



THTR 120 – Introduction to Acting

Credits:3

Prerequisites: Theater 1

Course Start 09/01/2022/End Date06/06/2023.

Course Location/Days/Times: Monday – Friday 4th period, HHS little theater

Course Instructor: Robert Holter

Helena College contact: Lewis Jackson, Dual Enrollment Coordinator,
lewis.jackson@helenacollege.edu

Textbooks: Acting Onstage and Off by Robert Barton, The Stanislavski System by Sonia Moore, Paulo Coelho's The Alchemist.

Required Materials and Aids:

1. Computer for Moodle assignments.
2. Make up kit - estimated cost \$20.00 for a basic kit.
3. A 1- ½" portfolio style three ring binder for your class notes and portfolio.
4. A set of rehearsal clothing (sweats).
5. A pencil and a pen in class daily.
6. Book covers for your books.

Information about the instructor

Instructor: Robert Holter

Phone Number: 406324-2274

E-mail Address: rholter@helenaschools.org

Official Course-related Website: <https://hhs.helenaschools.org/teachers/rholter/>

Office Hours/Availability to Students: M- Friday 2:33 – 3:25 Daily or by appointment – In the little theater. For an appointment – email rholter@helenaschools.org

Helena College contact: Stephanie Hunthausen, Director of K-12 Partnerships,
stephanie.hunthausen@helenacollege.edu

Course Description:

Theater 2 expands on performing skills that were introduced in Theater 1. Students will work with acting technique, theater History, and if time permits, some script writing. In this class students will develop and maintain a resume, and a current repertoire of audition scenes. The emphasis of the class is on further developing self-awareness and projecting a character in all of the dimensions available to an actress/actor started in Theater 1. Students will be required to see all Helena High School theater performances and tickets will be made available for you at no cost. Students will inventory skills and work on basics of script writing and directing, laying a foundation for Theater 3 projects. The Theater 2 class will work with theater 3 and 4 classes to produce showcase productions, and plays outside of the class assigned by the instructor, dates will



be set at the beginning of the school year. Students are graded on written work, scene work production, and participation.

Course Outcomes [and Assessments]:

Upon Successful completion students:

1. **Communicate effectively:** The student will read with critical comprehension; write clearly and coherently; and practice effective speaking and listening skills.
2. **Apply critical analysis and problem-solving skills:** The student will use acquired skills or methods to recognize, analyze, adapt, and apply critical thinking to solve problems and make informed decisions.
Apply information/technology literacy across disciplines: The student will learn to locate needed information, managing and evaluating the extracted information and using it critically and ethically; *and* the student will use appropriate technology to access, manage, integrate, or create information, and/or use technology to effectively accomplish a given task.
3. Will begin to develop the ability to produce free, imaginative and purposeful behaviors to participate in the world of a legitimate theater production.
4. **Develop an understanding for diversity and global awareness:** The student will learn to recognize and value individual, group and cultural differences from, and within, local, national and global perspectives and contexts.
5. **Develop practical skills through applied disciplinary learning:** The student will integrate knowledge from academic disciplines and applied programs of study into progressively more complex problems, projects, and standards of performance in a chosen discipline.
6. Will understand the fundamentals of the acting process and begin cultivating a personal approach to this job.
7. Will understand the craftsmanship and professionalism of the acting process.
8. Will have explored the actor's relationship between him or herself and the text, the performance space, other performers and the audience.
9. Will understand the steps involved in crafting a character and how that character exists among other characters.
10. Will be able to audition for parts or placement in a university program.

Program/Gen Ed Core Outcomes addressed by this course: Fine and performing arts.

Institutional Competencies addressed by this course:

- Communicate effectively:** The student will read with critical comprehension; write clearly and coherently; and practice effective speaking and listening skills.
- Apply critical analysis and problem-solving skills:** The student will use acquired skills or methods to recognize, analyze, adapt, and apply critical thinking to solve problems and make informed decisions.
- Develop quantitative literacy:** The student will be able to reason analytically and quantitatively, think critically and independently about mathematical situations, and make informed decisions that involve quantitative skills.
- Apply information/technology literacy across disciplines:** The student will learn to locate needed information, managing and evaluating the extracted information and using it

critically and ethically; *and* the student will use appropriate technology to access, manage, integrate, or create information, and/or use technology to effectively accomplish a given task.

