper-division elective credits)		9 1
Total Credits		15 15

Courses

U = for undergraduate credit only, UG = for undergraduate or graduate credit, G = for graduate credit. R after the credit indicates the course may be repeated for credit to the maximum indicated after the R. Credits beyond this maximum do not count toward a degree.

Communicative Sciences and Disorders (CSD)

U 110 The Field of Communicative Sciences and Disorders 3 cr. Offered autumn. Introduction to the scientific study of human communication and its disorders and to the professions of Speech-Language Pathology and Audiology. Overview of biological systems of speech, language, and hearing and the nature and treatment of communication disorders.

U 131 American Sign Language I 3 cr. Offered autumn. Introduces the fundamentals of American Sign Language (ASL) used by the Deaf Community, including basic vocabulary, syntax, fingerspelling, and grammatical non-manual signals. Focuses on basic expressive and receptive competence. In addition, the course provides a survey of various issues raised by examining ASL and the Deaf community.

U 132 American Sign Language II 3 cr. Offered spring. Prereq., CSD 131. ASL II emphasizes further development

of receptive and expressive skills; use of signing space; further use of non-manual components of ASL grammar including facial expression and body postures, and introduction to conversational regulators. Discussion of regional and ethnic sign variations, and social, political and educational institutions of the Deaf community. Interaction with members of the Deaf community in both directed and non-directed activities will be featured.

U 210 Speech and Language Development 3 cr. Offered autumn. Topics include typical speech and language development, phonology, semantic, morphological, syntax, and pragmatics, along with individual differences, second language acquisition and literacy.

U 221N Fundamentals of Acoustics: Applications in Speech, Hearing and Language 3 cr. Offered spring. Provides students with a basic and working knowledge of acoustics and the physics of sound. Provides the basis for measurement and description of speech stimuli. Direct application to Speech Hearing and Language intervention as well as application into communicative sciences.

U 222 Introduction to Audiology 3 cr. Offered autumn. Introduction to principles of acoustics as a basis for understanding hearing assessment. Development of ability to interpret audiograms as well as the results from a hearing evaluation. Includes pure tone and speech audiometry, acoustic immittance and reflex testing. Hearing screening procedures are also included.

U 320 Phonological Development and Phonetics 3 cr. Offered autumn. Prereq., CSD 210. Exploration of the sounds and sound structure of American English and some of its dialects. Introduction to the theory and practice of phonetic and phonological analysis and trained in the transcription of speech into the International Phonetic Alphabet.

U 340 Speech Disorders 3 cr. Offered spring. Prereq., CSD 210, CSD 320. Nature of various speech disorders and basic understanding of principles underlying assessment and treatment of these disorders.

U 350 Introduction Clinical Audiology 3 cr. Theoretical background of clinical audiology, application of tests, and clinical assessments (observations and testing).

U 360 Language Disorders 3 cr. Offered spring. Prereq., CSD 210, CSD 320. Identification, assessment, and intervention for a variety of childhood and adult language disorders. Other topics include secondary conditions, potential developmental, psychosocial and educational concerns, multicultural considerations, and family roles.

U 370 Issues in Hearing Loss 3 cr. Reviews the basic principles of hearing and hearing loss. Explores the principles of basic audiologic rehabilitation, amplification technology and cochlear implants. Includes psychosocial aspects of hearing loss, counseling, communication modalities and deaf culture.

U 405 The Clinical Process 3 cr. Offered spring. Prereq., CSD 210, CSD 222, CSD 320, CSD 340, CSD 360. The underlying principles of clinical methods and practice including: the observation of human behavior and clinical processes, assessment of communication differences, clinical management of these differences, delays and disorders, behavior, interviewing/counseling, lesson planning, and writing skills.

U 411 Neuroanatomy and Physiology for Communication 3 cr. Offered spring. Prereq., BIOH 330 (CSD 330) and BIOB 101N or BIOB 160N (BIOL 100N or 110N). Focused study on the anatomy of the nervous system and how the nervous system supports behaviors inherent to communication. Students will be introduced to anatomical terms, structures, and functions. Clinical implications will be discussed as well.

U 420 Speech Science 3 cr. Offered spring. Prereq., BIOH 330 (CSD 330). Physiologic, neurologic, and acoustic aspects of human communication, theoretical framework for speech science, and principles of acoustics applied to speech pathology.

U 430 Senior Capstone I 3 cr. Offered autumn. Prereq., senior status. Part one of a two course sequence where the student completes an independent project. Students will prepare a literature review, and ethics application, and a proposal in preparation for a major research project of their design.

U 440 Senior Capstone II 3 cr. Offered spring. Prereq., senior status, CSD 430. Part two of a two course sequence where the student completes an independent research project. Students research and write about a topic of their choice and present their findings at the end of the semester.

UG 450 Aural Rehabilitation 3 cr. Offered spring. Prereq., CSD 222 or graduate standing. Fundamental skills in speech reading, various types of hearing aids, and the tools necessary to assess and implement auditory training. Management of the client with hearing impairment including psycho-social development and educational intervention. Both children and adults are included.

U 470 Clinical Observation 2 cr. Offered spring. Prereq., CSD 320, CSD 330, CSD 340, CSD 360. Complete clinical observation guides to fulfill ASHA Standard IV-C by viewing live and recorded treatment and diagnostic sessions under the guidance of speech-language pathologist who holds the certificate of clinical competence.

