

2003-2004 Academic Year Catalog

Mission Statement

The University of Montana-Western

The University of Montana-Western provides innovative interdisciplinary education through experiential learning that combines theory and practice. Western serves citizens of all ages with its academic, community-service, and lifelong-learning programs. As part of the global community, Western encourages diversity, international awareness, environmental responsibility, and mastery of technology as a gateway to the world.

Student Rights & Responsibilities

Statement of Student Rights & Responsibilities

Students are assured the protection of all rights guaranteed by the Montana and U.S. Constitutions. Western is committed to provide all persons an equal opportunity for education, employment, and participation in University activities without regard to the individual's race, color, religion, national origin, sex, age, marital status, or handicap. The University has established a discrimination grievance procedure for any student or applicant for employment or admission who claims to have been unlawfully discriminated against because of any University regulation, policy, practice, or the official action of any University employee.

Students alleging discrimination at Western are encouraged to contact the Student Life Office, Davis Hall 206, (406) 683-7565, or the Affirmative Action Officer, Business Office, (406) 683-7101, within 60 calendar days of the alleged discrimination.

Students are responsible for understanding and complying with the material in this Catalog and in the Student Handbook which details policies and standards of student conduct. The Western community values personal and academic freedom and embraces the ideals of academic honesty and integrity. All members of the campus community have the personal responsibility to promote an atmosphere of civility in which the free exchange of ideas and opinions can flourish. This is accomplished by learning from individual and collective differences and by respecting every human being.

Students are held responsible for knowledge of the policies and procedures governing all aspects of enrollment at Western including registration, grading, class schedule change (dropping, adding, withdrawing), class or credit load, financial aid, fee payment procedures, enrollment dates and deadlines, graduation requirements, and other procedures and regulations. This information is outlined in various University documents including Western's Catalog, Yearly Course Schedule, Student Handbook, and other publications and special enrollment-related information and instructions which may be issued on a semester-by-semester basis. Students who have questions or need clarification regarding a policy or procedure should contact staff in the appropriate administrative office or visit with their advisor on a timely basis.

Faculty determine requirements for satisfactory completion of courses they teach. These criteria are usually communicated to students at the beginning of each term of enrollment. Students are responsible for ascertaining course and attendance requirements for each class in which they are enrolled. Regular class attendance, especially early in the semester, is critical to student success.

Requirements for degrees and programs of study, including Majors and Minors, offered at Western are listed in the Catalog. Students should review their "effective catalog" and/or contact their advisor with questions concerning course and grade requirements for graduation. Questions regarding policies, procedures, dates, and deadlines should be directed to the appropriate office in a timely manner.

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Tate Else

Dillon, Montana

BS: Secondary Education, Social Science Broadfield Major,
Special Education K-12 Minor

Why did you choose Western?

I wanted to compete in Rodeo, Western offered the degree I was interested in, and I like southwest Montana.

Favorite Memories at Western?

Rodeo events, working on Student Senate events, and all of the great people I have had the opportunity to meet.

Favorite people at Western?

Ricki Jones, Arlene Williams, and Stacy Wicks in the Financial Aid Office. I have had the privilege of working with them for three years. They help so many people on our campus.

Faculty member who has made the most impact on you?

Dr. Linda Reiten not only helped me register for classes, but she helped me to choose my degree.

Staff member who has made the most impact on you?

Linda Lucero not only helped me, but has helped so many others at Western. She is such a great asset to this campus. Also, my Rodeo Coach and mother, Iola Else, who has such a tremendous influence on Western students.

ASUMW Student Senate President, 2003-04
ASUMW Student Senate Vice President,
2002-03
ASUMW Student Senate Senator
Rodeo Team Member
2002 Big Sky Shoot Out Qualifier (Rodeo)
Terry Watters Memorial Scholarship
John Braut Scholarship

Academic Year Calendar

2003 FALL SEMESTER ACADEMIC CALENDAR

Returning Student Registration for Fall 2002	April 7-18, 2003
New Student Orientation/Registration	By Appointment Only - Admissions Office*
Classes Day/Evening Begin	August 27
Deadline to Apply for Fall 2003 Graduation	September 1
Labor Day Holiday (No Classes, University Closed)	September 1
1st \$40 Late Registration/Payment Fee Begins	September 2
Fall Semester Weekend Classes Begin	September 6
Last Day to ADD or Register For Classes	September 10
Summer 2004 Early-Audit Graduation Application Deadline	September 15
Last Day to DROP a Class - No Record of Enrollment	September 17
2nd \$40 Late Registration/Payment Fee Begins	September 17
Fall Semester Break (No Classes, Offices Open)	October 16-17
Last Day to DROP a Class or Change To/From Audit Status	October 24
Veteran's Day Holiday (No Classes, University Closed)	November 11
Registration for Spring Semester 2004 Begins	November 17
Thanksgiving Recess (No Classes)	November 26-28
Thanksgiving Holiday (University Closed)	November 27-28
Deadline to WITHDRAW from Western (All Classes)	December 5
Final Exams (Refer to Final Exam Schedule in Yearly Course Schedule Book)	December 8-12
Semester Ends	December 12
Final Grades Due in Registrar's Office	December 16

**Experience One (X1)
Fall Semester 2003 Block Schedule**

Block 1: August 27-September 17
(No Classes Labor Day Sept 1)

Block 2: September 22-October 15
(No Classes Fall Break Oct 16-17)

Block 3: October 20-November 12
(No Classes Veteran's Day Nov 11)

Block 4: November 17-December 12
(No Classes Thanksgiving Break Nov 26-30)

Academic Year Calendar

2004 SPRING SEMESTER ACADEMIC CALENDAR

Registration for Spring Semester 2004 Begins	November 17, 2003
Deadline to Apply for Spring or May Interim 2004 Graduation	January 1, 2004
New Student Orientation/Registration	January 13
Late Registration	January 13
Classes Day/Evening Begin	January 14
Spring Semester Weekend Classes Begin	January 17
Martin Luther King, Jr. Day Holiday (No Classes, University Closed)	January 19
1st \$40 Late Registration/Payment Fee Begins	January 20
Last Day to ADD or Register for Classes	January 28
Last Day to DROP a Class - No Record of Enrollment	February 4
2nd \$40 Late Registration/Payment Fee Assessed	February 5
President's Day Holiday (No Classes, University Closed)	February 16
Last Day to DROP a Class or Change To/From Audit Status	March 5
Spring Break (No Classes, Offices Open)	March 8-12
Fall 2004 Early-Audit Graduation Application Deadline	March 15
University Day (No Classes, Offices Open)	April 11
Registration for 2004 Fall, May Interim, and Summer Classes	April 5-16
Deadline to WITHDRAW from Western (All Classes)	April 23
Final Exams (Refer to Final Exam Schedule in Yearly Course Schedule Book)	April 26-30
Deadline to Apply for Summer 2004 Graduation	May 1
Spring 2004 and May Interim 2004 Early-Audit Graduation Application Deadline	May 1
Semester Ends	May 1
107th Annual Commencement	May 1
Final Grades Due in Registrar's Office	May 4

**Experience One (X1)
Spring Semester 2004 Block Schedule**

Block 5: January 12-February 4
(No Classes Martin Luther King, Jr. Holiday Jan 19)

Block 6: February 9-March 4
(No Classes President's Day Feb 16;
No Classes Spring Break Mar 8-12)

Block 7: March 15-April 7

Block 8: April 12-April 30

Academic Year Calendar

MAY INTERIM 2004 ACADEMIC CALENDAR

Registration for 2004 May Interim	April 5-May 3, 2004
Deadline to Apply for Summer 2004 Graduation	May 1, 2004
Spring and May Interim 2005 Early-Audit Graduation Application Deadline	May 1, 2004
2004 May Interim Classes Begin	May 3
\$40 Late Fee Begins	May 5
Last Day to Register/ADD May Interim Classes	May 7
Last Day to DROP a May Interim Class-No Record of Enrollment	May 7
Deadline to WITHDRAW from May Interim Classes-"W" Recorded	May 14
Deadline to WITHDRAW from May Interim (All Classes)	May 21
May Interim Ends	May 28
Memorial Day Holiday (University Closed)	May 31
2004 May Interim Final Grade Sheets Due in Registrar's Office	June 1

SUMMER SESSION 2004 ACADEMIC CALENDAR

Summer Session consists of a six-week session (Full-Session) and two (2) four-week sessions (1st-Session and 2nd-Session)

	Full Sess	1st Sess	2nd Sess
Registration for Summer Session 2004	April 5 to Start of the Session		
New Student Summer School Orientation	June 14	June 14	June 14
Classes Begin	June 14	June 14	July 12
\$40 Late Fee Begins	June 16	June 16	July 14
Last Day to ADD/Register for Classes	June 18	June 18	July 16
Last Day to DROP a Class-No Record of Enrollment	June 18	June 18	July 16
Deadline to Drop A Class	June 25	July 2	July 23
Independence Day Break (No Classes, Offices Closed)	July 4	July 4	
Deadline to WITHDRAW (Drop All Classes)	July 2	July 16	July 30
Session Ends	July 9	July 23	August 6
ALL 2004 Summer Session Final Grade Sheets Due in the Registrar's Office.....	August 9.....		

(TENTATIVE) FALL SEMESTER 2004-05 ACADEMIC CALENDAR

Fall Semester 2004 Begins	August 31, 2004
Labor Day Holiday (No Classes, University Closed)	September 6, 2004
Fall Semester 2004 Ends	December 17, 2004

(TENTATIVE) SPRING SEMESTER 2005 ACADEMIC CALENDAR

Spring Semester 2005 Begins	January 12, 2005
Spring Semester 2005 Ends	April 29, 2005

(TENTATIVE) MAY INTERIM 2005 ACADEMIC CALENDAR

May Interim 2005 Classes Begin	May 3, 2005
May Interim 2005 Ends	May 28, 2005

(TENTATIVE) SUMMER SESSION 2005 ACADEMIC CALENDAR

Summer Session consists of a six-week session (Full-Session) and two (2) four-week sessions (1st-Session and 2nd-Session)

Summer Session 2005 Begins	June 14, 2005
Summer Session 2005 Ends	August 6, 2005

(TENTATIVE) 2005-06 Academic Year Dates:

	Classes Begin	Classes End
FALL SEMESTER 2005	August 30, 2005	December 16, 2005
SPRING SEMESTER 2006	January 11, 2006	April 28, 2006
MAY INTERIM 2006	May 2, 2006	May 27, 2006
SUMMER SESSION 2006	June 13, 2006	August 5, 2006

General Information

General Information

Nature of the Institution

The University of Montana-Western is a four-year institution located in Dillon in southwestern Montana. Western is a comprehensive university with innovative programs in the arts and sciences, teacher education, and business.

Excellence in undergraduate instruction is the primary goal of the University, enhanced by close student-faculty relationships and interdisciplinary courses. Public service and research contribute to the broader mission of the institution with emphasis on outreach to rural schools and communities.

Western affiliated with The University of Montana through an administrative merger in 1988. Collaborative relationships were enhanced in 1994 by expansion of the merger to include Montana Tech in Butte and Helena College of Technology. Western maintains separate accreditation through the Northwest Association of Schools, Colleges and Universities (NASCU) and the National Council for the Accreditation of Teacher Education (NCATE).

Constituencies Served

Activities of Western are derived from and dedicated to Montana's people. Traditional and nontraditional students are vital, well-integrated groups in Western's curricular and extracurricular activities. Service to Montana's citizens is primary, but schools, small businesses, and other commercial and governmental concerns benefit from Western's outreach efforts.

Institutional Philosophy

The purpose of The University of Montana-Western is to serve the diverse needs of Montana citizens through excellent educational programs. An important part of Western's mission is to attract students and faculty from diverse cultures and regions, not to displace Montanans, but rather to enrich the educational experience available to Montanans. Western students study many disciplines in the arts and sciences along with companion technologies that are revolutionizing today's courses for tomorrow's careers.

The value of lifelong learning is a cornerstone of Western's philosophy. By fostering hunger for knowledge, appreciation of differences in people and ideas, and pride in creative and technical achievements, Western provides a foundation for lifelong personal growth and productivity. The University consciously promotes strength of character. Integrity, flexibility, tolerance, and leadership are explicit educational goals. Western students gain self-confidence through discovery of their academic strengths and understanding of their academic weaknesses. Western encourages academic risk, the study of difficult courses beyond each student's comfort zone. Western's philosophy fosters well-rounded graduates who are sensitive yet skeptical, skillful in special areas yet reflective about general themes, aware of their complex world and committed to its improvement. They are prepared to be community leaders, essential for good schools, vital democratic institutions, and enterprising economic growth wherever they live, work, and serve.

Degrees & Programs

Western offers degrees at the associate and bachelor's degree levels and participates in a master's degree in education offered through The University of Montana-Missoula.