- ☒ *Develop an understanding for diversity and global awareness:* The student will learn to recognize and value individual, group and cultural differences from, and within, local, national and global perspectives and contexts.
- ☒ *Develop practical skills through applied disciplinary learning:* The student will integrate knowledge from academic disciplines and applied programs of study into progressively more complex problems, projects, and standards of performance in a chosen discipline.

Course Schedule/Topical Outline:

Anticipated outline of Class activities:

Week One – Get portfolio notebook and insert portfolio requirements. Introduction to the theater and each other (1). Find 2 New audition scenes – put on audition card. **Read Origins of the theater.**

Week Two – plot structure notes. Show me your Portfolio notebook! Look up and define key terms and concepts notes in journal. Discussion Group on line in Moodle, topics as assigned. Audition Scenes found. Rehearse audition scenes for placement in show. Read **The Alchemist pp 1-36.**

Week Three – Theater Sports Introduction write out personal warm up routine to be used in the absence of a group warm up – with a clear commitment on when and how to do this. Discussion Group on line in Moodle, topics as assigned. History Chapter 2 Theater and Drama in Ancient Greece – notes on Bold Heading sections. **The Alchemist pp 36-67. Read Stanislavski to page 143.**

Week Four– Introduction to Movement (2) turn in a personal warm up routine/ commitment and chapter key terms and concepts due end of the week. Play Cast – parts assigned blocking rehearsals start! **The Alchemist pp 67-90.**

Week Five – “individual inventory” PP 61 - 94. Blocking continues – review notes – Update Portfolios. History chapter 3 Hellenistic, Roman, and Byzantine theater. Notes on Bold sections. **The Alchemist pp 90-117.**

Week Six – Review chapter questions and key terms and concepts due in portfolio notebook by the end of week. No contact Stage Combat. The Alchemist pp 117-143.

Week Seven – “Stanislavski System” PP 95-153 take notes on key terms and concepts. Notes on Stanislavski background / world view – be sure to get notes down!!! Chapter 4 European theater in the middle ages. The Alchemist pp 143-161

Week Eight – Mid Term on Friday – we will review for this! We will also do blocking or rehearsal of show! **The Alchemist pp 161-171.**

Week Nine – “Stanislavski Stretched” - Lines due for Scripts - review notes and have them in portfolio for Friday! Chapter 5 English theater to 1642 The Alchemist review.



Week Ten – Stanislavski Truth / Technique PP 154 – 198. Take notes on key vocabulary / concepts. Check blocking – memorization with movement and pull props.

Week Eleven – Truth / Technique notes due at the end of the week in portfolio. Spanish theater to 1700.

Week Twelve – “Scene Study” PP 199 - 225 –Review questions define key terms and concepts for notebook – rehearsal of show!

Week Thirteen – “Scene Study” notes on chapter due in portfolio at the end of the week. Chapter 7 Italian Theater to 1700.

Week Fourteen – Rehearsal of show paramount – we are getting close no chapter notes for three weeks!

Week Fifteen – Rehearsal! Chapter 8 French theater to 1700.

Week Sixteen –Show! Find 2 new audition scenes (must be on the audition card) for semester exam!

Week seventeen - Semester exam (audition scene and portfolio review) is given according to the schedule – no absences unless prior approval is made with the administration! Unexcused absence = 0 for a grade!

Week eighteen – update portfolio Chapter 9 English theater to 1800

Week nineteen – Performance Process Chapter Review questions define key terms and concepts for notebook – rehearsal of show!

Week twenty – review questions and concepts, due at the end of the week. Block play – start run troughs / polishing rehearsals. Find two new audition scenes for final! Chapter 10 Italy and France to 1800.

Week twenty-one – Acting Anticipated define key terms and concepts for notebook – rehearsal of show!

Week twenty-two – Review questions define key terms and concepts for notebook – rehearsal of show! Polishing rehearsals – run music and all elements. Chapter 11 Northern European Theater to 1800

Week twenty-three – Memorization due! Run show. 120 Students will show personal project outline to me!

Week twenty-four – defining a personal philosophy of Acting using the “best practices I now know.” Clearly define both “things I know,” and “things I can see I need to work on.” Chapter 12 Continental European theater in the Early Nineteenth Century.

Week twenty- five – Run show – start writing personal philosophy out rough draft due on Friday!

Week Twenty-six –Run Show – peer edit writing philosophy. Chapter 13 English Language theater in the Early Ninetieth Century.

Week Twenty-seven – Run Show – final draft of personal philosophy of acting due!