UG 480 Multicultural Issues in Speech, Language, and Hearing 3 cr. Offered autumn. Prereq., CSD 210, CSD 222, CSD 320, CSD 340, CSD 360. Topics include: dynamics of community and culture; strategies to communicate with people from a variety of backgrounds; learning English as a second language; phonological and linguistic analysis of differences between Standard English speakers and culturally diverse populations and international differences in service delivery.

U 491 (CSD 495) Special Topics 1-3 cr. (R-6) Offerings of visiting professors, experimental offerings of new courses, or one-time offerings of current topics.

U 495 (CSD 490) Practicum 1-3 credits (per semester) Prereq., CSD 310, lower division CSD courses, and consent of CSD Clinical Director. A maximum of 5 credits of clinical practicum may count toward graduation. Allows the advanced student an opportunity to pursue independent or small group clinical practicum. Students will be directly supervised by a certified speech and language pathologist or audiologist.

U 498 (CSD 497) Independent Research 1-3 cr. (R-6) Offered Autumn, Spring. Prereq., consent of the instructor. Participation in independent or instructor associated research activities.

G 520 Articulation and Phonological Disorders 3 cr. Offered Autumn. Prereq., Graduate standing and CSD 320, CSD 330, CSD 340 or equivalent course work. Theoretical perspectives on phonological and articulation disorders with emphasis on application to clinical management including evaluation, assessment techniques, and intervention strategies.

G 525 Professional Issues in Speech-Language Pathology 3 cr. Offered Spring. Prereq., Graduate standing, CSD 520, CSD 550, CSD 565. Discussion of contemporary issues in the field of speech-language pathology including assessment, intervention, prevention, and service delivery models.

G 526 Autism Spectrum Disorders in Speech-Language Pathology 3 cr. Offered intermittently. Prereq. Graduate standing. Introduction to the disorder of autism through the lifespan as it impacts the scope and practice of speech and language pathologists. Course topics include: characteristics of ASD, screening and diagnostics tools and procedures, program planning/service delivery models, transition and advocacy, and recent research in speech-language pathology.

G 530 Voice and Motor Speech Disorders 3 cr. Prereq., Graduate standing, CSD 330, 340, and 411, or equivalent course work. Study of anatomy, physiology, and pathology of voice. Diagnosis and management of voice disorders. Neural bases of normal and disordered speech motor control. Assessment and treatment of motor speech disorders.

G 540 Fluency Disorders 3 cr. Offered Autumn. Prerequisites: Graduate standing and CSD 340 or equivalent course work. Theoretical, etiological, and developmental perspectives of fluency disorders. Principals of assessment and intervention, including integration of fluency shaping and stuttering modification techniques.

G 545 Augmentative and Alternative Communication 3 cr. Offered variable terms. Prereqs., graduate standing. Topics include: AAC terminology, design and use of multiple AAC devices (high and light tech), and implementation

of treatment programs for individuals and communication partners.

G 550 Language and Learning Disorders in Young Children 3 cr. Offered autumn. Prereq., Graduate standing and CSD 210 and CSD 360 or equivalent course work. Theoretical perspectives, research, and clinical issues concerning disorders of language in infants, toddlers and preschoolers considering contributing factors, special populations and basic assessment and intervention principles.

G 560 Language and Learning Disorders in School-Aged Children 3 cr. Offered spring. Prereq., graduate standing and CSD 210 and CSD 360 or equivalent course work. Theoretical perspectives, research, and clinical issues concerning disorders of language, literacy, and learning in the school-age population (elementary through high school) considering contributing factors, special populations and basic assessment and intervention principles.

G 563 School Speech Language and Hearing Programs 3 cr. Offered intermittently. Prereq., Graduate standing. Historical and current trends for speech-language services in the schools for clients birth to 21 years of age including: state and federal laws, the therapeutic needs of special populations, and the pre-referral, referral, assessment, and service delivery process.

G 565 Aphasia and Related Neurocognitive Disorders 3 cr. Offered autumn. Prereq., CSD 210, CSD 330, CSD 360, and CSD 411 or equivalent course work and graduate standing. Neural bases and medical etiologies of acquired language disorders in adults. Evaluation and treatment of cognitive, linguistic and behavioral sequelae of adults with neurogenic impairments throughout successive stages of recovery.

G 566 Acquired Cognitive-Communication Disorders 3 cr. Offered intermittently. Prereq., Graduate standing, CSD 565 or equivalent course work. Assessment, treatment, and prevention of acquired cognitive-communication disorders including pediatric and adult traumatic brain injury (TBI) and mild traumatic brain injury (MTBI), right hemisphere syndrome (RHS), and dementia. Emphasis on neurobiological principles of rehabilitations, differential diagnosis and theories, and evidence-based research pertaining to clinical management.

G 570 Clinical Procedures I 1 cr. Offered autumn, summer; on campus only. Prereq., graduate standing, permission of clinical director. Study of professional and clinical issues with application to clinical practicum. Discussions, demonstrations, and student presentations. Mandatory weekly meeting.