Bachelor of Applied Science (BAS)

Bachelor of Arts (BA)

- Environmental Sciences
- Literature & Writing
- Preprofessional Health Sciences
- Social Science
- Visual Arts

Bachelor of Science (BS)

- Business
- Early Childhood Education
- Elementary Education
- Secondary Education
 - Art K-12
 - Art K-12 Broadfield
 - Biology
 - Business & Computer Applications
 - Business & Computer Applications Broadfield
 - English
 - English Broadfield
 - General Science Broadfield
 - History
 - Health & Human Performance K-12
 - Industrial Technology
 - Mathematics
 - Music K-12
 - Physical Science
 - Social Science Broadfield

Associate of Arts (AA)

- AA General (for transfer)

Associate of Science (AS)

- AS General (for transfer)
- Business Administration 2+2

Associate of Applied Science (AAS)

- Business
- Education Studies
- Early Childhood Education
- Equine Studies
- Tourism & Recreation

General Information

History of Western

The Act of Congress under which the State of Montana was admitted to the Union set aside 100,000 acres of the public domain for the establishment and support of a State Normal School in 1893. The Legislature of 1897 created an Executive Board which selected a president and faculty. The first session of the school opened September 7, 1897. In 1903, the Legislature changed the name of the institution to State Normal College. On April 6, 1931, the State Board of Education approved the four-year course and authorized conferring the degree of Bachelor of Education. On December 8, 1947, the State Board of Education changed the name of the degree to Bachelor of Science in Elementary Education. Effective July 1, 1949, the Legislative Assembly changed the institution's name to Western Montana College of Education. The 1965 Legislature changed the name of the institution to Western Montana College, effective July 1, 1965. In April 1954, the State Board of Education authorized the granting of a Bachelor of Science degree in Secondary Education and the degree of Master of Science in Education.

A Bachelor of Arts degree with multiple option areas was authorized by the Board of Regents in 1991. The BA degree is designed around the five thematic areas of Environmental Sciences, Literature & Writing, Preprofessional Health Sciences, Social Science, and Visual Arts. A Bachelor of Science degree in Business and an Associate of Applied Science degree in Equine Studies were approved by the Board of Regents beginning Fall Semester 2002. An Associate of Applied Science in Education Studies and an online Bachelor of Science in Early Childhood Education were approved by the Board of Regents to begin in Academic Year 2003-04.

At the January 1987 meeting of the Board of Regents of the Montana University System, the Board took action to administratively merge Western Montana College with The University of Montana. Western became a four-year affiliated campus of The University of Montana in July 1988, and the name of the campus became Western Montana College of The University of Montana.

In January 2001, the Board of Regents authorized a name change to The University of Montana-Western, and approval was granted by the 2001 Montana Legislature effective July 1, 2001. With this change, Western gained university status in recognition of the breadth and strength of its academic programming.

Location

Dillon is a town of 5,500 situated in the beautiful Beaverhead Valley, a center of ranching, mining, and recreational activities. Winters are historically mild and summers are pleasant with cool nights. The valley is noted for its typically crystal clear air and blue skies with abundant snow in the surrounding mountains but relatively little snow or rain in the valley.

Dillon provides a wholesome, small-town environment for the University. Community concerts, theater, and other programs serve cultural needs of the community. Also available are churches of various denominations, a city library, golf course, park, hospital, and social and fraternal organizations. Many nearby recreational areas provide opportunities for nature study, picnics, hiking, horseback riding, hunting, fishing, snowmobiling, and skiing.

The area is rich in historical interest. The Big Hole Battlefield, Bannack, the first territorial capital, and Virginia City, the second territorial capital, are within easy driving distance. The Lewis and Clark expedition traveled through the Beaverhead Valley. One of the sources of the Missouri River is found in a tiny stream emerging from a spring in the area's hillside. A museum, developed by the Beaverhead Museum Association, houses many relics from the early days of the region.

The University, located in the southeastern residential section of Dillon, has a beautiful campus with well-developed lawns, shade trees, walks, and historical and picturesque buildings.

The Campus

A visitor to Western's campus will be treated to an unsurpassed panoramic view of southwest Montana, with three beautiful mountain ranges punctuating the surrounding landscape, and a wide variety of recreational activities for the outdoor enthusiast located within a short distance. The campus is convenient in terms of physical space, layout of facilities, and proximity to community resources, providing easy access to friendly student-centered faculty, personnel, and services. Recent renovation of buildings and grounds has occurred, including construction of a new technology building. These contribute to Western's emerging role as an innovative regional interdisciplinary arts and sciences University while maintaining its tradition of excellence in teacher education, business, and two-year associate degree programs.

Special Programs

Birch Creek Outdoor Education Center

Located 20 miles north of Dillon in the Pioneer Mountains, the Birch Creek Outdoor Education Center is a field campus that enhances the educational, recreational, and social programs offered to University and community groups. Activities scheduled at the center emphasize field-based and hands-on experiences, thus enhancing educational opportunities for learners of all ages.

Elderhostel

Elderhostel programs service individuals over age 55 engaged in the pursuit of lifelong learning opportunities. Program activities include lectures, educational field trips, recreation, as well as service projects in some cases. The programs are challenging and thought-provoking, yet require no prior knowledge or formal training. Western offers programs at ten sites: Big Sky, Birch Creek, Butte, Dillon, Gardiner, Hamilton, Lost Trail, Virginia City, West Yellowstone, and Salmon, Idaho.

General Information

Experience One (X1)

Western received U.S. Department of Education funding for a pilot program to test a class schedule offering one class at a time on its campus. Although this method of course delivery has been offered with great success at a few private colleges for many years, Western is the first public university to provide this opportunity.

New freshmen accepted into the Experience One (X1) program take four 4-credit courses in sequence through the semester, for a total of 16 credits each semester during their freshman year at Western. Each class meets about three hours per day over a period of three and one-half weeks, with four-day breaks before the next class block begins. The beginning and ending of the semesters and holidays remain the same as in the traditional academic schedule. Finals are included in the class period, so students are completely finished with a class when that class block is completed, eliminating the end-of-semester Finals Week concept for participating students. If students or student-athletes miss a class, they work with that individual instructor to make up coursework. Students will complete all or most of their general education requirements in the two semesters of their freshman year.

The pilot project is being tested in the 2002-03 and 2003-04 academic years, allowing two classes of freshmen to participate. A maximum of 75 students will be selected each year, with a maximum of 25 students in each class block. Students will be housed together in Western's residence halls and take classes together. The eight professors participating in the pilot program each year have revised their classes to allow more active, hands-on learning. The campus has made a decision to expand Experience One scheduling beginning Academic Year 2004-05.

To obtain information about this innovative program, visit Western's website at www.umwestern.edu (scroll down to the X1 button on the home page, or select the Admissions, Athletics, or Academics button); or contact Western's Experience One office, email: X1@umwestern.edu, (406) 683-7050.

International Program

The International Program promotes student/faculty exchange with colleges and universities in foreign countries, raises scholarship funds for foreign students, and promotes campus awareness and appreciation for world cultures. Western collaborates with TravelLearn, Inc. and the University of Montana's International Studies Program to enhance student travel and study-abroad opportunities.

Math/Science Upward Bound

The Math/Science Upward Bound program is designed to captivate the interest of high school students in pursuing college degrees and careers in math and science disciplines. The program serves students in high schools in Montana and eastern Idaho that are rural or have 10% or more Native Americans. To be eligible, students must be in grades 9-11 when applying in February, must have the aptitude to complete college degrees in math or science related areas, and must qualify by parents' income level or education level. Participants live on campus for six weeks during the summer, and are immersed in field research projects and an integrated curriculum specially designed to support the research. All expenses are paid except travel costs to and from Dillon.

Montana Campus Compact

Western is a member in good standing of Montana Campus Compact. Through this affiliation, Western has shown its commitment to creating a supportive campus environment for the civic engagement of its students, faculty, and staff.

Based in Missoula, Montana Campus Compact is a coalition of college and university presidents, chancellors, and deans committed to fostering the values and skills of citizenship in Montana students through active involvement in civic engagement activities.

To meet this goal, The Montana Campus Compact works to:

- award student scholarships, faculty grants, and resources to member campuses in support of civic engagement activities;

- organize conferences, forums, and workshops to develop civic engagement initiatives;
- foster partnerships between campus, business, community, and government leaders;
- provide timely research and service related information to its member campuses;
- assist in State legislation promoting public and community service.

Faculty development grant funding is available through Montana Campus Compact including:

Faculty Technical Assistance & Training:

Montana Campus Compact (MTCC) serves as a service learning clearinghouse for faculty members who are interested in developing service learning courses or who are just curious about the pedagogy. In addition to a growing library of service learning texts, articles, and monographs, MTCC has continued to build a cadre of service learning scholars throughout Montana who serve as a valuable professional resource. MTCC regularly sponsors and hosts service learning workshops, conferences, and forums at which national service learning scholars share the latest research and applications in the field.

Montana Faculty Fellowships:

The Montana Campus Compact awards eight distinguished Faculty Fellowships each year to scholars at MTCC member institutions. The fellowships are designed to encourage rigorous and meaningful service learning at institutions throughout Montana. Fellows are provided with a generous budget, technical assistance, and training retreats throughout the academic year of the award. Through this program, a strong network of Faculty Fellow Alumni have emerged as mentors who provide support to new and potential Fellows.

For more information, contact the State office at (406) 243-5177, www.umd.edu/mtcompact, or call Western's Center for Service Learning at (406) 683-7916.

Service Learning

Service Learning is an educational approach that enables students to acquire new knowledge and skills by participating in activities

General Information

that benefit or improve life in their communities. Through AmeriCorps and a relationship with the Dillon Community Youth Initiative, Western's Center for Service Learning provides paid academic year-long service learning opportunities.

Most positions require students to be eligible for federal work-study awards, but a few are available regardless of financial need. These Student Coordinator positions provide marketing, tutoring, mentoring, youth activities, program administration, and other assistance to Big Brothers/Big Sisters of Dillon, the Community Youth Initiative, and the local school district.

The Center's student staff is also available to assist members of the campus community in finding volunteer opportunities in the local community. In addition, staff members coordinate several one-day service events and participate in local festivals and events. Located on the 2nd floor of IT Woods, the Service Learning Center is the local contact for Montana Campus Compact. Call (406) 683-7916 for more information.

Areas of Emphasis

"Becoming A Teacher in Rural America" is the unique vision and base for the content and sequence of Western's teacher education program. Partnerships with selected schools in the region provide a high level of educational collaboration and outreach. Partnerships with businesses and government agencies provide research and internship opportunities for our Associate and Bachelor of Arts degree students. Western delivers instruction, research, and service in teacher education and undergraduate liberal studies to students of all ages both on and off campus.

Western's nationally recognized Rural Education Center provides invaluable research and service to Montana's rural schools and communities. Extensive continuing education offerings are directed toward career development of in-service teachers and professionals.

Areas of Continuing Development

A number of associate degree programs in the arts, sciences, business, and education serve as vehicles for student diversification, transferability to other institutions of higher education, and assistance to area students requiring re-training or more immediate entry into the work place. Particularly noteworthy are programs in early childhood education and tourism/recreation. Incorporating service into the curriculum is a growing dimension of Western's role and scope. Western is also placing an increasing emphasis on developing programs that make use of its unique natural and social setting. Notable examples are the educational alliance between Western and the Professional Guide Institute, and Western's relationship with the La Cense ranch through the Equine Studies program.

Accreditation

UM-Western is a member of the American Association of State Colleges and Universities and the American Association of Colleges for Teacher Education. The University is accredited by the Northwest Association of Schools, Colleges and Universities (NASCU). The teacher education programs are accredited by the National Council for the Accreditation of Teacher Education (NCATE).

Admission & Registration

Admission & Registration

Applications for admission are accepted from in-state, out-of-state, and international students. Staff is available in the Admissions Office to assist full-time, part-time, and non-degree applicants through the admission process.

The Admissions Office is located in Room 103 of the Short Administration Building. Interested students are encouraged to stop by the office; call toll free 1-866-869-6668; write to Admissions, UM-Western, 710 S. Atlantic, Dillon MT 59725-3598; e-mail: admissions@umwestern.edu; website: www.umwestern.edu.

Campus Visits

Visiting the campus is an important step in selecting what college or university to attend. The Admissions Office arranges individualized campus visits Monday through Friday. Campus visits, guided by

current Western students, enable prospective students and their families to become acquainted with on-campus living options, academics, extracurricular activities, athletics, services, faculty, staff, and fellow students. Western suggests scheduling a visit one week in advance (call Admissions toll free at 866-869-6668) to allow scheduling of meetings that will accommodate the student's individual interests. Current students host prospective students in the residence halls on a space available basis, and meals are provided while visiting campus, compliments of Western.

New Student Orientation

Participation in an Orientation session is strongly encouraged as it assists students in their transition to Western and increases their academic success. Contact Student Life at (406) 683-7565 for more information.

Orientation provides an opportunity for students to receive academic advising and register for classes, as well as become familiar with campus facilities, services and University personnel. Western's academic assistance programs and services are highlighted, in addition to recreational and social programs. Orientation provides an opportunity for students to meet fellow students.

Information about Orientation is sent to students after Western has received the student's admissions application.

Admission to Western

All students seeking certification or a degree must be fully admitted to UM-Western. Students are responsible for submitting applications and supporting documentation for admission, immunization, financial aid, and housing.

Freshman Admission

Graduates of accredited high schools must meet both the Admissions Standards and the Montana Board of Regents College Preparatory Curriculum to begin as first-time, full-time freshmen.