Week twenty – eight – Run Show – Final Dress Week start updating portfolio for final audition with two new audition scenes. **Chapter 14 – English Language theater in the Late Nineteenth Century.**

Week twenty-nine – Chapter 13 Revolutions PP 299- 320, Questions 1- 4, define key terms and concepts.

Week thirty – review questions and concepts due on Friday. Rehearse for final performance next week!

Week Thirty-one – Final performance Theater 120 student’s final portfolio preparation.

Week Thirty-two - Theater 120 student’s present final portfolio and audition scenes. Class Critique of final performance – final review for semester exam – turn in all books.

Critical Dates:

Mid-year Semester Exam Typically 2-3rd week of January
End of Year Exam.

Grade Calculation Procedure:

All assignments and projects are assigned a point value. I use a total point system so the average of the points vs. total determines the grade.

You will be assessed on the following:

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| 1. Attendance/Participation | 5% |
| 2. Homework and scene work (reading questions) | 10% |
| 3. Chapter Quizzes and Final scenes | 50% |
| 4. Scene Analysis | 10% |
| 5. Final Essay / Portfolio | 25% |

Grading Scale:

Letter Grade	Letter Grade
A (100-94%)	C (76-73%)
A- (93-90%)	C- (72-70%)
B+ (89-87%)	D+ (69-67%)
B (86-83%)	D (66-63%)
B- (82-80%)	F (62-0%)
C+ 79-77%)	

I will round-up to two decimal places, so an 89.45 will round up to an 89.5, which rounds up to a 90 (A minus).



You will be assessed on the following:

6. Attendance/Participation	5%
7. Homework and scene work (reading questions)	10%
8. Chapter Quizzes and Final scenes	50%
9. Film Analysis	10%
10. Final Essay / Portfolio	25%

Instructor’s educational philosophy:

I believe GK Chesterton hit the nail on the head when he said “Without education, we are in a horrible and deadly danger of taking educated people seriously.” That being said I also believe that in reality one can only choose to educate themselves.

Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline in accordance with Helena College’s Student Code of Conduct. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences including, but not limited to race, ethnicity, nationality, culture, religion, politics, veterans status, sexual orientation, gender, gender identity/expression, age, or disability. Class rosters include students’ legal names, but I will gladly honor your request to address you by an alternate name or preferred gender pronoun.

Classroom behavior/expectations:

Please note that we are in a theater and that the space demands several extra notes for safety. The basic rules are as follows:

1. Never touch anything you have not been instructed to work with – you may die from “playing around with the cool gadgets.”
2. No food or drink in the theater except as cleared by Mr. Holter or Mr. Sanford
3. You have two ears and one mouth for a reason – it is twice as important to hear, as it is to speak so listen and do not carry on side conversations!
4. Do not be in any area you have not been cleared to be in.
5. Report any and all mishaps immediately. We have chemicals and equipment that will be unsafe if you have an accident and do not report it. Someone might be killed if you “keep quiet.”

As an online student at Achieve Virtual, communication is a bit different than in a face-to-face setting. We pride ourselves in providing several opportunities for social interactions, but the difference is that most communication is via written text in an online environment. Because this means you are missing body language cues and immediate feedback from your “listener,” it



is very important to understand some common rules for good online etiquette. This ensures that the message you intend to convey is received correctly.

1. **Be respectful.** While it is easier to say hurtful or disrespectful things without standing face-to-face with someone, it is important to remember that your classmates and teachers are real people who are affected by the words you say and write. It is essential to keep in mind the feelings and opinions of others, even if they differ from your own. ***If you wouldn't say it to someone's face, don't say it online either.***

2. **Be aware of strong language, all caps, and exclamation points.** It is easy for written text to be misread and misunderstood. Have you ever sent a text message with good intent but your recipient thought you were being rude? If so, then you've experienced this firsthand. By being cognizant of strong language, you can identify potential confusions before sending messages. ***Tip: Read everything out loud before you send it.***

3. **Be careful with humor and sarcasm.** Certainly, you shouldn't avoid being funny. We love to see your personality shine through in online classes. Many of our teachers are exceptionally funny too. But like mentioned in Rule #2, make sure that it is clear you are being funny and not being rude. Emoticons and smileys can be helpful when conveying humor or sarcasm so that it is read correctly. Just remember to keep the smiley faces away from academic papers. 😊

4. **Yes, grammar and spelling matter.** While texting, textspeak can be great for your friends. In an educational setting (even online) however, keep it formal. Your written communication should be professional and reflect proper writing style. Save written shortcuts and less than stellar grammar for Snapchat if you must, but follow grammar rules for school.