G 575 Clinical Procedures II 2-3 cr. (R-9) Offered autumn, spring, summer. Prereq., CSD 570. Advanced study of professional and clinical issues with application to clinical practicum. Discussions, demonstrations, and student presentations. Mandatory synchronous weekly class meeting. Out of state placement by approval of clinical director.

G 600 Research Methods 3 cr. Offered spring. Prereq., graduate standing. Research methodologies appropriate for quantitative and qualitative studies in communication sciences and disorders. Focuses on critical reading of research papers, design, and implementation of experiments.

G 610 Counseling and Caregiver Education in Communication Disorders 3 cr. Offered intermittently. Prereq., CSD 520, CSD 540, CSD 550, CSD 560, CSD 565. Introduction to counseling clients and caregivers regarding speech and hearing disorders across the lifespan. Topics include adjustment to injury, the grief process, specific counseling approaches, advocacy and identifying community resources.

G 640 Swallowing Disorders 3 cr. Prereq, Graduate standing and CSD 330, CSD 340, and CSD 411, or equivalent course work. Study of anatomy, physiology, and pathology of swallowing. Diagnosis and treatment of swallowing disorders.

G 675 Clinical Externship 6 cr. Offered every term. Prereq., permissions of Clinic Director and completion of at least 4 credits of CSD 575 clinical course work. The course is an externship typically completed during a student's final semester of graduate school. The externship requires a commitment of 30-40 hours a week in a school, clinic, or medical site across Montana or out of state that is approved by The University of Montana. Online case study is also required to fulfill requirements.

G 691 (CSD 695) Special Topics 1-5 cr. (R-6) Offerings of visiting professors, experimental offerings of new courses, or one-time offerings of current topics.

G 696 CSD Independent Study 1-5 cr. Prereq. Consent of instructor.

G 698 CSD Research Paper 3 cr. Offered spring and autumn. Prereq., CSD 600, Graduate standing and consent of instructor. In depth literature review of a particular field of study related to speech and language pathology.

G 699 Thesis 6 cr. Offered spring. Prereq., CSD 600, Graduate standing and consent of instructor. The primary purpose of the thesis is to allow a student to conduct a research project in a particular field of study related to speech and language pathology.

Faculty

Academic and Clinical Faculty

Ginger C. Collins, Ph.D., CCC-SLP(Louisiana State University, 2011)

Amy Glaspey, Ph.D., CCC-SLP (The University of Washington, 2006)

Lucy Hart Paulson, Ed.D., CCC-SLP (The University of Montana. 2004) (Chair)

Anne Kennedy, M.S., CCC-SLP (University of Iowa, 1998)

Christine Merriman, M.A., CCC-SLP (The University of Montana, 1979) (Clinical Director)

Catherine Off, Ph.D., CCC-SLP (University of Washington, 2008)

Jennifer Schoffer Closson, M.S., CCC-SLP (Minot State University, 1999)

Laurie Slovarp, M.S., CCC-SLP (Arizona State University, 2000)

Yonovitz, Al, Ph.D., CCC-A. MAudSA (CCP) (University of Connecticut, 1973)

Counselor Education

- . Courses

- . Faculty

Rita Sommers-Flanagan, Chair

The Counselor Education program educates students for employment in school (K-12 and higher education) and community mental health and human service settings. Counselors are practitioners, consultants, and coordinators who assist in problem solving, decision-making skills, personal growth and development, and individual, family school, and/or career issues. Counselors receive training in the eight core areas identified by the American Counseling Association Council for Accreditation of Counseling and Related Educational Programs: human growth and development, social and cultural foundations, the helping relationship, group theories and methods, career and lifestyle development, client assessment and evaluation, research and program evaluation, and professional orientation. We offer a School Counseling M.A., a Mental Health Counseling M.A., and an Interdisciplinary M.A.. Each option requires additional specialty courses and comprehensive written and oral examinations focused on the student's career track. The more advanced graduate degrees (Ed.S. and Ed.D.) develop depth, supervisory, and leadership skills in these areas.

The Department of Counselor Education is also the academic home for an interdisciplinary masters degree in Intercultural Youth and Family Development. Students in this program are prepared for humanitarian and advocacy work, focusing specifically on youth and family development across cultures. Requirements include one year of campus-based course work and an approved internship of at least two semesters duration working with youth and family concerns. IYFD is a Peace Corps Master's International program, and the expectation

therefore is that students will complete the Internship requirement by serving as U.S. Peace Corps Volunteers abroad. For further information and course listings, click on the IYFD link:
<http://coehs.umt.edu/departments/counseling/IYFD/default.php>

Graduate Programs:The M.A., Ed.S., and Ed.D. are offered in Counselor Education. An interdisciplinary M.A. is offered in Intercultural Youth and Family Development. Information regarding specific requirements and program options is available from the Phyllis J. Washington College of Education and Human Sciences. For more information, please refer to The University of Montana Graduate Programs and Admissions Catalog. Graduate programs are accredited by NCATE and CACREP.

Admission to Counseling:Applicants for this program should contact the Department for more specific admissions information. Requirements include GRE verbal and quantitative less than 5 years old; official transcripts from all undergraduate and graduate institutions attended; three current letters of recommendation; and a letter of application stating academic and professional background, purpose in obtaining the degree, and thoughts about eventual employment and career direction. Deadline is February 1. Admission is competitive. Meeting graduate school minimum grade average and GRE requirements will not necessarily insure acceptance.