Freshman Admissions Standards Requirements

Freshman applicants must satisfy **one** of the following three admissions standards:

1. ACT Composite Score of 20 or higher, or SAT I Combined Verbal and Math Standard Score of 960 or higher; OR
2. High school Grade Point Average of 2.50 or higher; OR
3. Rank in the upper half of their high school graduating class.

Applicants must provide their ACT or SAT I scores to Admissions.

Montana Board of Regents College Preparatory Curriculum

- | | |
|---|--|
| <p>A. Four years English.</p> <p>B. Three years Mathematics including Algebra I, Geometry, and Algebra II or higher.</p> <p>C. Three years Social Studies including one year Global Studies, one year United States History, and one other third year course.</p> <p>D. Two years laboratory science.</p> | <p>E. Two years chosen from the following:</p> <ul style="list-style-type: none">•Foreign language (preferably two years of the same language).•Computer science.•Visual and performing arts.•Vocational education units that meet Montana Office of Public Instruction guidelines. |
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Admission & Registration

Montana and out-of-state freshman applicants who do not meet the admission requirements or the Montana Regents College Preparatory requirements may be considered for an admission exemption. Priority consideration will be given to students who apply prior to:

- March 1 for Fall Semester.
- December 1 for Spring Semester.
- May 1 for Summer Session.

Out-of-state freshman applicants must have completed the College Preparatory requirements stated above, OR may satisfy Western admissions requirements by providing evidence that they have met **one** of these two requirements:

1. Completed a similar college preparatory program required by their home state (evidence of completion of such a program must be certified by the high school).
2. If the applicant's state has no college preparatory program, meet **two** of the three numeric admission standards (ACT/SAT I, HS GPA, HS class rank) listed under Freshman Admission.

Students who complete their secondary education through home schooling or at an unaccredited high school may satisfy the requirement of high school graduation by:

1. High School Equivalency Certificate based on the GED exam, OR
2. Satisfactory performance on the ACT or SAT I, ACT Asset, or COMPASS examinations.

Eligibility for State-Supported Scholarships

Only persons who have completed the College Preparatory program shall be eligible for Regents High School Honor Scholarships; and/or other state-supported scholarships, fee waivers, or grants-in-aid awarded on the basis of academic achievement.

In unusual circumstances, this provision may be waived for students who graduated from high school **three** or more years before applying.

Exemptions from Freshman Admission Requirements

Exemptions from the admissions requirements stated above may be:

- non-traditional students (i.e. individuals who graduated from high school at least three years prior to enrollment);
- summer only students;
- part-time students taking seven or fewer credits (the interpretation is that part-time students do not become full-time until they have successfully completed seven credit hours of "C" average or better, or have completed college preparatory deficiencies as a part-time student at Western).

How To Apply--Freshmen

1. Submit a completed Montana University System Uniform Application for Admission form, available from Montana High School guidance counselors, or from Admissions, UM-Western, 710 S. Atlantic, Dillon MT 59725-3598; toll free 866-869-6668, or (406) 683-7331; or log on to www.umwestern.edu and click on "Apply Online".
2. Submit a \$30 non-refundable application fee (applications will not be processed until this fee is received).
3. Submit a final official high school transcript, or GED report, to Admissions, UM-Western, 710 S. Atlantic, Dillon MT 59725-3598.
4. Submit an ACT or SAT I test score report.
5. Complete the High School Academic Record Student Self-Report form included with the application form.
6. Submit proof of measles and rubella immunization (2 immunizations required).

When to Apply

Applicants are encouraged to apply by:

- July 1 for the upcoming Fall Semester.
- October 15 for Spring Semester.
- March 15 for May Interim/Summer Session.

Students will not be considered for scholarships, financial aid, or housing until their admissions application is processed and conditional acceptance has been granted.

ACT/SAT I Placement Test

First-time college students are required to take the American College Test (ACT) or the Scholastic Aptitude Test (SAT I) prior to entering Western. For ACT/SAT test information, contact a local high school counselor or Western's Admissions Office, toll-free 866-869-6668.

Admission & Registration

Transfer Student Admission

An applicant last registered for 12 or more credits at another college or university is considered a transfer student. Western considers former students who were registered for 12 or more credits at another college or university since their last registration at Western to be transfer students for readmission purposes.

In-State Transfer Applicants:

A legal resident of Montana intending to transfer to Western must be eligible to return to any/all institutions previously attended. An in-state transfer applicant must meet the criteria for “good academic standing” as defined by the receiving institution, and must provide official transcripts from all institutions previously attended.

Out-of-State Transfer Applicants:

An out-of-state applicant wishing to transfer to Western must be eligible to return to any/all institutions previously attended and present official transcripts verifying a 2.00 (C) average for all college and university work attempted.

How To Apply-- Transfer Students

1. Submit completed Montana University System Uniform Application for Admission form; contact Admissions toll free at 866-869-6668, or (406) 683-7331, or log on to Western’s website: www.umwestern.edu and click on “Apply Online”.
2. Submit a \$30 non-refundable application fee.
3. Submit official transcripts from all colleges/universities previously attended. A transcript is not considered “official” unless it is of current date and received directly from the issuing institution.
4. Submit proof of measles and rubella immunization (two immunizations required).

When to Apply-- Transfer Students

Transfer students should apply early to allow time for transcript evaluation and for transfer of credits to be completed before the student arrives on campus.

Transfer of Credit

Transfer credits will be evaluated upon receipt of a complete admissions application and after official transcripts from all previously attended colleges/universities are on file in the Admissions Office. Western accepts all successfully completed college level credits. Individual academic units have the right to refuse transfer credits that are not based on current standards and outcomes for specific programs. Academic units will consider appeals on a case-by-case basis from individual students regarding the currency of their knowledge in particular subject areas covered by individual transfer courses.

In general, courses taken at other institutions will meet degree requirements at Western if the following criteria are met:

- coursework meets current program and outcome standards within the academic unit;
- coursework must be college-level and be applicable to a college degree at the institution where it was attempted;
- transfer college must be accredited by one of the regional accrediting agencies at the time the courses were attempted;
- coursework must be similar to a required course at Western;
- coursework must have been successfully completed (grade of “C” or better);
- credits will be converted to semester credits, and the coursework taken at the transfer institution must be of the same approximate credit value;
- course level must be similar; i.e. a 100- or 200-level course transferred from another college/university generally may not be used to meet a 300- or 400-level requirement at Western (see Student Academic Standing, Academic Suspension “Exception”).

Recording Transfer Credits

Western’s Registrar’s Office will record only “summary” transfer course information (i.e. no course detail) on the Western transcript. This information will consist of the total earned hours accepted from each transfer institution. Faculty advisors will be provided with working copies of the transcripts from all colleges/universities previously attended by transfer students they will be advising.

Since no grades for transfer work will be recorded, the only GPA listed on a student’s Western transcript will be that of courses attempted at Western. However, total “earned hours” recorded on the Western transcript will reflect those taken/earned at Western, plus those transferred/accepted from all other institutions attended. The GPA at each transfer institution stands on its own merit (as recorded on the official transcripts from those institutions). The only instances in which the Western Registrar will combine data from other institutions to determine a “cumulative grade point average” will be to determine eligibility for athletics (as required by NAIA), and in instances where a third party authorized to receive such information (financial aid funding agency, for example) requires such a calculation.

Transfer Graduates

Transfer students who graduated from a regionally accredited college/university with a baccalaureate degree, AA or AS degree (excluding honorary degrees or degrees issued/awarded under “special conditions”, i.e. published degree or general education requirements not completed) are considered to have completed the General Education Requirements for a degree (BS, BA, BAS, AA, AS, AAS) at Western.

****Caution:** *transfer graduates must complete all program requirements for the Western degree they are pursuing.*

NOTE: *Other reasonable criteria may be applied during the evaluation process.*

Admission & Registration

International Student Admission

Western welcomes the cultural and academic stimulation international students bring to its campus. Students from other countries who have completed secondary school are considered freshmen; those who have completed college-level course work equivalent to 12 credits or more beyond secondary school are considered transfer students.

How To Apply-- International Students

The following credentials are required in the Admissions Office for international student applicants.

Application for Admission

The application form may be obtained by contacting Admissions, UM-Western, 710 S. Atlantic, Dillon MT 59725-3598, (406) 683-7331, email: admissions@umwestern.edu. Return the completed and signed application form to Admissions.

Application Fee:

A \$30 non-refundable fee is required of all applicants. The fee must be in U.S. currency, and must be paid before the application will be processed. Checks should be made payable to UM-Western.

English Language Proficiency

Applicants who are citizens of countries other than Australia, Canada, England, Ireland, New Zealand, Scotland, or Wales are required to certify English proficiency by providing an official Test of English as a Foreign Language (TOEFL) score report. A minimum score of 500 on the paper-based test and 173 on the computer based-test is required. Any questions regarding TOEFL

should be directed to TOEFL, P.O. Box 899, Princeton NJ 08541. Western does not offer an English as a Foreign Language class. Results of the SAT II: English Language Proficiency Test (ELPT) may be used in lieu of TOEFL, with a required minimum score of 950.

Academic Credentials

Applicants must submit a certified copy of secondary school transcripts or the equivalent, and any college or upper-level transcripts. International students who have attended institutions outside the U.S. or Canada must request an evaluation of Academic Credentials from a foreign credential evaluation service.

Important! Evaluations of credit may not reflect actual college credits accepted by Western. Allow 8-12 weeks for organizations to complete the evaluation process. Foreign credential evaluation services charge a fee for credit evaluation. Contact the following services for information and applications for credit evaluation:

ECE (Educational Credential Evaluators, Inc.)
PO Box 514070
Milwaukee WI 53203-3470
FAX: 414-289-3411
www.ece.org (applications for evaluation may be downloaded)

Office of International Education Services
AACRAO
202-293-9161
FAX: 202-872-8857
email: oies@aacrao.nche.edu

Statement of Financial Support

Applicants must submit a certified statement from a bank or sponsor verifying that adequate financial resources are available to pay the estimated expenses for the first year. The estimated expenses amount, available from Admissions, is adjusted annually.

Medical History Report

Each applicant must provide a physician-validated record showing immunization for diphtheria, tetanus, polio, rubella, measles (two doses of measles vaccine after first birthday), and a recent skin test for tuberculosis. Each of these must be identified on the record in English and must be signed by a licensed physician or registered nurse.

If admitted, the applicant will receive an international student acceptance packet containing a letter of acceptance, an evaluation of transfer credit (if necessary and complete), an Application for International Student Scholarship (if approved--a limited number are awarded each year), and an I-20 form needed to obtain an F-1 student visa.

When to Apply-- International Students

All of the above must be received by Admissions according to the following schedule:

- May 1 for Fall Semester.
- October 1 for Spring Semester.
- March 1 for Summer Session.

Admission & Registration

Former Student Admission (Re-Entry)

Any former student of Western who did not attend Western the preceding semester may be readmitted after completing the following requirements:

1. Submit a completed Application for Readmission (available at the Registrar's Office or at daws.umwestern.edu).
2. Submit official copies of transcripts from all institutions attended since last enrolled at Western.
3. Proof of measles and rubella immunization may be required if initial attendance at Western was 3 or more years previous to readmission.
4. Meet the admission requirements of a transfer student if the student attended another institution since last registering at Western.
5. An application fee is not required unless a student is changing status to a second degree student.

Non-Degree Student Admission

Applicants who are unable to meet all the requirements for admission, but who are not candidates for a degree, may be considered for admission without meeting the usual entrance requirements if they provide satisfactory evidence that they are academically prepared to pursue the special courses desired.

All first-time Western students must provide proof of two immunizations for measles and rubella and pay the one-time non-refundable \$30 application fee. Other requirements may also be imposed.

A non-degree student may acquire status as a regular student and become a candidate for graduation by maintaining "good standing" academically and completing all entrance requirements for admission.

Early Admission: Concurrent High School/College Enrollment

Western's Early Admission program allows students who have not yet graduated from high school to be considered for conditional admission. As admission is very selective, Early Admission applicants must demonstrate academic ability and general maturity to warrant such acceptance. Candidates must be able to handle university-level coursework while at the same time continuing completion of high school graduation requirements. Applicants must be juniors or seniors in high school to be considered for Early Admission. Each application is considered on an individual basis. To apply for Early Admission:

1. Submit completed Montana University System Uniform Application for Admission form, available from Montana High School guidance counselors or contact Admissions toll-free at 866-869-6668.
2. Submit a \$30 non-refundable application fee (applications are not processed until this fee is received).
3. Submit a letter of recommendation from high school principal or other high school official attesting to the student's academic ability and general maturity.
4. Submit an official high school transcript, sent directly from the high school to Admissions.
5. Submit proof of measles and rubella immunization (2 immunizations required).
6. Submit written approval of the applicant's parents/guardians.

Early Admission students may enroll in a maximum of 6 credits per semester. Early Admission student final grades are withheld pending receipt in Admissions of a final high school transcript verifying graduation from high school.

Dual Admission with Flathead Valley Community College

Students may apply for joint admission to The University of Montana-Western and Flathead Valley Community College (FVCC) using a form available from FVCC. Students accepted for dual admission will not be required to pay an additional application fee when transferring to Western if criteria for transfer are met under the agreement. These criteria include having a minimum grade point average of 2.00 from all colleges or universities previously attended and an Associate Degree or 60 semester credits from FVCC. Students admitted to the dual admissions program are entitled to obtain a student identification card from UM-Western that entitles them to certain privileges at Western, such as library use. These privileges begin as soon as the student enters FVCC under the dual admissions program.