5. **Cite your sources.** Whenever you are sharing an idea that originated from someone else (even if it is not word for word), it is good practice to cite that source. This applies to discussion forums too. If you read a great thought in your text, share it, but be sure you let your audience know where you saw it first.

6. **Don't post or share (even privately) inappropriate material.** Enough said there. Nothing is truly private online.

7. **Be forgiving.** Remember that not everyone will know these rules before posting. Try to be understanding of others when they struggle with written communication. It is very different than simply talking to a person face-to-face.

The basic theater rules are as follows:



1. This is a no cell phone / tablet / computer / device space unless you are cleared for a specific reason to have such a device – please respect this space.
2. Never touch anything you have not been instructed to work with – you may die from “playing around with the cool gadgets.” The rule of thumb is to be responsible and respectful and **don’t touch anything that hasn’t been assigned to you - or isn’t yours!**
3. No food or drink in the theater except as cleared by Mr. Holter.
4. God gave you two ears and one mouth for a reason – it is twice as important to hear, as it is to speak – be responsible for yourself first and be respectful to the others by listening!
5. Do not be in any area you have not been cleared to be in.
6. Report any and all mishaps immediately. We have chemicals and equipment that will be unsafe if you have an accident and do not report it, someone might be killed if you “keep quiet.”
7. Finish what you start, this happens by using class time wisely and efficiently – do not waste time – you won’t get it back!

Extra credit/Late work/Make-up rules:

All Make up works will be accepted as per Helena High Student Handbook procedure

Attendance and/or Participation requirements:

All attendance will be as per Helena High Student Handbook policy and procedure.

Resources: <https://hhs.helenaschools.org/teachers/rholter/>

For online, hybrid, or web-enhanced courses:

- Face-to-face meeting, instructor availability, and speed-of-response guidelines
- Communication expectations in case of student, faculty, or platform difficulties
- Help desk contact information [e.g. for software] or links to FAQs, etc.
- [Guidelines for “netiquette”](#)—see, for example: <http://www.albion.com/netiquette/>
- Hints/tips for success in the course
- Links [to tutoring, eLearning, instructor’s site, etc.]

Additional Resources and Information:

Office of eLearning

The Office of eLearning expands and complements the programs at Helena College by offering a variety of online and hybrid learning experiences for our diverse student community. Students who have questions about online/hybrid courses (for example, course access, Moodle support, One-Button Studio support, general eLearning questions or technology tools assistance) should contact the Office of eLearning:

Office: DON 203



Phone: 406-447-6364

Web Page: <http://www.umhelena.edu/online>

(where students can use the eLearning Help Desk to submit a Ticket to ask for assistance)

Email: eLearning@HelenaCollege.edu

Special Needs accommodation statement:

Students with physical, cognitive, or learning disabilities who seek accommodations should contact Disability Services, located in Room 119, at 447-6952, or [Disability Services Email](mailto:disabilityresources@HelenaCollege.edu) [disabilityresources@HelenaCollege.edu]. Only students registered with the Disability Resources Office are permitted accommodations. All information will be kept confidential.

Testing Center Procedures:

The Helena College Make-up Testing Center is located in rooms 103A/B on the Donaldson campus. *Students attending classes at the Airport campus can request testing services but will likely be asked to come to Donaldson for the makeup test.* Students granted approval by their Instructor to take a makeup test or exam *must schedule an appointment to do so at least 24 hours in advance. There is no “drop-in” makeup testing permitted.* To schedule your makeup test please send an email to makeuptest@helenacollege.edu stating the Instructor name, course, and the day/time you wish to schedule your test. Makeup tests will not be scheduled until the Testing Center staff have received the exam from the instructor. Once the exam is received, a staff member will respond to you with confirmation of the date/time of your makeup exam; in the event the requested time is unavailable, alternative times will be offered. The accommodative Testing Center is located in Donaldson Room 114, and is available by appointment through Disability Services.

Student Support Center, Donaldson Campus, Room 139:

Hours of operation:

Monday 8 a.m. to 5 p.m.

Tuesday 8 a.m. to 5 p.m.

Wednesday 8 a.m. to 6 p.m.

Thursday 8 a.m. to 5 p.m.

Friday 8 a.m. to 3 p.m.