Certification Requirements: The Counselor Education, M.A., School Counseling option, leads to licensure at the Class IV level.

Courses

U = for undergraduate credit only, UG = for undergraduate or graduate credit, G = for graduate credit. R after the credit indicates the course may be repeated for credit to the maximum indicated after the R. Credits beyond this maximum do not count toward a degree.

Counselor Education (COUN)

U 242 Intimate and Family Relations 3 cr. Offered autumn and spring semester.

U 395 Special Topics 1-9 cr (R-9) Offered intermittently. Experimental offerings of visiting professors, experimental offerings of new courses, or one-time offerings of current topics.

UG 475 Forgiveness and Reconciliation 3 cr. Offered spring. Survey of the theory and practice of healing fractured relationships at the individual and community levels, treating historical and personal issues from philosophical, psychological and religious perspectives drawn from several diverse cultures.

U 485 Counseling Theories in Context 3 cr. Offered autumn. Prereq., PSYX 100S (PSYC 100S). Same as PSYX 442 (PSYC 485) and SW 485. Introduction to the primary theories that constitute the intellectual foundation for common counseling and psychotherapy techniques, with a special focus on gender, interpersonal influence strategies, and diversity issues.

UG 495 Special Topics 1-9 cr. (R-9) Offered intermittently. Experimental offerings of visiting professors, experimental offerings of new courses, or one-time offerings of current topics.

G 510 Introduction to Professional Counseling 1 cr. Course is designed to prepare school and mental health counselors-in-training gain an understanding of the counseling field and begin developing professional identity. Much of the material introduced in this course will be developed in greater detail in later courses. This course is an overview that prepares the student for his or her professional identity and activities.

G 511 Theories and Techniques of Counseling 3 cr. Offered autumn. Examination of historic and current theories of counseling. Overview of techniques associated with each theory. Basic introduction to ethical concerns with each theory.

G 512 Counseling Fundamentals 3 cr. Offered autumn. Prereq., COUN 511. Overview of approaches to

counseling, including common factors. Includes meta-theoretical considerations and guided dyadic practice.

G 520 Group Counseling and Guidance 3 cr. Offered spring. Prereq., COUN 511. Theories, approaches, and methods for group counseling and guidance.

G 530 Applied Counseling Skills 3 cr. Offered autumn and spring. Prereq., COUN 511, 512 and consent of instr. Review and application of counseling theories and techniques to client issues. Intensive supervision including ethics, professional practice and diagnostic considerations. Lecture and class presentation with a focus on professional counseling development.

G 540 Individual Appraisal 3 cr. Offered spring. Prereq., C&I 517 or consent of instr. Overview of appraisal techniques utilized in counseling, including interviewing, observation, and psychological/educational testing. The processes of selection, administration, scoring, interpretation, and reporting information from appraisal techniques are examined in relation to practical, legal, and ethical considerations.

G 550 Introduction to Family Counseling 3 cr. Offered summer only. Prereq., admission to Counselor Education program or consent of instr. An introduction to the major theories, techniques, and diagnostic tools of family counseling. Course includes a family systems emphasis.

G 560 Lifespan Developmental Counseling 3 cr. Offered spring. Overview of counseling from the framework of lifespan developmental theory. Normal and abnormal development in the environmental context of family, school, society and culture emphasized.

G 565 School Counseling, Program Development and Supervision 3 cr. Offered spring. Prereq., graduate standing or consent of instr. Examination of counseling techniques and approaches relevant to prevention and remediation of behavioral, social, emotional and academic problems for students P-12. Overview of school counseling program development and administration.

G 566 Counseling Children and Adolescents 3 cr. Offered every spring. Prereq., COUN 511, 512, 565 or consent of instr. Review and application of counseling concerns and approaches with children and adolescents in school and related educational settings, including classroom and psychoeducational strategies.

G 570 Career Counseling Theory and Techniques 3 cr. Offered summer only. Examination of theories of career choice and development; information sources for career counseling; techniques and approaches of career counseling with clients at different stages of career and life development and from diverse populations.

G 575 Multicultural Counseling 3 cr. Offered spring. Prereq., graduate standing or consent of instr. An introduction to the field of multicultural counseling. Issues and practical considerations in counseling five population groups; definition of terms and concepts.

G 580 Addictions Counseling 3 cr. Offered summer. Pre-req., admission to the Counselor Education program or consent of instr. Understanding of addictions with a focus on chemical dependency and its treatment including community and school-based prevention. Course includes Motivational Interviewing approach.

G 585 Counseling Methods: School and Agency 1-9 cr. Offered every term. Prereq., COUN 511, 512. Supervised counseling methods and theories as applied in mental health agencies and schools. Review of the principles of counseling as these apply to various settings and client issues.

G 589 Comprehensive Project 1 cr. Offered autumn and spring. Integration of professional experience and academic research in a comprehensive paper or applied project. Students may elect to have an oral examination covering the eight CACREP core areas of counseling.

G 594 Seminar Variable cr. (R-9) Offered intermittently. Prereq., consent of instr. Group analysis of problems in specific areas of professional counseling.