Transferring from Western to Another College or University

It is the student's responsibility to determine and closely follow the admission and program course requirements at the college or university to which the student plans to transfer. These requirements can normally be found in that institution's catalog. Reference copies of catalogs from many area institutions are available in various campus offices (Registrar, Dean of Education, Business & Technology Office, Administration & Finance Office, Admissions, Library; and via the Internet). Students planning to transfer from Western should obtain a current catalog from the institution to which they plan to transfer.

Students intending to transfer to other institutions should work closely with their faculty advisor to insure that the program of study being followed at Western is suitable for transfer to the particular transfer institution.

Admission & Registration

Transfer of credits from Western is normally a smooth process if the courses taken at Western are similar or equivalent to courses that would normally be taken at the transfer institution. However, if at any time students encounter what they consider to be a problem with transfer of Western credits/courses to another institution, they are encouraged to contact a Western administrator, who will assist students in working out legitimate problems with regard to course transfer. Students should provide as much information as possible (names, offices, and telephone numbers) to aid in reconciling credit/course transfer difficulties.

Individuals transferring from Western to another unit of the Montana University System who wish to have their Western transcript evaluated for the purpose of determining completion of the General Education core should contact the Registrar. See Transcript of the Academic Record for information on requesting Western transcript service.

Other Enrollment Information

Immunization Requirements

The Montana School Immunization rules reflect the requirements of the State Immunization Law (MCA 20-5-401). Current immunization recommendations related to college and other post-secondary students state that *“All non-foreign students entering any institution of the Montana University System born after December 31, 1956, must show proof of immunization against measles and rubella on or after their first birthday and after December 31, 1967.”*

- Two doses of measles vaccine are required for students entering a post-secondary school in Montana (this only affects those post-secondary students who are in a degree program or who are registered for more than one-half of a full-time credit load normal for that school.) Only MMR (measles/mumps/rubella) vaccine is acceptable for immunizations given after

June 11, 1993, to meet the rules for vaccination against measles or rubella.

- A conditional enrollment period is allowed for students who arrive at school and lack even one dose of measles vaccine. These individuals are allowed to attend classes after they receive a first dose of MMR vaccine and are conditionally enrolled at Western until the start of the next term.
- Applicants born prior to January 1, 1957, are exempt from immunization requirements if they provide documentation of age as described below.

Proof of immunity to measles and rubella may be provided by the required documentation described in the following sections.

1. Any of the following documentation is acceptable proof of measles immunity:
 - a. certification by a physician of the fact that the person has had measles and the date of diagnosis; OR
 - b. written proof (required by ARM 16.28.704) that the person received 1 or 2 doses of live measles vaccine that were administered at or after 12 months of age and after January 1, 1968, along with the dates (mm/dd/yy) each dose was administered (doses must have been administered at least one month apart).
2. Any of the following documentation is acceptable proof of rubella immunity:
 - a. documentation required by ARM 16.28.704 that the person was administered 1 dose of live rubella vaccine at or after 12 months of age and after the year 1969, with the month, day, and year the dose was administered; OR
 - b. either a copy of a laboratory report or test results signed by a physician, including the type of test conducted, test date, and results that the person is immune to rubella.
3. A prospective student who was born prior to January 1, 1957, must:
 - a. prove his/her age by providing a valid driver's license, school transcript, passport, or birth certificate with the date of birth indicated on the document presented; OR

- b. in the event of an outbreak of rubella, provide the documentation required by 2.b above, or be excluded from classes and school-sponsored activities until the public health officer indicates that the outbreak is over.

Exceptions to Montana School Immunization Regulations:

- A. With the exception noted in B below, a person entering a college/university who has not had measles and who has had only one dose of live measles vaccine is conditionally enrolled and must receive a second dose of MMR vaccine in accordance with the conditional enrollment requirements of ARM 16.28.706 (2).
- B. The requirements of A above apply equally to a person who entered a Montana college/university as a student prior to June 11, 1993, with the sole exception of the requirement of #2 above for 2 doses of live measles vaccine; a student to whom this paragraph applies needs to have only 1 dose of live measles vaccine rather than 2.
- C. Exemptions to this requirement are available only to persons who have had a physician-diagnosed case of the disease(s) or a medical or religious exemption.

GED (Admission by Examination)

A student may be admitted to Western upon presentation of an official high school equivalency certificate issued by the State Superintendent of Public Instruction under authorization of the Board of Public Education. The high school equivalency certificate based on the GED examination may not be used to satisfy the requirement of high school graduation until after the student's high school class has graduated.

Further information regarding requirements and test center locations in Montana may be obtained from the Office of Public Instruction, PO Box 202501, Helena MT 59620-2501.

Admission & Registration

Western Undergraduate Exchange

Western participates in the Western Undergraduate Exchange (WUE), a program of the Western Interstate Commission for Higher Education and other western states. Through WUE, certain non-Montana resident students may enroll at Western, paying resident tuition plus 50 percent of that amount (plus other fees that are paid by all students). WUE students do not pay the higher fees for nonresident tuition.

Because Western participates, residents of Montana may enroll under the same terms in designated institutions and programs in other participating states. WUE states include Alaska, Arizona, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, North Dakota, Oregon, South Dakota, Utah, Washington, and Wyoming.

Information about WUE programs available at Western may be obtained from Admissions. Montana residents may obtain information about WUE programs in other states from the Certifying Officer for Montana, WICHE Student Exchange Program, 2500 Broadway, Helena MT 59620-3101, (406) 444-6570; or from WICHE Student Exchange Program, PO Drawer P, Boulder CO 80301-9752, (303) 497-0210.

Nontraditional Credits

Advanced Placement (AP) Program

Credit may be earned by satisfactory completion of the Advanced Placement Tests from the College Entrance Examination Board. Students must provide official AP exam score reports. For more information regarding minimum scores and application of AP exam credits to degree requirements contact the Registrar's Office, (406) 683-7371.

Challenge Exams

Institutional challenge is the process of taking special examinations in courses for credit without enrolling in the courses. When a student has evidence of having covered the course content through life experience or formal post-secondary study such as Vo-Tech school, business college, proprietary school, or other non-college institution, the student may request permission for a challenge examination. Regular tuition and fees are charged for institutional challenge exams. Credit earned through institutional challenge is graded "P" (Pass).

The student initiates the challenge procedure by written request outlining evidence of previous training or experience in the particular subject the student wishes to challenge.

Before an examination is authorized, the student must obtain written approval from both the course instructor who will administer the examination and the Vice Chancellor for Academic Affairs. The student presents the approved request to the Registrar, who presents it to the Academic Admissions & Standards Committee for review and final authorization. The faculty member administering the test is the final authority on whether a student passes (with a comparative grade of "C" or higher) or fails a challenge exam.

Students may not challenge courses that they have previously attempted and failed, attempted and dropped/withdrew, or Audited at Western or any institution previously attended. No course that is a prerequisite to a course already completed by a student may be challenged. Only degree-pursuing students enrolled in a regular curriculum may request a challenge examination. The standard fee will be charged for each credit attempted or earned through the institutional challenge process. Course Challenge exams do not meet residence requirements and the program is considered a "nontraditional" method of earning credit.

College Level Examination Program (CLEP)

Credit may be earned for satisfactory completion of the College Entrance Examination Board (CEEB) College Level examinations. Official score reports must be sent from the College Board directly to Western's Admissions or Registrar's Office. Credit for specific CLEP Subject Examinations and minimum score requirements are outlined in the University CLEP policy available at the Registrar's Office. Credits received through CLEP will be issued "Pass" grades. For more information, contact the Registrar's Office, (406) 683-7371.

Military Service Training Credit

Western may grant credit for selected and successfully completed learning experiences acquired as part of U.S. military training programs. Such training must be college level as recommended by the American Council on Education in the "Guide to Evaluation of Educational Experiences in the Armed Services." Application of military training credits to specific Western program requirements is contingent upon department faculty approval. Students/individuals seeking credit for military training must submit a letter requesting evaluation of military experience together with official documentation (certificates of completion) of their formal military training to the Registrar's Office.

Tech Prep Program

Tech Prep is a program negotiated between Western and specific high schools that evaluates and approves certain high school courses for university credit at Western. Written agreements between area high schools and Western specify which courses can be articulated and outline minimum competencies and levels of knowledge and achievement that must be met to earn credit. To earn credit, students must usually matriculate at Western within 2 years of completion of the courses that meet Tech Prep requirements. Tech Prep credits do not meet residence requirements and the program

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is considered a “nontraditional” method of earning credit. Other limitations apply. See Tech Prep policy and appropriate high school/Western agreement or contact Western’s Tech Prep Coordinator, Cheri Jimeno, (406) 683-7181.

Falsification of Information

Students are responsible for knowing and complying with all regulations regarding Western admission procedures. Failure to be informed or to comply does not excuse a student from responsibility or from any penalty or difficulty that may be encountered.

The University of Montana Affiliate Students

Western waives the undergraduate application fee for students who paid the undergraduate application fee as part of an admissions application to, or attendance at, an affiliate campus, including The University of Montana-Missoula, College of Technology-Missoula, Montana Tech and College of Technology-Butte, and Helena College of Technology. Proof of payment, such as a payment receipt or an official transcript, may serve as a basis for waiving Western’s undergraduate application fee.

Official Transcripts

The term “official” in reference to academic credentials indicates the documents are forwarded to Western’s Admissions Office by the school principal or college registrar of each school attended. Faxed copies or copies stamped “Issued to Student” are not considered official records. An official transcript must bear an official signature, stamp, or seal.

Registration

To enroll in classes for a semester or term, students must register for classes and pay the required fees. Students eligible to enroll may contact the Registrar’s Office for specific dates and procedures for registering for credit courses. Information on registration is normally given to new students upon notification of acceptance for admission to Western (see Admission Requirements, Student Academic Standing in this Catalog, and Student Conduct in the Student Handbook for information on eligibility requirements).

Registration procedures vary slightly depending upon the term of enrollment, whether the student is registering for day or evening/night classes, and the number of credits to be taken. Registration procedures are outlined below.

Fall/Spring Semester Day Classes or 9 or More Evening/Weekend Credits:

1. Contact assigned faculty advisor for advising appointment to discuss education and career goals and determine class schedule.
3. Get and complete official registration form from the faculty advisor, including required advisor’s signature; or obtain “Alternate PIN” from advisor to register online at dawgs.umwestern.edu.
4. Turn completed form in to Registrar’s Office or School of Outreach for class schedule verification (computer check-out). *Web registrants--skip this step.*
5. Pay or make fee payment arrangements at the Business Office.

Fall/Spring Semester Less than 9 Evening/Weekend Credits

1. Complete an official registration form from the Registrar’s Office or use forms printed in Western’s Outreach bulletin.
2. Submit completed form to Registrar’s Office for class schedule verification (computer check-out).
3. Submit MMR Immunization records to the Registrar’s Office.
4. Pay or make fee payment arrangements at the Business Office.

May Interim/Summer Session (MI/SS)

1. Complete an official May Interim/Summer Session registration form (available at Registrar’s Office and in the Outreach MI/SS bulletin).
2. Turn completed form in at Registrar’s Office for class schedule verification (computer check-out).
3. Submit MMR Immunization records to the Registrar.
4. Pay or make fee payment arrangements at the Business Office.

Fee payment or arrangements for fee at the Business Office are required before a student is considered “officially registered” for a class or classes. Once registered, students may change their class schedules (add/drop/withdraw) by contacting the Registrar’s Office prior to the published deadline. See Academic Calendar for specific dates and deadlines, and Changing Classes--Adding/Dropping/Withdrawing, or Withdrawing from Western for information on those procedures.

Late Registration

Eligible students may register for a full program during the first two weeks of any regular semester. Written approval of all course instructors and payment of all fees/costs, including Late Registration fees, are required before course enrollment is verified. With approval of the Academic Admissions & Standards Committee and written permission of course instructors concerned, eligible students showing academic ability may register for a reduced load during the third week of any Fall/Spring Semester, the first week of May Interim/Summer Session, or the first day of workshops or other time-shortened courses. No enrollment for credit courses will be accepted after the third week of a regular semester, after the first week of May Interim or Summer Session, or after the first day of workshops or other time-shortened courses.

Admission & Registration

Declaration of Academic Fields of Study

Students are strongly encouraged to determine the appropriate academic degree program(s) toward which they are working as soon as possible in their academic careers. At the latest, students must declare academic fields of study upon achieving upper division status (60 credits). Earlier declarations may be required of some students, such as those receiving federal financial aid. Upper division students must report all degrees, Majors, Minors, Option Areas, and Related Areas toward which they are working on a Student Information Change Form, signed by the student and the student's advisor, and filed with the Registrar's Office. This form

must fully and accurately describe the academic goals of the student. A new form must be filed if the degree pursuits of the student change after the filing of the original declaration. Printable forms, including the Student Information Change Form, are available online at www.umwestern.edu.