Saturday and Sunday closed

Scheduled meetings with tutors are available during those hours for most academic areas. There are computers located in the Student Support Center for student use, which includes a printer and scanner. Most software packages used by instructors at Helena College are loaded on one or more of the computers. Except printing, all services are free to Helena College students. It is recommended that all students



familiarize themselves with the Student Support Center and know what resources are available when needed. The open computer lab in Donaldson Room 114 is also available to students during these hours.

Library Services:

The Helena College Main Library is located in Room 140, just to the left of the front entrance of the Donaldson Campus. Our Branch Library is on the Airport Campus with entry through the large interior hallway. The Main Library offers all library services on site, and is open 8:00 a.m. to 6:00 p.m. Monday through Thursday and 8:00 a.m. to 5:00 p.m. on Friday. The Branch Library is open all hours the Airport Campus is open, with a librarian on site a few hours a week. An instructional kiosk gives access to other library services during the Main Library's open hours. The libraries are a place for quiet study and offer book, DVD and journal collections. The main library has a group study room that can be reserved for two or more students. You can "Book a Librarian" on both campuses for one-on-one research help. From the [library website](http://www.umhelena.edu/library/default.aspx) [http://www.umhelena.edu/library/default.aspx], you have remote access to a large collection of electronic resources – databases of ebooks, encyclopedias, and journal articles, as well as subject and class guides – using your Helena College NetID. The librarians are available to help you in the library, by telephone, and remotely through chat and email. Just "[Ask a Librarian](http://umhelena.edu/library/askalibrarian.aspx)" [http://umhelena.edu/library/askalibrarian.aspx].

Official (Email) Communication:

The Helena College email policy states that all official student email correspondence be sent only to a student's college email address and that faculty and staff consider email from students official *only* if it originates from a Helena College account. This allows the College to maintain a high degree of confidence in the identity of all individuals and the security of transmitted information. The College furnishes each student with a free email account that is to be used in all communication with college personnel. Official notifications and course evaluation surveys will be sent to students through this account, as well.

Academic Support Desk:

(If students are allowed to drop off or pick up papers or assignments)

Students needing to drop off papers or pick up papers from instructors should visit the Academic Support Desk located across from Faculty Office Suite 103 on the Donaldson campus. A photo ID is required to pick up any graded work.

Campus Bookstore:

The Bookstore is located on the Donaldson Campus on the south side of the building and on the Airport Campus to the right of the main entrance. All required course materials for all classes are available for purchase at the Bookstore, as well as supplies,



electronics, snacks, and Helena College apparel. Book Vouchers may be used with a picture ID to purchase books and supplies.

Academic Dishonesty Definition/Policy Statement:

Helena College expects its students to adhere to a high standard of academic integrity. It is a violation of academic integrity standards and the student code of conduct to present the ideas, designs, works, or words of another person as one's own efforts, or to permit another person to do so. The following guidelines are intended to clarify these issues for students, faculty, and administration.

The College will regard the following acts as violations of academic integrity constituting academic dishonesty. Although the list and descriptions are not intended to be exhaustive of all types or instances of academic dishonesty, they are presented as examples of behavior to avoid. It is explicitly the student's responsibility to avoid academic dishonesty of all kinds, and each student is required to seek guidance in advance of taking any questionable action, including but not limited to those enumerated, below.

Plagiarism: A student will be considered in violation of standards for academic integrity if they submit an assignment in any form (written, oral, graphic, or computer-generated, etc.) which consists wholly or partially of the words, work, or ideas of another individual without giving the original author proper credit. A similar violation would occur in cases where a student submits a paper or other project/assignment for one course that was originally created for another course even if that student was the originator of the paper/project/assignment in the first instance. Similarly, using facts, figures, graphs, charts or information without acknowledging the source constitutes plagiarism, which may occur verbally, in written form, through computer programs and files, research methods, designs, particular distinctive words or phrases, ideas and images or any other information that was created by another person without acknowledgement of that person's role in its creation. Inadvertent or unintentional misuse or appropriation of another's work (such as relying heavily on source material that is not expressly acknowledged) is still considered plagiarism.