G 595 Special Topics Variable cr. (R-9) Offered intermittently. Experimental offerings of visiting professors, experimental offerings of new courses, or one-time offerings of current topics.

G 596 Independent Study Variable cr. (R-6) Offered intermittently. Prereq., consent of instr.

G 597 Research Variable cr. (R-9) Offered autumn and spring. Prereq., consent of instr.

G 610 Professional Ethics and Orientation 3 cr. Offered spring. Prereq., COUN 530 or consent of instr. The public and institutional roles and responsibilities of counseling professionals including ethical and legal responsibilities.

G 615 Diagnosis and Treatment Planning in Counseling 3 cr. Offered spring. Prereq., COUN 512. Overview of diagnosis, treatment planning and case documentation in counseling.

G 625 Introduction to Mental Health Systems 3 cr. Prereq., acceptance into Counselor Education program mental health track. Essential knowledge for professional identity, understanding of public policy, and community assessment procedures. Includes brief lectures, guest speakers, discussion, and student presentations.

G 633 Supervision and Consultation in Counseling: Advanced Practicum 2-4 cr. (R-4) Offered spring. Prereq., COUN 530. Approaches and techniques for supervision and consultation in counseling. Supervised experience with first year counselor education graduate students.

G 685 Advanced Counseling Methods: School and Agency 1-9 cr. (R-9) Offered every term. Prereq., COUN 585. Supervised advanced counseling methods and approaches as applied to mental health agencies and schools.

G 699 Thesis/Professional Paper 2-10 cr. (R-10) Offered intermittently. Prereq., EDLD 620 or 625.

Faculty

Professors

Catherine Jenni, Ph.D., Saybrook Institute, 1990

Rita Sommers-Flanagan, Ph.D., The University of Montana, 1989 (Chair)

John Sommers-Flanagan, Ph.D., The University of Montana, 1986

Assistant Professor

Kirsten W. Murray, Ph.D., Idaho State University, 2007

Lindsey Nichols, Ph.D.

Adjunct Professors

Kim Brown Cambell, Ed.D., The University of Montana, 2012

Renee Schoening, Ed.D., The University of Montana, 2005

Nancy Seldin, Ed.D., The University of Montana, 1992, MPH, 1976

Mike Frost, M.A., The University of Montana

Gary Hawk, M. Div.

Sidney Shaw, M.A.

Department of Curriculum and Instruction

- . Elementary Education Requirements
- . Secondary Licensure Requirements
- . Courses
- . Faculty

Trent Atkins, Chair

The Department of Curriculum and Instruction offers the Bachelor of Arts degree in elementary education and teaching licensure in elementary education. The department also offers teaching licensure at both the secondary and K-12 levels for students who are earning or have already completed the baccalaureate degree (teaching major or teaching minor) in one of the following state-approved content areas: Art, Biology, Business and Information Technology Education, Chemistry, Earth Science, Economics, English, English as a Second Language, French, General Science Broadfield Major, Geography, German, Government, Health and Human Performance, History, Latin, Library Media, Mathematics, Music, Physics, Psychology, Reading, Russian, Social Studies Broadfield, Sociology, Spanish, Special Education, and Theatre. (See specific requirements for each in the following pages.) At the graduate level, the department offers master and doctoral degrees in Curriculum and Instruction. Programs across all degree levels are organized to foster the development of learning communities and incorporate three essential themes: integration of ideas; cooperative endeavors; and respect for diversity and individual worth. The Web address for the Department of Curriculum and Instruction is <http://coehs.umt.edu/departments/currinst/default.php>.

Graduate Programs

The department offers the Master of Education (M.Ed.) in curriculum and instruction. Students select from one of the following options: curriculum studies, elementary education, library media services, literacy education, secondary education and special education. Students may earn the master's degree in combination with requirements for initial teacher licensure at the elementary and secondary levels. This option is further explained below. The department also offers the Doctor of Education (Ed.D.) in curriculum and instruction. Information about these graduate programs is available from the department office, UM Graduate Programs and Admissions Catalog, and online: <http://coehs.umt.edu/departments/currinst/masterofed/default.php>.

Teacher Preparation

Elementary Education

Individuals preparing to teach in elementary schools (license for grades K-8) complete a major in elementary education. Prior to their admission to the Teacher Education Program, usually at the end of the sophomore year, students are pre-education majors in the College of Education and Human Sciences. All pre-education and elementary education majors are advised by fulltime advisors within the Department of Curriculum and Instruction.

Secondary licensure

Students preparing to teach at the middle or high school levels (license for grades 5-12) will declare a major in the subject area(s) they wish to teach, e.g., English, mathematics, or any other of the state-approved major content endorsement areas listed previously. They are advised within their major department(s) and, upon admission to the Teacher Education Program, they also are advised within the Department of Curriculum and Instruction regarding the requirements necessary to earn secondary licensure. All secondary licensure students seek admission to the Teacher Education Program, usually at the end of the sophomore year, and complete course work required for licensure in Curriculum and Instruction and in their major content area(s).