Effective Dates of This Catalog

The effective dates of this catalog are from July 1, 2003 through June 30, 2004. Students enrolling for the first time at any institution of higher education in the United States during this time period and later transferring to Western will be allowed to follow the requirements of this catalog, provided

graduation is within six years of initial enrollment (July 2009), there has been no interruption of studies, and the student does not switch degree goals or curriculum. A student who interrupts attendance at Western for two consecutive semesters or more, or who transfers to another curriculum, must graduate under the catalog in effect at the time of readmission or program change. A student continuously enrolled at Western may, with advisor approval, graduate by meeting all requirements of any catalog published after initial enrollment at Western, provided there has been no interruption of studies except May Interim/Summer Session at Western and the student does NOT switch curriculum (see General Graduation Requirements).

Kitty Logan

Swan Valley, Montana
BS: Elementary Education

Kitty Logan was selected as one of two Montana teachers and UM-Western graduates to receive the 2002 Milken Family Foundation education awards in the amount of \$25,000 each. As teaching principal at Swan Valley Elementary School, she was described as "one of the most outstanding educators in the country" by Linda McCulloch, Montana's Superintendent of Public Instruction at the surprise award presentation ceremony.

Candidates for the award are identified by the Office of Public Instruction based on their commitment to excellence, innovation in teaching methods, and outstanding educational leadership, including their ability to motivate students. The second award recipient was Julie Cajune, The Indian Education Coordinator for the Ronan School District.

Why did you choose Western?

A native of Anaconda, she selected Western for a variety of reasons. Many of her teachers were Western graduates who recommended the program, Western's excellent reputation as a teacher preparation college, and the friendly atmosphere at Western.

Favorite memories at Western?

Watching Mr. B (Barney Brienza) demonstrating for ceramics class, listening to Dr. Cebull read in American Lit, imitating Betty Barnes in the Gong Show, being complimented by Dr. Snavelly on my penmanship.

What would you advise people considering a teaching career?

Keep your standards high in terms of student achievement and character building. Shaping the minds and hearts of our youth is challenging.

The most important thing you have learned working in public education?

Children need stable, loving environments in order to reach their full potential. Teachers find themselves in the role of educator, parent, counselor, and mentor.

Master's of Education, Montana State
University, 1989
2002 Milken Family Foundation Education
Award Recipient

Student Services

Student Services

Campus Bookstore

The Campus Bookstore is institutionally owned and operated as a self-supporting facility for the use and benefit of the University community. Located on the upper level of the Student Union Building (SUB), the Bookstore provides textbooks and supplies necessary to support Western's instructional programs. In addition to textbooks, the Bookstore carries trade and reference books, school supplies, study aids, and art and industrial technology materials. A wide variety of logo clothing and gift items are also available. The Bookstore features a website that allows purchase of textbooks and Western gear online (www.umwestern.edu, click on "General Information," then click on "Bookstore").

Normal operating hours are 8:00 am-4:00 pm Monday-Friday and 10:00 am-1:00 pm on Saturdays of home football games. The Dawg House, located at Vigilante Field, is open from 12:00 noon until halftime during home football games. The store has extended hours during the first full week of each new semester and during special campus events.

The Bookstore accepts cash, checks, credit cards (VISA, Mastercard, and Discover), and Bookstore Authorizations. Payments by check require a current Western I.D. card. Western views check-writing as a privilege and will revoke the privilege for anyone abusing it.

When paying fees, students may opt to have their excess personal or financial aid monies put aside in a Bookstore credit account. This money may be used to purchase any type of merchandise in the Campus Bookstore during the subsequent semester. Any monies not used by the student will be returned to the Business Office and credited to the student's account or a refund will be issued.

The Bookstore processes requests for refunds on purchases if returned within the refund period with the sales receipt. The refund period is noted on the refund policy card stapled to each sales receipt. Generally, textbooks can be returned during the first

two weeks of classes; other merchandise can be returned within one week of original purchase. Exceptions will be made under special circumstances. The Bookstore does not accept returns on computer hardware, software, or textbooks with shrink-wrap removed. If computer hardware or software is purchased that is defective, the purchaser should contact the manufacturer. Contact Karyle Contway, Bookstore Director, (406) 683-7281, for more information.

Curious Minds Early Care & Education Center

Curious Minds is an NAEYC accredited campus-based developmental child care program serving children ages three through eight and their families. Services are offered to children of Western students, faculty, staff, and to the greater Dillon community. The center is also a model lab setting for students working toward an Early Childhood Education degree. As such, a community of learners is formed with children, Western students, and staff all engaging in ongoing learning. Hours are from 7:45 am to 5:15 pm Monday through Friday. For information call (406) 683-7320.

Educational Opportunity Program

A range of academic support services is offered through the Educational Opportunity Program (EOP) to assist eligible students enrolled at Western. Services include a course, EOP 191, specifically designed to teach learning strategies for higher education. Support services and referrals in academic procedures, career guidance, financial aid, counseling, and tutoring are also offered through EOP. Applications are available in the EOP office, Main Hall 214.

EOP is a U.S. Department of Education grant-funded TRIO project. Students are eligible for EOP if:

- they meet income guidelines (similar to Pell Grant eligibility);

- neither parent has completed a college degree; OR
- they have a documented disability.

A need for academic support is another key eligibility factor. Contact EOP at (406) 683-7322, or at the toll free number through the School of Outreach, 866-799-9140.

Intercollegiate Athletics

Western is a member of the National Association of Intercollegiate Athletics, Region 1, and a charter member of the Frontier Athletic Conference. Western is also a member of the Big Sky Region of the National Intercollegiate Rodeo Association. Western competes in football, volleyball, and men's and women's basketball, golf, and rodeo. Contact the Athletic Department, (406) 683-7220, for more information.

Lucy Carson Library & Swysgood Technology Center

The Lucy Carson Library is located in the east wing of the James E. Short Administration Building. The facility is spacious and comfortable, including accommodations for individual and group study as well as meeting rooms. Regular semester hours are 7:30 am-11:00 pm Monday-Thursday, 7:30 am-5:00 pm Friday, 11:00 am-3:00 pm Saturday, and 3:00 pm-10:00 pm Sunday. Hours may vary during holidays and breaks.

The fully automated library collection of print and non-print resources including books, periodicals, and electronic materials fulfills most patrons' information needs. An interlibrary loan department assists in locating information not available at the library. The library has been designated as Montana's NASA Teacher Resource Center, and K-12 Educational Media Center by the Montana Office of Public Instruction.

Library instruction is available for individuals, small groups, or classes. The library staff tailors presentations to faculty or student requests, including in-classroom

Student Services

library instruction for faculty while they are off campus.

The library supports its own local area network to supply patrons with access to a variety of online full text periodical indexes as well as the Internet and World Wide Web. Copy and microform facilities also aid in patron research.

Swysgood Technology Center (STC)

The Charles G. Swysgood Technology Center features an auditorium with seating for over 250 people. It also provides six classroom spaces, three with computer stations at each desk, and three that offer METNET affordances and provide power and network access for student interface devices. There are three "information commons" spaces with wireless Internet access where students may relax, meet, and work. Within the Center, almost all of the technical needs and wants for students and faculty are met, including scanning, printing, CD-ROM development and creation, still

and video capture, as well as editing and manipulation. Support Services, the copy and reproduction service for the campus, is located in the building's lower level.

Veterans' Benefits Services

The Veterans' Benefits Coordinator, located in the Financial Aid Office, is available to assist Veterans and their dependents with procedures in applying for educational benefits. See the Financial Aid Section for more information.

Student Life Division

The Student Life Division provides support to all students in a number of areas. The Student Life Office is located on the 2nd floor of Davis Hall and is supervised by Dr. Eric Murray, Dean of Students. Office hours are from 8 am-5 pm Monday-Friday; and from 12:00 noon to 2 pm and 7:00-9:00 pm Saturday and Sunday. For information about any of the Student Life areas in this section, contact the Student Life Office, 750 E. Cornell, Dillon MT 59725, (406) 683-7565; e_murray@umwestern.edu.

The following services are coordinated through the Student Life Office:

- Career Services
- Counseling Services
- Dining Services
- Disability Services
- Health Services
- Housing & Residence Life
- Orientation
- Resident Mail Services
- Student Conduct & Grievances
- Student Government
- Student ID's
- Student Programming & Activities

Career Services Office

The Career Services Office, located in Davis 203, assists students, graduates, and the community with career choices, job searches, and application procedures. Career Services features a web site under Student Life at www.umwestern.edu. This office also handles information regarding internships and study abroad programs. Career counseling is available, as well as a variety of skills assessments. The office maintains and administers several career computer programs that are also accessible to students on campus. Information on job fairs and hiring trends is kept current throughout the year. Resume samples, critiquing, and interview sample questions are provided at no charge. Employment opportunities are posted in the hallway outside Davis 203, in Main Hall,

and on the web site. A weekly vacancy newsletter for state, federal, industry, and school positions is published from March to October. This bulletin is available by mail or by e-mail. For information, rates, or to subscribe, call (406) 683-7143, email: l_forrester@umwestern.edu, or fax to (406) 683-7570.

Credential files are maintained for all graduates who request them. Recruiters from a variety of industries conduct on-campus interviews each semester. Call (406) 683-7143 for more information. Normal office hours are Monday-Friday from 8:00 am-12:00 noon and 1:00-5:00 pm. Walk-ins are welcome.

Counseling Services

Free confidential counseling is available to all students registered for a minimum of 7 credits in a semester. Counseling can assist students with personal problems or concerns that may be interfering with academic work. These services are provided by a master's level counselor and graduate student interns. In addition to private therapy, the Campus Counseling Program works with students to ensure that they connect with available resources both on and off campus. Services provided are individual, couples, family, and support group sessions, plus community referrals. For information and confidential appointments, call (406) 683-7565.

Student Services

Disability Services

Students with documented disabilities should contact Student Life. Accommodations to suit the student's needs are facilitated by this office, including tutoring, special testing, and note-taking. Student Life can also make accommodations for a student's physical limitations. Students with special needs should notify Student Life of their disability soon after admission to Western to allow Western officials time to review the nature of the need and the accommodations best suited to the student. The student must provide documentation that identifies and explains the disability and a letter with suggested accommodations.

NOTE: It is the student's responsibility to inform Western officials of any disability.

Health Services

A mandatory Student Health Fee provides the student with unlimited access to the Dillon Community Health Clinic, located in the Medical Plaza one block from campus. Students can visit with a medical professional and receive basic health care at the clinic.

Western students are required to have some type of insurance coverage. If not covered by another insurance plan, students **must take** the coverage offered through Western. The premium paid for Spring Semester also covers the student through the summer. The student must take the additional insurance unless proof of other health insurance coverage is provided at the Business Office before the posted deadline for insurance waivers. May Interim/Summer Session insurance coverage is not available separately for continuing students from the Spring Semester program (the student has to have paid the Spring Semester insurance premium to have May/Summer benefits). For further information regarding health and insurance issues, contact Student Life, (406) 683-7565.

Residence Hall Living

Western offers two types of on-campus living accommodations, including standard rooms (Jordan-Davis-Centennial Halls), and non-standard rooms (Mathews Hall). All students with fewer than 30 credits are required to live in the halls.

Exceptions are granted for the following reasons:

- A. student elects to live at home with parent(s) or guardian(s);
- B. student graduated three (3) or more years ago from high school; OR
- C. student is married or a parent with child custody.

All exceptions to the "30 Credit Rule" must be documented and submitted to Student Life, UM-Western, 750 E. Cornell, Dillon MT 59725-3598, (406) 683-7565.

All students under the thirty credit limit will be billed for room and board, unless the Exemption Form has been received and approved by Student Life personnel before the first day of class.

Students must reside in the residence halls on a semester basis. Anyone contracting to live in the residence hall accepts financial responsibility for the room for the entire semester. The financial obligation begins when a student has picked up a key and/or resided in the hall. No refund will be given for any portion of room and board costs, unless a student officially and completely withdraws from all Western classes prior to the published deadline for such action (see Academic Year Calendar for deadlines; and Withdrawing From Western--Dropping All Courses for a Term for withdrawal procedures).

All resident students are required to contract for the meal plan. For further information, contact Resident Dining Services, (406) 683-7355 (see Residence Hall & Board Fees in the Financial Information section for costs).

Applying for Campus Housing

To reserve a living space in one of Western's residence halls, complete the application contained in the New Student Admission Packet sent to students upon receipt of their admissions application, or contact Student Life. A \$100 room reservation deposit must be submitted with the signed application. Half of this deposit becomes the room damage deposit at the time of registration, and half is applied toward the first term room and board. A refund of the deposit will be sent following checkout from the residence halls if there are no damages in the room.

Refund of Residence Hall Application Fee

Refunds of the residence hall application fee will be made as follows:

100% refund if reservation is cancelled in writing by August 1 for Fall Semester 2003; and by December 19 for Spring Semester 2004.

100% refund minus \$50 if reservation is cancelled in writing by August 22 for Fall Semester 2003; and by ten days before opening day of halls for Spring Semester 2004.

NO REFUND is given for notices received after August 22 for Fall Semester 2003; or less than ten days before opening day of halls for Spring Semester 2004.

Student Conduct

The Student Conduct Code, embodying the ideals of academic honesty, integrity and responsible citizenship, governs all academic work and student conduct at Western. Student enrollment presupposes a commitment to the principles and policies embodied in the Code, which sets forth standards of acceptable student conduct, disciplinary sanctions for breach of the standards of student conduct, and procedures to be followed in adjudicating charges of both academic and non-academic misconduct. The Student Conduct Code is published in the Student Handbook; also see Plagiarism and Cheating Warning in this Catalog. The Dean of Students is responsible for administering the Student Conduct Code.