Copying/Cheating: A student will be considered in violation of academic integrity standards if they gain, or attempts to gain, credit for work by dishonest or deceptive means. Examples include the use of crib notes, cheat sheets, books, or any other material or electronic device as aids in an examination or any other graded exercise, unless the instructor of the class has given explicit permission to use such materials. Collaboration with another student on an examination or other graded exercise, unless the instructor has given permission, also constitutes copying. It is the policy of the College to prohibit phones, smart watches, and other similar devices during examinations. Prior to administering an examination, instructors will require all such devices are turned off and stored in an inaccessible place. Failure to comply with this policy will constitute a violation of the academic integrity policy. If a student is found in possession of such a



device during an examination, they will be assigned a score of 0 for the examination. Further examples include: copying assignments from another source (classmate, etc.); working with others on exams or homework that is not explicitly permitted by the instructor to be collaborative; looking at another student's paper or screen during an exam or assignment; disclosing exam content to others during an exam, or after completion of an exam, including allowing such information to be disclosed to you; and/or attempting to or allowing another person to complete assignments for another person (such as in an online course). The above examples are meant to illustrate violations of the principle of academic integrity, and are not intended to be all-inclusive. Additional instances of dishonesty that are not explicitly identified in the above list will nevertheless be treated as violations.

Contributing to Academic Dishonesty: A student will be considered in violation of academic integrity standards if they willfully assist another student in an act of academic dishonesty.

Academic Dishonesty Violations: Academic dishonesty will not be tolerated. Academic sanctions for a first violation are at the discretion of the instructor and range from a failing grade for the assignment to a failing grade in the course in which the academic dishonesty occurs. When a faculty member assigns a failing grade based on academic dishonesty, they shall notify the affected student(s) and the appropriate Division Director of the violation and provide all supporting documentation to the Division Director. Record of the infraction will be kept on file in the office of the Division Director, although no further official action will be taken unless/until a second infraction is reported. In cases of repeated offenses, the Executive Director of Compliance and Financial Aid will be notified and will administer a range of disciplinary sanctions up to and including expulsion from the College. Students retain their right to due process and may refer to the Student Handbook or the Executive Director of Compliance and Financial Aid regarding any disciplinary sanctions.

Attendance/Excused absence policy:

http://umhelena.edu/catalog/docs/HCCatalog_2017_2018.pdf
(catalog pg. 49/.pdf pg. 59)

(Please note that members of the military who are called to duty enjoy special accommodations under many circumstances. Additional information and assistance are available upon request.)

Course Withdrawal procedure:

http://umhelena.edu/catalog/docs/HCCatalog_2017_2018.pdf
(catalog pg. 53/.pdf pg. 63)



Incomplete grade guidelines and procedure:

http://umhelena.edu/catalog/docs/HCCatalog_2017_2018.pdf
(catalog pg. 52/.pdf pg. 62)

Grade Appeal Process:

http://umhelena.edu/catalog/docs/HCCatalog_2017_2018.pdf
(catalog pg. 50/.pdf pg. 60)

Course evaluation process:

Students will be provided an opportunity to evaluate the course near the end of the semester. A survey will be sent to your official Helena College email address along with instructions on how to complete the survey. All responses are anonymous and faculty do not see final course evaluations until after grades are posted (mid-term evaluations, if any, are shared in time for any needed adjustments to be made during the semester). Results are reviewed following each semester by the instructors themselves, their Division Chairs/Directors, and often by the Academic Dean. This is part of Helena College's on-going effort to improve your educational experience, so the College appreciates your feedback and constructive criticism.

Emergency closure:

How you will be notified, and what to do, in the event campus is closed:
http://umhelena.edu/campus_safety/default.aspx

Children On Campus:

It is the policy of Helena College not to allow the non-enrolled children (under 18) of students, employees, or visitors on campus to be in campus classrooms; laboratories; high-risk areas; work areas; store rooms; hallways; the library; or areas adjacent to classrooms, laboratories, or offices, except under special circumstances that require explicit permission in advance.

Accessibility and Accommodations:

Do you have a visual impairment? Are you hard of hearing? Can you concentrate better if you stand or walk around in class? Do you have a short term medical or physical disability? Do you have ADHD or a learning disability? These are just a few examples of disabilities that are accommodated in higher education. In the event you encounter any barrier(s) to full participation in this course due to the impact of a disability, please contact the Disability Resources Office. The coordinator in the Disability Resources Office can meet with you to discuss the barriers you are experiencing and explain the eligibility process for establishing academic accommodations. If you have already been approved for accommodations through the Disability Resources Office, please schedule an appointment so we can implement your accommodations.



Disability Resources Office
(406) 447-6965
disabilityresources@helenacollege.edu
Office location: DON 139C

Disclaimer regarding changes to syllabus:

This syllabus is subject to change as deemed necessary by the instructor to fulfill the changing needs of the class. Course syllabus will be available in our class Microsoft Teams.