Applicants for Montana teaching licensure must: (1) satisfy all degree and licensure requirements as outlined below; and (2) be at least 18 years of age. Information about the Teacher Education Program is available in the department office and online at: <http://www.coehs.umt.edu/>

Master's Degree and Initial Licensure

Individuals who have completed a degree may elect to apply to the department's Graduate Program and combine the master's degree in curriculum and instruction (curriculum studies option) with licensure to teach. At the secondary licensure level, the combined program may be completed in a summer-autumn-spring-summer sequence provided the student previously has completed most of the content courses listed on the following pages by subject area. At the elementary licensure level, the program typically takes two academic years.

Technology in Education

Grades K-12. Area of Permissive Special Competency only. This minor leads to an area of permissive special competency in technology in education for those attaining or holding a Montana teaching license. It does not qualify as a teaching endorsement in Montana.

- . C&I 515 Computer & Other Technological Apps in Education 3 cr.
- . C&I 570 Instruction Technology Foundations 3 cr.
- . C&I 571 Planning, Preparing and Assessing Educ Tech Media 3 cr.
- . C&I 580 Distance Learning Theory and Implementation 3 cr.
- . C&I 581 Planning & Mgmt for Tech in Education 3 cr.
- . C&I 582 Educational Technology: Trends and Issues 3 cr.
- . C&I 584 Authentic App in Instructional Design for Tech 3 cr.
- . Total 21 cr.

Equivalent courses from MSU-Bozeman, MSU-Billings and MSU-Northern may substitute for C&I 515, 570, 571, 580, 581, 582 and 584. Please consult an advisor for approved courses.

Assessment at Admission to the Undergraduate Teacher Education Program

Individuals seeking licensure to teach must apply for admission to the professional Teacher Education Program. Admission is limited to approximately 125 elementary and 125 secondary candidates per year. Deadlines for application are September 15 and February 15. Individuals are eligible for consideration for admission if they have:

- . been admitted to The University of Montana;
- . completed at least 30 semester credits;
- . earned a minimum cumulative GPA (including all transfer credits) of 2.75;
- . completed an introductory psychology course (PSYX 100S) and an English composition course (WRIT 101) with a grade of C- or better in each;
- . demonstrated evidence of writing ability as in an application essay;
- . documented appropriate experience in working with children or youth;
- . secured supportive recommendations from two faculty members; and
- . presented results of a national fingerprint-based background check.

The Teacher Education Program Admission Application packet includes a policy and procedures handbook and can be downloaded from the website: <http://coehs.umt.edu/formspage.php>.

Once admitted, licensure candidates must maintain a minimum GPA of 2.75 each semester to continue in the program. Candidates who interrupt their studies for more than two years are placed on inactive status and must apply for readmission to both the University and the Teacher Education Program.

Candidates seeking a K-12 endorsement in library media, literacy, or special education must have full admission to the Teacher Education Program or be a licensed teacher before applying to one of these specialized programs.

Degree-holding individuals are invited to submit transcripts for review to determine how previous course work applies. They may earn a second baccalaureate degree and/or a teaching license or they may combine elementary or secondary licensure with a master's degree. They should enroll with the Admissions Office as "post-

baccalaureate” unless pursuing a graduate degree.

Admission Policy for Minority Students and Students with Disabilities

The Teacher Education Program is committed to providing opportunities for teacher preparation for members of groups that historically have been disadvantaged and subject to discrimination. The criteria for admission are the same for students with disabilities and for members of racial, ethnic and other minorities, as for other students; however, students who do not meet one or more of the criteria for admission are encouraged to describe in their applications any special circumstances, experiences, skills and/or special talents that may compensate for unmet criteria. The physical, social, economic, and cultural circumstances that may have influenced a student's ability to achieve minimum eligibility for admission will be considered. A special effort will be made to determine the student's abilities and potential to overcome disadvantage or discrimination and become a successful beginning teacher. Upon entry to the program, the candidate will be assigned to a faculty mentor. The candidate and mentor will design a course of study appropriate for the candidate's progression toward the degree and/or licensure.

Assessment at Application for Student Teaching

Candidates begin planning for student teaching two semesters prior to placement. Candidates are eligible to student teach if they have:

- . full admission into the Teacher Education Program;
- . a grade of C- or better in all required licensure courses;
- . a minimum cumulative GPA of 2.75 (and 2.75 in each field of licensure);
- . a passing score on the Writing Proficiency Assessment;
- . results of a current national fingerprint-based background check (candidates with misdemeanors or felonies may be subject to further review by the Field Experience Committee);
- . a completed application to student teach and the consent of the Director of Field Experiences;
- . for elementary education majors, the Professional Methods Block, a minimum of 9 credits in the selected area of concentration, a minimum of 9 credits from the following: ARTZ 302A (ART 314), DANC 346 (DAN 327), THTR 339 (DRAM 327), HHP 339, and MUSE 397 (MUS 335); and approval by advisor;
- . for secondary licensure candidates, all methods courses, two thirds of content course work, and approval by departments in the major/minor content area.

Consult the Teacher Education Policy Handbook for application deadlines and procedures. The Student Teaching Application is available on the Field Experiences website at <http://coehs.umt.edu/tes/fieldexp/default.php>.

Internships and practica in library media, reading, and special education do not substitute for the student teaching semester required for licensure in a subject field.