Student Services

Student Activities

Leadership experience, social development, and cocurricular and extracurricular activities are as much an integral part of the University experience as the learning that takes place in the classroom. A multitude of opportunities exist for Western students to become involved in student activities.

ASUMW Student Senate

All students registered at Western who have paid the student activity fee are members of the Associated Students (ASUMW) organization. ASUMW is governed by officers elected each spring semester. Call (406) 683-7211 for information.

Student Union Building (SUB)

The Student Union Building is an integral part of Western, serving students, faculty, staff, alumni, and guests. Facilities and services include Stageline Pizza, Bookstore, Bark & Bite Convenience Store, lounge with large screen TV, game room, conference rooms, ASUMW offices, KDWG Radio Station, and the Student Activities Office.

Intramurals

Coordinated by the Student Activities Office, the intramural program strives to develop friendships through participation and competition. Recreation, skills development, social interaction, mental health, enjoyment, and a lifelong interest in sports, games, and leisure activities are emphasized.

Student Organizations

Ambassadors aid the Admissions Office in new student recruitment by promoting Western through college fairs, correspondence, phoning, campus tours, Campus Visitation programs, and high school visits. The club also sponsors a variety of campus activities.

Archery Club, nationally ranked among the 45 colleges and universities that compete nationwide, offers lessons in leadership skills as well as competition. The club, open to men and women, competes in two national tournaments each year.

Art Club provides an opportunity for students to further their art interest both socially and academically.

Building Tolerance Club is dedicated to increasing tolerance (respectful behavior and attitudes) for the diversity among us by engaging the campus and community in activities that promote understanding.

Business Club is comprised of students interested in business. Club objectives are social, as well as to provide an opportunity to learn leadership skills and develop future business relationships.

Catholic Campus Ministry, an outreach of the Catholic Church, is open to all students.

Cheer Squad cheers at all home sporting events and must follow the Athletic Code of Conduct. Western's Foundation offers scholarships to squad members. The cheer squad also participates in Welcome Week, Homecoming, Parents' Day, Showtime, and other activities as needed to help boost spirit on campus. Contact Pat Yeager, (406) 683-7305.

Chi Alpha Christian Fellowship, a community of students at Western, holds weekly worship services, Bible studies, social activities, seasonal retreats, and service projects on campus.

Ignu, Western's poetry club, encourages creative voice on campus through the production of Solstice, a biannual magazine featuring the poetry and artwork of students, faculty, staff, and community. Ignu also holds weekly meetings and produces a series of readings throughout the semester.

Indian Club provides a gathering place for Western's American Indian students to share experiences, give each other support, and eat good munchies! During Fall Semester 2004, a mini-Powwow is tentatively scheduled for Labor Day weekend. The club is an equal opportunity club, and everyone is welcome to attend meetings and help with activities.

Industrial Technology Club is an open club available to all students interested in the fields of Industrial Technology, Industrial Arts, and Vocational Education. The club provides the opportunity to participate in a wide variety of technology and vocation forums, as well as social activities.

Student Services

Kappa Delta Pi, an international honor society in education, promotes excellence in and recognizes outstanding contributions to education, encourages professional growth, and honors achievement in educational work.

Lambda Alliance is for gay, lesbian, and transgender students, faculty, staff, and community members. The club is also open to straight supporters. Activities have included a movie series, guest speaker, and concerts.

Radio Station KDWG (FM 90.9) provides the Western and Dillon communities with an alternative radio station run by Western students. With a diverse programming format, the intention is to expose the listening audience to a new and innovative radio station. KDWG works with teachers and prospective teachers in an effort to provide a wide variety of educational programming.

Rodeo Club provides support for the Western Rodeo Team and hosts several dances and functions each year, including the Fall Horse Sale and the Spring Community Appreciation Banquet.

Sigma Tau Delta, an extension of the International English Honors Society, is open to all students. The club plans activities to promote an understanding and love for the English language, such as a writing workshop for area youth. Members have presented papers at national conferences, as well as having works published.

Student National Education Association (SNEA), Sheldon E. Davis chapter, is an organization that provides prospective teachers with an opportunity to become familiar with professional problems and

activities. Students may participate in the work of the State organization and have representation in the meetings of the Montana Education Association. Students are also encouraged to join Montana's professional education association, MEA/MFT. Applications are available in Main Hall 214.

Terra Verde is an outing club dedicated to the conservation of earth resources. Outings focus on wildlands restoration projects.

Student Publications:

Chinook: Western's yearbook since 1906.

Wescolite: Western's student newspaper (distributed under the name "Western Wire" in 2002-03).

Jari Suhr

Pony, Montana

BA: Social Science, Related Areas: Sociology, Society & Culture

Why did you choose Western?

I wanted to attend a small school, be close to home, and play basketball. I liked the Dillon so when I was offered a scholarship to play, it just seemed like the right fit.

Favorite memories at Western?

I definitely had a lot of great times at Western. The most memorable and special to me are the times with the team. I was fortunate to play with my sister for three years and now have some of the best friends I could ask for who were my teammates first. The dorms, of course, and just socializing will always be remembered for countless reasons as well.

Favorite people at Western?

All of the faculty and staff at Western were excellent. My favorite people were also the people who had the most impact on me: Coach Engellant, Dr. Krank, Dr. Weltzein, and Dr. Janus. I can't forget Wally Feldt for a good talk and raid on his candy stash! I hadn't even considered going on for my Master's until Dr. Krank encouraged me in that direction. He was an excellent source of knowledge, easy to talk to, and a great motivator. Coach Engellant helped me learn a lot about myself through playing basketball. His door was always open and he genuinely cares about his players. Also, Terry and Arlene Williams are great Western supporters and just fun people.

Following May 2002 graduation, I attended Washington State University for 2 semesters to complete the Speech and Hearing Sciences post-baccalaureate sequence. I am now attending Idaho State University's Boise Campus and pursuing my M.S. in Speech-Language Pathology on a full tuition and fee graduate teaching assistantship. Starting Fall 2003 I will be teaching 2 undergraduate labs and helping to teach an undergraduate Phonetics class.

Dean's List 4 Years
Honors Program
Graduated Magna Cum Laude
Lady Bulldog Basketball Team
Two Frontier Conference Championships
NAIA National Tournament Three Years
Selected Academic All-American Two Years

Financial Information

Residency Classification of Students for Fee Purposes

Determination of In-State Fee Status

The Montana University System classifies all students and applicants for admission as either in-state or out-of-state for college/university fee payment purposes. The basic rules for making this classification are found in Board of Regents Policy available at the Registrar's Office. With certain exceptions, in order to be eligible for in-state status a person must be:

- a lifelong resident of Montana or a recent graduate of a State-approved high school in Montana; OR
- independent and complete a 12-month waiting period during which one must reside in the State and demonstrate a bona fide intent to become a Montana resident.

The 12-month waiting period does not begin until some act indicative of an intent to establish residency is taken. Mere presence in Montana and enrollment at a unit of higher education will not serve to start the 12-month waiting period. Sufficient acts of intent include:

- registering to vote in Montana;
- obtaining a Montana driver's license;
- licensing/registering a vehicle (owned by the applicant) in Montana;
- purchasing a home or primary residence in Montana;
- filing a resident Montana tax return on all earned income.

If none of these indicators are available to the student, the student may file an Affidavit of Intent to Establish Residency form in order to begin the 12-month waiting period.

It is presumed that an individual not eligible for in-state status under Regents Policy, who is registered for more than 6 semester credits at any post-secondary educational institution in the State of Montana, is present in the State primarily for educational purposes, and such periods may not

Financial Information

be applied to the 12-month waiting period referred to previously. May Interim and Summer Session are considered one term for purposes of this requirement at Western.

After the 12-month period has begun, an individual is expected to act in a manner consistent with Montana residency and do all those things required by law of a Montana resident. Actions deemed in contradiction with the claim of Montana residency may result in classification as a non-resident for MUS fee payment purposes. Examples of such contradictory actions include:

- voting absentee in another state;
- receiving financial aid based on non-Montana residency such as a state scholarship or guaranteed student loan from another state or participation in an interstate exchange program*;
- leaving the State of Montana and being away for long periods of time (20 days or more) during the 12-month residency establishment period.

**Note: It is presumed that students attending a unit of the Montana University System under the Western Undergraduate Exchange (WUE), the National Student Exchange (NSE), and other exchange programs are deriving a financial benefit from another state based on non-Montana residency and therefore are not eligible for Montana residency while a student.*

In-state status cannot generally be earned by virtue of marriage. Each individual must qualify for in-state status separately.

The initial resident classification may be appealed. Although students are permitted to petition for reclassification at any time, in order to be eligible for in-state status for fee purposes it is necessary to meet the requirements for such status before the 15th instructional day of the school term for which the status is sought. Information regarding appeals of residency classification is contained in the Regent's Student Guide to

Montana Residency Policy, available at the Registrar's Office and Admissions Office.

The determination of residency status is based upon the residency questionnaire. Documentation must be provided to verify any/all claims made on the Residency Questionnaire. Petitions for in-state status are available at the Registrar's Office.

Fee Payment

Students should pay, or make satisfactory arrangements to pay, all fees at the time of registration. Registration is not complete until fees are paid or acceptable financial arrangements are made with the University. Acceptable methods of payment include cash, checks, money orders, or credit cards.

Checks should be made payable to UM-Western for the exact amount due. If a bank declines payment of a personal check and returns it to Western, and such action is due to the fault of the student, Western will charge the student an extra fee of \$15 in addition to the face value of the check. In this instance, Western will not consider the student's fees paid until the \$15 fee and the face value of the check is received. If payment for a returned check is received after the fee payment deadline, Western will also assess the student a late fee of \$40/\$80.

Board of Regents policy permits students to pay fees in 3 installments. During a 16-week academic term, this policy provides that 1/3 of all charges are paid at registration, 1/3 within 30 days of registration, and the final 1/3 within 60 days of registration. A \$30 deferred payment service fee is charged for deferring fees. Fee deferment applications are available at the Business Office.

A student auditing a class pays the same fee as students enrolled for credit.

Financial Information

Tuition & Mandatory Fees

All students are required to pay Tuition and Mandatory Fees. All costs for a term must be paid, or satisfactory payment arrangements made, by the end of the third day of the semester/term; late fees will be charged (see Academic Year Calendar).

Non-Refundable Fees (Assessed from the First Credit):

- Orientation Fee** - assessed once to every new/transfer student admitted to Western.
- Registration Fee** - assessed each semester, this fee is applied to instructional costs.
- Yearbook Fee** - assessed each Fall and Spring Semester of enrollment each year, this fee pays a portion of the yearbook expenses. Students receive a yearbook for any year they have paid this fee.

Fees Assessed from the First Credit:

- Building Fees** - applied to the long term debt and used for the acquisition and renovation of buildings.
- Computer Fee** - used for the purchase or lease of computer equipment, software, maintenance, or related items that benefit the instructional program.
- Equipment Fee** - applied to the purchase, lease, and maintenance of equipment that provides a primary benefit to the educational program, including library and other related capital acquisitions.

- Facilities Fee** - dedicated to the bonded indebtedness on the renovation of academic classrooms and labs.
- Radio Fee** - supports the student radio station.
- SUB Fee** - used to pay a portion of the operating costs of the SUB (heat, lights, maintenance, and custodial services).
- Technology Fee** - used to keep the campus infrastructure updated for current technology (e.g. Internet access, email).
- Tuition Fees** - applied to instructional costs.
- Wescolite Fee** - applied toward costs of publishing the student newspaper.

Fees Assessed at the 7th Credit:

- Activity Fee** - applied to the Associated Students organization (ASUM-Western), entitles students to use ASUMW services, provides support to ASUMW activities and organizations, and allows students to vote in elections and receive free admission and/or reduced rates to programming events.
- Athletic Fee** - assists with funding for athletic programs. It allows students to attend all Western athletic events free of charge, except tournaments.
- Health Service Fee** - used to provide student health care at a reduced cost to students, Campus Counselor's salary, County Health Department services, and Student Wellness program.
- Recycling Fee** - supports the campus recycling program.

NOTE: Western requires students taking 7 or more credits per semester to have health insurance coverage. Students will be charged a health insurance premium each semester in addition to the mandatory student health fee, unless proof of other health insurance coverage is provided to the Business Office before the posted deadline each semester (see Health Services). The health insurance coverage is optional for students taking 4-6 credits per semester. For further information, contact Student Life, (406) 683-7565.

Special/Other Fees:

In addition to normal fee charges, students are required to pay fees attached to specific courses (i.e. science lab fees, art materials fees, etc). Course-related fees are listed on fee statements, which are mailed to all preregistered students prior to the start of a regular semester or are distributed at the time fees are paid at the Business Office. Other fees and costs may apply.

- Auditor's Tuition Fees:** normal/regular per credit hour fees
- Admissions Application Fee** (all students upon initial acceptance/enrollment; non-refundable) \$30
- Continuing Education Fee:** published in current Outreach Bulletins
- Cooperative Student/Internship Fee:** per credit hour \$10
- Deferred Payment Fee** \$30
- Late Add/Drop Fee** (per course-if approved) \$10
- Late Registration Fees** (maximum of 2 may be charged) \$40
- Course Laboratory Fee:** variable (refer to course descriptions)
- Graduation Fee (per degree)** \$15
- Graduation--Program Completion/ Audit Fee (per audit)** \$10
- Placement Charge:** varies according to service requested (to cover postage, copying, etc.)
- Returned Check Fee** \$15
- Student ID Card Replacement Fee** \$5
- Transcript Fee (per copy)*** \$3

*Additional charges are assessed for special transcript services, such as faxing, overnight mail, or rush services. Contact the Registrar's Office, (406) 683-7371, for information.

Estimated Costs for 2003-2004 Academic Year			
	Resident	WUE*	Non-Resident
Tuition & Fees	\$3,000	\$4,200	\$9,800
Room & Board	4,200	4,200	4,200
Books & Supplies	675	675	675
Personal & Transportation	**	**	**

* WUE-Western Undergraduate Exchange scholarship is available to students from states participating in the Western region. Contact Admissions for more information.
 **Personal and transportation costs average \$3,400 per year.

NOTE: All fees are subject to change by the Montana Board of Regents. Contact the Business Office, (406) 683-7101, for current fee information.

Financial Information

Western Undergraduate Exchange (WUE)

Students from Alaska, Arizona, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, North Dakota, Oregon, South Dakota, Utah, Washington and Wyoming may be eligible for the Western Undergraduate Exchange program. Upon notification of eligibility, these students pay 1-1/2 times the incidental fee for resident students plus all other fees applicable to non-resident students. Contact Admissions for more information on WUE Scholarships.

Veteran & Senior Citizen Fees

Certain Honorably Discharged Veterans are entitled to a Veteran's Fee Waiver. Those using the Fee Waiver Program must pay their fees before they will be officially registered. To be eligible for the Fee Waiver Program, Veterans must file a completed fee waiver form, a certified copy of the DD214 form, and a letter from the Veterans' Administration stating that benefits have expired to the Veterans' Affairs Coordinator in the Financial Aid Office; must be a bonafide Montana resident for at least one year prior to enrollment at Western; and must have served between the dates of 12/7/41 to 12/31/46 World War II; 6/22/50 to 1/31/55 Korea; 1/1/64 to 5/7/75 Viet Nam, 10/23/83 to 11/21/83 Grenada, 6/1/83 to 12/1/87 Lebanon, 12/20/89 to 1/31/90 Panama, or 8/2/90 to 4/11/91 Persian Gulf.

To be eligible for the Senior Citizen Fee Waiver, individuals must be 62 years of age or older (provide a copy of driver's license or other proof of age when registering), and have been bona fide residents of Montana for at least one year prior to enrollment at Western.

Residence Hall & Board Fees

Students applying for on-campus housing are required to pay a \$100 housing deposit at the time of application. This deposit is applied as \$50 for damage deposit and \$50 toward first term room and board. Individuals who cancel their room reservation on a

timely basis may be refunded the entire deposit depending upon the cancellation notification date. Students in the residence halls will receive a refund of the \$50 damage deposit if there is no damage to their room at the time of check-out, providing the proper residence hall check-out procedure is followed.

2003-04 Residence Hall Rates

Type	Per Semester	Year*
Regular Single Room	\$1,005	\$2,010
Large Single Room	1,060	2,120
Suite as a Single Room	1,175	2,350
Regular Double Room	890	1,780
Suite (as a Double)	950	1,900
2-Room Apt (as Dbl)	1,005	2,010

*Per academic year, two regular semesters.

NOTE: The above room charges do not include a \$10 fee to defray the cost of activities in the residence halls and a \$46 basic tele-phone charge. The telephone fee is charged to all residence hall residents to defray a portion of the fixed costs of the phone system (each residence hall room has a telephone jack). Single occupancy will be assigned if space is available.

2003-04 Meal (Board) Plans

	Semester	Year*
Meal Plan	\$1,375	\$2,750

*Per academic year (two regular semesters)

Family Housing

Low-cost housing is available on a first-come, first-served basis to families with members attending Western. The living accommodations include units with one and two bedrooms. Rental rates include utilities and cable connections for television. Contact Student Life for information and applications.

Students applying for on-campus housing are required to pay a \$100 housing deposit at the time of application. This deposit is applied as \$50 for damage deposit and \$50 toward the first term room and board. Individuals who cancel their room/apartment reservation on a timely basis may have the entire deposit refunded depending upon the cancellation notification date. Family

housing residents will receive a refund of the \$50 damage deposit if no damage exists at the time of check-out, and the proper Residence Life check-out procedure has been followed. Amounts listed below are per semester unless otherwise stated.

2003-04 Family Housing Rates

Type	Monthly Rate
1-Bedroom Apartment	\$325
2-Bedroom Apartment	370
So. Campus Housing Regular Rm	285
So. Campus Housing Suite	315

NOTE: All fees are subject to change by the Montana Board of Regents. For current fee information contact the Business Office, (406) 683-7101.

Refund of Fees

Fees are refunded to students on a pro-rated basis in accordance with Montana Board of Regents and federal regulations for those who officially withdraw from Western or drop below full-time status (see Changing Classes: Add/Drop/Withdraw). The amount of fees refunded is based upon when official action to drop/withdraw is completed, the student's classification, and the amount of related fees paid. Students are considered enrolled up to the date the Registrar's Office validates the official withdrawal request or drop/add/withdrawal card. Only in unusual or emergency situations will the Registrar's Office post-date a withdrawal/drop, and/or last date of attendance, as a basis for calculating a refund.

Requests for withdrawal from Outreach/Extension courses must be submitted in writing to School of Outreach, UM-Western, 710 S. Atlantic, Dillon MT 59725-3598. Exceptions may apply to courses requiring the prepayment of fees (exceptions are described in School of Outreach course bulletins).

Financial Information

Refunds--Regular Semesters

Students who withdraw (drop all classes) or drop below full-time status during a regular (Fall/Spring) 16-week semester will receive a refund based upon the number of instruction days of a semester completed from the start of classes of the semester/term until the time a student completes official action to drop/withdraw (see the following schedule) and the amount of fees paid (with the exception of students who receive Title IV Federal financial assistance).

NOTE: \$30 Registration Fee, \$30 Admissions Application Fee, and \$40 Orientation Fee are non-refundable.

Withdrawal Date* for Regular Semester

	Refund %
Before 1st Day of Instruction.....	100%
1st to 5th Day of Instruction.....	90%
6th to 10th Day of Instruction.....	75%
11th to 15th Day of Instruction.....	50%
After 15th Day of Instruction.....	0%

**Instruction Days of semester, not of specific class*

Refunds for Time-Shortened Terms (May Interim/Summer)

Students withdrawing from Western during a term that is shorter than a regular 16-week semester will receive a refund based upon the percentage of the term completed and the amount of related fees paid. The following schedule reflects the percentage of the paid fees to be refunded in these instances. Contact the Business Office, (406) 683-7101.

NOTE: \$30 Registration Fee, \$30 Admissions Application Fee, and the \$40 Orientation Fee are non-refundable.

Withdrawal Date* for Time-Shortened Courses

	Refund %
Before the 1st Day of Instruction.....	100%
1% to 6.25% of Instruction Days of Term Completed.....	90%
6.26% to 12.5% Instruction Days of Term Completed.....	75%
12.51% to 18.75% Instruction Days of Term Completed.....	50%
More than 18.75% Instruction Days of Term Completed.....	0%

**Instruction Days of term, not of specific class*

Refunds for Residence Hall & Dining Service Fees

Residence Hall and Dining Service fee refunds are calculated on a daily pro-rated basis for students officially withdrawing from Western. No Residence Hall or Dining Service refunds are made to students who have claimed their reservations for any semester by picking up a key or residing in a hall unless the student has officially withdrawn from the University by the published deadline for withdrawal (see Academic Year Calendar for pertinent dates and deadlines).

Refunds For Dropped Courses

The refund of fees for dropped courses is computed in accordance with the University's regular fee schedule. No refund or credit is given for drops occurring after the fifteenth instructional day during a standard academic semester, or the pro-rated equivalency during a shorter term.

Financial Obligations/ Outstanding Debts to Western

Students who owe Western for fees, library fines, room, board, or other charges will be denied registration privileges for the following semester, have transcript services suspended, and may not obtain diplomas or degrees until the obligation is paid or satisfactory arrangements are made with authorized Western officials.

Student Financial Aid Programs

Grants

Federal Pell Grant Program

The Pell Grant is a federal program designed to provide undergraduate, first degree students with a foundation of financial aid. To be eligible to receive a Pell Grant, students must either be a U.S. citizen, or an eligible noncitizen, have a high school diploma or its recognized equivalent (such as a General Education Development [GED] certificate), be meeting satisfactory academic progress standards in their course of study (high school academic performance has no bearing on eligibility), and need financial assistance to continue their education. The financial need of the student is determined by a formula developed by the U.S. Department of Education and is applied consistently to all applicants. The award is to be used solely for educational expenses, including tuition, fees, room and board, books, and supplies. These grants cannot exceed one-half (1/2) of the actual cost of attendance and cannot be more than the maximum amount established by the federal government for that year. The amount of the grant also depends upon the amount of funds actually available for the program in a given year. To be eligible for institutionally-based aid, an undergraduate student must complete the Free Application for Federal Student Aid (FAFSA) available from Financial Aid, (406) 683-7511, and have a completed financial aid file at UM-Western.

Federal Supplemental Education Opportunity Grants (FSEOG)

The FSEOG Program is for undergraduate students who have not completed their first baccalaureate course of study and who are financially in need. This grant enables them to pursue a course of study at the school in which they are enrolled. An FSEOG award cannot be more than \$4,000 per year as

Financial Information

determined by the institution. Eligibility requires a completed FAFSA and a completed financial aid file at UM-Western.

State Grant (MHEG)

The MHEG program was created to encourage the establishment and expansion of State scholarship assistance to post-secondary students. Every award requires formal approval of the official State agency, based on an examination of need. To qualify for this grant, a student must be a Montana resident, be eligible for financial aid, be enrolled or accepted for enrollment as at least a half-time undergraduate student, and have substantial financial need. Eligible students may receive awards of up to \$600 per year.

Baker Grants

The Baker Grant was established to provide Montana students with financial assistance that will allow access to, and choice of, Montana's public and private institutions of higher education. To be eligible for this grant, a student must meet federal student eligibility requirements, be a Montana resident, submit a federal need analysis application, have a minimum of \$2,750* (*amount subject to change each year*) in student earned income from the prior calendar year, have an expected family contribution under the maximum Federal Pell Grant Payment plus \$2,750, be enrolled as a full-time student who has not yet earned his/her first bachelor's degree, be making satisfactory academic progress, and not have exceeded the number of attempted credit hours consistent with limits established for state subsidy. The Baker Grant does not transfer to another eligible institution. Funds are limited and awards are on a first come-first served basis.

Loans

Federal Perkins Loan

The Federal Perkins Loan program provides loans to students who maintain satisfactory academic progress toward a degree. The maximum loan is \$3,000 in any one academic year or \$15,000 for all undergraduate work.

Student borrowers must be U.S. citizens or permanent residents carrying a minimum course load of six credits per term. Interest and payment on the loan are deferred while the borrower is enrolled as at least a half-time student in an approved institution of higher education, or for a period of not in excess of three years while serving as a member of the United States Armed Forces, Peace Corps, or VISTA. Interest at 5% per year begins to accrue nine months after the borrower ceases to be at least a half-time student, and the first payment becomes due and payable at the same time. Repayment may be extended over a maximum of ten years, except that the minimum monthly payment is established at \$40 plus accrued interest.

Borrowers who are employed as full-time teachers in certain public or other non-profit elementary or secondary schools designated as schools with a high enrollment of students from low income families, or as full-time teachers of handicapped children who require special education, may have all or part of their loan canceled for such teaching service. The rate of cancellation is 15% per year for each of the first two years, 20% for each of the second two years, and 30% for the fifth year. Loans are made for a specific academic period, not to exceed one academic year. Borrowers must re-apply and establish their eligibility for these loans annually via the FAFSA and a completed financial aid file. Funds are limited.

Federal Family Education Loans (FFEL) & Federal Stafford Loans

Stafford Loans are long-term loans made by some banks, savings & loan institutions, and credit unions to help meet educational costs. A special application is required. These loans are available to undergraduate students who are citizens or permanent residents of the United States and who have been accepted for enrollment or are enrolled and in good standing. Applications are processed by the Financial Aid Office and must be submitted to a local lending institution. Students are advised to check with their lending institution to determine individual policies under this program.

A freshman may borrow up to \$2,625 a year; a sophomore may borrow up to \$3,500 a year; a junior or senior may borrow up to \$5,500 a year. The total amount that a dependent student may borrow for undergraduate study is \$23,000; an independent may borrow a total of \$46,000. Interest and repayment of the Stafford Loan begins six months after completion of or withdrawal from school.

A student must complete the Free Application for Federal Student Aid (FAFSA) in order to apply for a loan. The school must be able to certify that the student has demonstrated financial need for the loan, as governed by applicable federal regulations. While the borrower is in school at least half-time, interest on a subsidized Stafford Loan is paid by the federal government on the borrower's behalf.