Assessment at Program Completion:

As active participants in this learning community, candidates are expected to assume roles as both learners and teachers in course work and clinical performance. Through personal disposition, classroom performance, and professional action, candidates who complete the Teacher Education Program at The University of Montana will be able to:

- . demonstrate knowledge of the disciplines and subject matter related to curriculum;
- . design interdisciplinary and discrete subject area instruction to achieve curriculum goals;
- . use appropriate technologies and resources to enhance instruction and student performance;
- . select and design appropriate, authentic means of assessing student learning and progress;
- . implement instructional and behavioral management strategies to promote a safe and positive learning environment;
- . engage students in learning activities that promote critical and creative thinking;
- . design and organize learning environments to accommodate learners;
- . communicate clearly, accurately and professionally with students and their families, colleagues, and community

members;

reflect on professional practices and demonstrate commitment to fairness and the ability of all to learn.

Indian Education for All

It is Montana's constitutional intent that the state's education system will recognize the distinct and unique cultural heritage of American Indians and will be committed in its education goals to the preservation of their cultural heritage. The intent of the legislature as expressed in MCA20-1-501, Indian Education for All, is that every Montanan, whether Indian or non-Indian, be encouraged to learn about the distinct and unique heritage of American Indians in a culturally responsive manner. It is also intended that educational personnel provide means by which school personnel will gain an understanding for the American Indian people.

Candidates preparing for teaching licensure in all endorsement areas are required to complete a minimum of one course in Native American Studies. Candidates also may choose ANTY 323X (ANTH 323X), Indians of Montana, to meet this requirement. Throughout their programs of study candidates must demonstrate a) ability to integrate into their content areas knowledge of the history, cultural heritage, and contemporary status of American Indians and tribes in Montana; b) knowledge of how students within different populations, including Montana American Indians, differ in their approaches to learning; and c) ability to create instructional opportunities that are adapted to diverse learners, including situations where concentrated generational poverty has affected student academic achievement.

Elementary Education Degree and Licensure Requirements (Grades K-8)

To qualify for the Montana elementary teaching license, candidates must earn a baccalaureate degree from the University or other approved institution of higher education. The degree in elementary education requires a minimum of 128 credits as specified below. Candidates must complete all specific requirements listed below with a grade of "C-" or better. None of these courses may be taken as credit/no credit except where that is the only grading option.

Elementary education majors meet the upper-division writing expectation by successfully completing EDUC 397 (C&I 318). Majors must pass the Writing Proficiency Assessment prior to enrolling in EDUC 397 (C&I 318).

Elementary education majors must complete a 12-credit minimum area of concentration, selected from one of the following six categories: (1) English/language arts, including reading/literary analysis; (2) fine arts; (3) health and human performance; (4) mathematics; (5) science; and (6) social science.

Curriculum for Elementary Education

First and Second Years Credits

WRIT 101 (ENEX 101) College Writing I	3
SCI 225N, 226N General Science	10
HHP 233 Health Issues of Children and Adolescents	3
PSYX 100S (PSYC 100S) Introduction to Psychology	4
PSCI 210S (PSC 100S) Introduction to American Government	3
HSTA 255 (HIST 269) Montana History	3
GPHY 121S (GEOG 101S) Introduction to Human Geography OR GPHY 141S (GEOG 103S) World Regional Geography	3
M 135-136 (MATH 130-131) Math for K-8 Teachers I & II	9
Selected history course (HSTA 101 or 102 (HIST 151 or 152) recommended)	3-4
Selected literature course ("L" designated writing course)	3-4
Native American Studies course	3
Current Standard First Aid and CPR certificates	0
Area of concentration	12

Third and Fourth Years

*Block I:	
EDU 202 (C&I 200) Early Field Experience	1
EDU 221 (C&I 303) Educational Psychology and Measurements	3
EDU 370 (C&I 306) IntegTech into Educ	3
EDU 345 (C&I 410) Exceptionality and Classroom Management	3
***Block II:	
EDU 395 (C&I 300) Field Experience: Grades PK-8	1
EDU 331 (C&I 316) Lit & Literacy for Children	3
EDU 397 (C&I 318) Methods: PK-8 Lang Arts	3
**Block III:	

EDU 450 or 451 (C&I 400 or 401) Field Experience: Grades K-3 or 4-8 with Mthds	1
EDU 497 (C&I 402) Methods: K-8 Mathematics	3
EDU 497 (C&I 403) Methods: K-8 Social Studies	3
EDU 497 (C&I 404) Methods: K-8 Science	3
EDU 497 (C&I 405) Methods: K-8 Reading	3
SCI 350 Environmental Perspectives	2
ARTZ 302A (ART 314A) Elementary School Art	3
DANC 346 (DAN 327) Methods: Dance in K-8	2
THTR 339 (DRAM 327) Drama in Elementary Education	2
HHP 339 Instructional Strategies in Elementary Health and Physical Education	3
MUSE 397 (MUS 335) Methods: K-8 Music	3
EDU 407E (C&I 407E) Ethics and Policy Issues	3
EDU 495 (C&I 481) Student Teaching: K-8	14
EDU 494 (C&I 494) Professional Portfolio	1
Electives and General Education	6-8

*Candidates are encouraged to enroll concurrently in the courses listed in Block I.

**Candidates are required to enroll concurrently in all the courses listed in Block II. Students are required to enroll concurrently in the same section of all courses in Block III.

***Candidates are required to enroll concurrently in all the courses listed in Block III.

Candidates may add other courses as necessary to complete a full semester course load. This blocked format allows for integration of curriculum, modeling of cooperative learning and collaborative teaching, and corresponding developmental field experiences.

Secondary Teaching Licensure Requirements (Grades 5-12)

To qualify for the Montana secondary teaching license, individuals must earn a baccalaureate degree from The University of Montana or other approved institution of higher education in the content area(s) they plan to teach at the middle and/or high school level. They must also complete the corresponding requirements for the teaching major/minor (see below). If the chosen major does not qualify as a single-field endorsement, individuals also must complete requirements for another teaching major or minor. All requirements listed below must be completed with a grade of C- or better. None of these courses may be taken credit/no credit except where that is the only grading option.

Candidates should seek advising from both the degree-granting departments and the Department of Curriculum and Instruction. Candidates are encouraged to complete licensure in more than one teaching field, even if the chosen field qualifies as a single-field endorsement.

See the Teacher Education Policy Handbook for additional information regarding the secondary licensure program.

Curriculum for Secondary Licensure

First and Second Years	Credits
WRIT 101 (ENEX 101) College Writing I	3
PSYX 100S (PSYC 100S) Introduction to Psychology	4
HHP 233 Health Issues of Children and Adolescents	3
Current Standard First Aid and CPR certificates	0
Native American Studies course	3
Electives, General Education and/or Courses in Major and/or Minor Teaching Field(s)	Variable

Third and Fourth Years

*Block I:	
EDU 202 (C&I 200) Early Field Experience	1
EDU 221 (C&I 303) Educational Psychology and Measurements	3
EDU 370 (C&I 306) IntegTech into Educ	3
EDU 345 (C&I 410) Exceptionality and Classroom Management	3
Block II:	
EDU 395 (C&I 301 or 302) Field Experience: Grades 5-8 or 9-12 (coreq with content area methods course)	1
EDU 481 (C&I 427) Content Area Literacy	3
Teaching field(s) methods course(s)	Variable
EDU 407E (C&I 407E) Ethics and Policy Issues	3

EDU 495 (C&I 482) Student Teaching: 5-12
 EDU 494 (C&I 494) Seminar/Workshop

14
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* Candidates are encouraged to enroll concurrently in the courses listed as "blocked" in each of two professional semesters. They add other courses as desired or necessary to complete a full semester course load. This blocked format allows for integration of curriculum, modeling of cooperative learning and collaborative teaching, and corresponding developmental field experiences.

Licensure in Library Media: The library media program is designed to prepare library media specialists for K-12 settings. This online program is combined with that of UM-Western. To be eligible for library media licensure, candidates must meet the teacher licensure requirements as well as complete a minimum of 25-27 credits in the following required courses: EDU 331, 432, (C&I 316, 470), C&I 479, 480, 483, 484, 485, 488, and LIB 461 offered through UM-Western. Equivalent courses from UM-Western for EDU 331, 432 (C&I 316, 470), C&I 479, and 485 may substitute for C&I courses. C&I graduate courses also may substitute for EDU 331, 432 (C&I 316, 470) and C&I 479.

Licensure in Reading: The reading program is designed to enhance the diagnostic and instructional skills of K-12 classroom teachers and remedial reading teachers. Upon completion, candidates may apply for the State of Montana K-12 reading endorsement. The program follows the philosophy of the International Reading Association. The undergraduate reading minor requires the following courses: EDU 331, 432, 397, 497, 481, 438, 441, 456 (C&I 316, 470, 318, 405, 427, 433, 435, and 437).

Licensure in Special Education: The Special Education program prepares teachers to work with children who are at-risk and children with disabilities in inclusive settings. To be eligible for a K-12 non-categorical endorsement in the State of Montana, candidates accepted into the program must complete the following courses: C&I 420 or elective, EDU 438 (C&I 433), C&I 453, 457, 459, 463, 469. Candidates complete EDU 345 (C&I 410) or equivalent prior to beginning the endorsement or in the first semester. The last semester consists of student teaching which may be completed with student teaching in general education.

Requirements for Non-Teaching Minors

Library Media

To complete a non-teaching minor in library media, the individual must complete the following courses:

	Credits
EDU 331 (C&I 316) Lit & Literacy for Children	3
EDU 432 (C&I 470) Lit & Literacy for Young Adults	3
C&I 479 Reference Resources	3
C&I 480 Collection Development	3
C&I 483 Library Media Technical Processes	3
C&I 484 Administration and Assessment of Library Media Programs	3
C&I 485 Library Media Practicum	3
C&I 488 Libraries and Technology	3
LIB 461 Information Literacy	3
Total	27

Administrative Systems Management

To earn a non-teaching minor in administrative systems management the individual must complete the following courses:

	Credits
ACTG 201 (ACCT 201) Financial Accounting	3
BADM 257 Business Law	3
C&I 287 Business Communications	3
C&I 341 Information Systems and Design	3
EDU 472 (C&I 444) Advanced Technology and Supervision	3
CSCI 172 (CS 172) Introduction to Computer Modeling	3
ECNS 201S (ECON 111S) Principles of Microeconomics	3
M 115 (MATH 117) Probability and Linear Math	3
MGMT 340S Management and Organizational Behavior	3
Total Credits	27