The loan repayment period for a Stafford Loan begins the day after the grace period ends, and ends no later than ten years from that date (excluding periods of deferment and forbearance). Generally, the first payment is due no later than 120 days after the borrower has left school. It is the student's responsibility to notify the lender of the date on which he/she ceases to be enrolled at a participating school at least half-time.

Interested applicants should be aware that a Stafford Loan must be counted as a resource in meeting evaluated need if the student has filed or intends to file for institutionally-based aid. In order to receive loan funds, a student must sign a promissory note. In past years, borrowers completed a separate promissory note for each loan borrowed. Now, a student will sign only one promissory note that will be used for all Stafford loans. This new note is called the Master Promissory Note (MPN). When the MPN is signed, students confirm that they understand that they may receive multiple loans for the duration of their education (up to 10 years) without having to sign another promissory note, provided they use the same lender and guarantor. Although a signature on the MPN allows a student to receive multiple loans under a single note, the student is not required to accept the amount that the school awards. A student

Financial Information

may cancel all or a portion of their loan by notifying the lender in writing or by returning the funds within specified time frames. If there are questions, a student may contact the Financial Aid Office at (406) 683-7511 or call the Montana Guaranteed Student Loan Program at 800-537-7508.

Processing takes approximately 3 weeks. Loan funds are transferred to each student's account electronically.

Federal Unsubsidized Stafford Loan

A borrower unable to qualify for a need-based Federal Stafford Loan may always apply for an unsubsidized Stafford Loan (a loan that does not qualify for a federal interest subsidy). The Higher Education Amendments of 1992 added specific provisions for an unsubsidized Stafford Loan Program for borrowers who do not qualify for a subsidized Stafford Loan or who, based on need analysis, qualify for only a part of their subsidized Stafford Loan limit. The school and lender will inform students if their loan is unsubsidized. The terms of an unsubsidized loan are the same as the terms for subsidized Federal Stafford Loans, except as described below:

Interest Payments:

The federal government does not pay interest on the student's behalf. The student must pay for all of the interest that accrues on the unsubsidized loan during the time enrolled in school, during the grace period, and during any periods of deferment or repayment. There are two ways to pay interest while in school, during the grace period, or during a period of authorized deferment:

1. the student may make monthly or quarterly payments to the lender; OR
2. the student and the lender may agree to add interest to the principal of the loan, but no more frequently than quarterly (this is called capitalization).

If an interest payment is not made as scheduled while the student is in school, during a grace period, or during a period of authorized deferment, the lender may automatically capitalize the interest every

three months. During other periods, the student must pay this interest to the lender, unless the lender agrees to grant the student a forbearance, as explained in the promissory note.

Federal Origination Fee/Guarantee Fee:

The student will be charged a 3.0-4.0% federal origination fee/guarantee fee on each disbursement of the loan. This fee will be deducted from each disbursement. This fee is included in the student's cost of attendance.

Federal Parental Loans for Undergraduate Students (PLUS)

This loan program has been established to enable parents to borrow money to assist in the educational expenses of their dependent child(ren). PLUS loans are made by regular lending institutions such as banks, credit unions, and savings & loan associations.

To be eligible, the student must be enrolled or accepted for enrollment at a post-secondary educational institution. In addition, the student or parent must not be in default on a student loan or owe a refund to any educational grant program.

Under current law, the interest rate on PLUS varies with the 91-day treasury bill rate. In addition, the borrower is charged a guarantee fee of 1% per year on the declining principal balance over a five-year repayment period or the life of the loan, whichever is less. PLUS loan interest rates are capped at 10%.

The repayment period on PLUS loans begins the day the loan is fully disbursed. The first installment payment is due the lender within sixty days of that date.

Disbursement & Endorsement Requirements for Stafford Loans:

An institution may not deliver the first installment of a Federal Stafford or Federal Unsubsidized Loan to any student who is entering the first year of a program of undergraduate education at an institution and who has not previously received a Stafford Loan until thirty days after the first day of the student's program of study.

The loan may not be disbursed if the student is not making satisfactory progress at that time. All Stafford Loans will be disbursed in several installments.

Short-Term Loans

Short-term loans are available for temporary and emergency situations. Students must apply to the Financial Aid Office, who will grant approval for the loan. Loan maximums are \$400. A loan fee of \$10 will be charged but may be waived by the Financial Aid Office.

Repayment of Short-Term Loans

Repayment is made within 30 days during enrollment at Western. These funds are for temporary and emergency purposes and repayment is usually made during the semester borrowed. Some of the funds have been established by families and friends as memorials to persons named in the funds. Fund sources include:

- Frank & Catherine Willis Loan Fund
- American Association of University Women, Dillon Branch, Loan Fund
- Art Club Loan Fund
- Butte Rotary Club Loan Fund
- John & Jennie Painter
- B.F. White Memorial
- Bishop Memorial
- Alumni Loan Fund
- Frederick Kress Memorial
- Class of 1922 Loan Fund
- Iva Lee Orr Loan Fund
- Dillon Business & Professional
- Dillon Rotary Club Loan Fund
- Women's Club Loan Fund
- Chinook Loan Fund
- Robert Clark Memorial
- Shakespeare Club Loan Fund
- Samuel Wells Loan Fund
- Pan-Hellenic Loan Fund
- Cap and Gown Loan Fund
- Western Women's Club Loan Fund
- Porter-Sneed Athletic Loan Fund
- Bernice Gleed Loan Fund
- Iva Estella Miller Loan Fund
- Ira Perkins Loan Fund

Financial Information

Student Eligibility Review

Western reserves the right to review and cancel awards at any time because of changes in financial or academic status, or because of the recipient's failure to observe reasonable standards of citizenship. All Perkins Loans, Supplemental Education Opportunity Grants, and Work Study employment opportunities are awarded subject to Congressional action and the availability of federal funds.

Employment Opportunities

The Financial Aid Office and Career Services Office assist regularly enrolled students in obtaining part-time employment during the academic year and full-time employment during the summer and other vacation periods. Earnings from Federal and State employment will be counted as additional resources in evaluations for financial aid. Earnings generated after an initial financial aid offer may result in reduction or retraction of financial aid. Contact Financial Aid, (406) 683-7511, for further information.

Federal and State Work Study

Work Study is a Federal or State program that provides opportunities for employment for undergraduate students in need of such earnings to help meet the cost of their education. Work Study also provides practical working experience to complement the student's academic studies. To be eligible a student must demonstrate need, be accepted for enrollment or be enrolled as at least a half-time student, have a completed financial aid file, and be making satisfactory academic progress while employed.

Work is generally limited to 10 hours per week while classes are in session. The major portion of the student's hourly wage under the Work Study program is provided by the Federal or State government, with the employer contributing the balance. Whenever possible, the work is in the area of the student's educational objectives. Hourly pay rates comply with minimum wage laws and vary with the type of work and the student's experience and capabilities. Employment is generally on campus.

Full-Time Federal Work Study

Summer Program:

Full-time Work Study is a summer program designed to provide student employment during the summer months. It is expected that the earnings from this employment be utilized to offset the next academic year's educational costs. To be eligible a student must be accepted for admission or preregistered for the next academic year, have completed a summer work study application (available in the Financial Aid Office), have a completed financial aid file for the next academic year, and have documented financial need for the next year.

Transfer of Financial Aid to Another Institution

Financial awards other than Pell Grants are not transferable from one institution to another. To add another institution to the Student Aid Report, call 800-4FED-AID (800-433-3243). All mid-academic year transfer students must arrange to have financial aid transfer records sent from their previous schools to the Financial Aid Office of the institution to which they plan to transfer.

University System Fee Waivers

The Board of Regents of the Montana University System has authorized each unit of the Montana University System to grant waivers of registration and incidental fees and out-of-state fees to a limited number of regularly enrolled undergraduate and graduate students who meet prescribed criteria.

Fee waivers may be granted to recognize exceptional accomplishment or to increase accessibility of higher education to those who require financial assistance. Certain students such as high school honor students or Native Americans of Montana, may be exempt from paying registration, incidental, and out-of-state fees. These fee exemptions are determined by the Financial Aid Office.

Students who receive out-of-state fee waivers must pay non-resident building fees. Fee waiver information can be obtained from Financial Aid, (406) 683-7511.

Native American Fee Waivers

Montana Indian students have been granted Native American Fee Waivers by the Montana Board of Regents. To qualify, the student must have been a bonafide resident of the State of Montana upon enrolling at Western, must be one-quarter (1/4) degree of Indian blood documented by a certificate or tribal enrollment card, and have demonstrated financial need.

Native American Fee Waivers do not waive all fees. The registration and incidental fees are the only fees waived. The Native American Fee Waiver may not be used with other State fee waivers. All other fees are the student's responsibility. Fee Waivers will continue as long as the student maintains satisfactory academic progress according to the standards provided in the Satisfactory Progress Policy, available at Financial Aid.

Other Programs Available To Students

In addition to the financial aid programs described on the preceding pages, following are additional funding sources available to some students who meet special eligibility criteria. Generally funds received through these agencies do not have to be repaid.

Social Security

Students eligible for Social Security Educational Benefits should contact their local Social Security Office for more information.

State Vocational & Rehabilitation Service

Certain disabled or handicapped persons may qualify for educational assistance through the Montana Department of Public Health & Human Services. Contact that office for more information.

Veterans' Benefits

The Veterans' Coordinator in the Financial Aid Office is available to assist veterans and their dependents with procedures for enrolling at Western and applying for educational benefits. The Veterans' Coordinator acts as an intermediary between Veterans and the Veterans' Administration Office at Fort

Financial Information

Harrison, Montana, and between Veterans and the Department of Veterans' Affairs Office in St. Louis, Missouri.

All Veterans and eligible persons receiving educational benefits under VA programs are required by law to report promptly to the Veterans' Administration any changes that may affect the amount of money being received. These include dropping courses, withdrawing from school, not attending classes, changes in marital status, and added dependents.

To be considered full-time, undergraduate students must carry twelve credits during each of Fall and Spring Semesters. As the criteria for Summer Session differs, veterans should contact the Veterans' Coordinator at Financial Aid for more information.

The following chart indicates the minimum credit hours for which undergraduate veterans must be registered to receive benefits:

Benefits	Credits
Full	12 or more
Three-Quarter	9, 10, 11
One-Half	6, 7, 8
Fees Only	Less than 6

The Veterans' Administration expects the veteran to make satisfactory progress according to UM-Western's Veterans' Satisfactory Academic Progress Policy (available in the Financial Aid Office), regularly attend classes, and pursue a final objective. For information and applications, contact the VA Coordinator at UM-Western, or the Veterans' Administration Office, Fort Harrison MT 59636, 800-332-6125.

A fee waiver is available for students who have exhausted the VA benefits. An individual using the Veterans' Fee Waiver must have a fee waiver form, a DD214 form on file at Western, proof that benefits have expired, and be a Montana resident (see Veteran & Senior Citizen Fees).

Tribal Higher Education Grants

Tribal Higher Education Grants are available to Native American students enrolled in a full-time course of study. To be eligible, the student must demonstrate financial need and

be at least 25% American Indian, Eskimo, or Aleut blood as recognized by a tribal group. The award limits are based on the student's need and the availability of funds. Contact a Tribal Area Office for information.

Cooperative Education

Cooperative Education Programs offer an opportunity for students to earn extra income while working in jobs closely related to their field of study. Students can earn varying amounts of academic credit while being supervised by faculty members. Contact Bill O'Connor, Cooperative Education Director, (406) 683-7152.

Standards of Satisfactory Academic Progress for Financial Aid Purposes

In accordance with the 1976 Amendments to Student Aid Programs under Title IV of the Higher Education Act of 1965, Western has established the following policy in order to define and administer standards of academic progress for students receiving Federal Financial Assistance (i.e. Pell Grants, Supplemental Education Opportunity Grants, State Student Incentive Grants, Perkins Loans, Stafford Guaranteed Student Loans, Parental Loans for Undergraduate Students, and the Federal and State Work Study Programs). The federal regulatory intent is that students receiving federal assistance maintain satisfactory academic progress in an eligible program of study toward a degree or certificate.

Eligible Program:

A course of study that leads to a certificate, associate, bachelor's or higher degree.

Academic Year:

Two regular semesters (Fall and Spring) of enrollment.

Satisfactory Progress Standards

Students who receive financial assistance at Western through Federal, State or institutional financial aid programs, including fee waivers and/or VA Educational Benefits, have a legal responsibility to maintain satisfactory progress toward a degree objective. This requires the Financial Aid Office to make a determination whether applicants are

eligible for financial assistance based on their academic record, whether or not they have received aid.

These guidelines represent minimal standards. They do not necessarily coincide with the requirements students must fulfill to initially receive aid, nor the number of credits a student is expected to earn in order to complete a certificate, a two-year degree, or a four-year degree in the two- or four-year time frame.

Students are considered in good standing and eligible to receive financial assistance from Western if:

1. undergraduates satisfy the criteria of minimal academic progress as outlined in Western's catalog;
2. all students maintain normal academic progress toward their degree as required by Federal and State regulations and following policies and conditions that follow.

Duration of Eligibility for Financial Aid

Students will only be eligible for financial assistance for a specific number of attempted credits, regardless of whether any aid is received.

Undergraduates:

Certificate Program, 50 credits
Two Year Program, 90 credits
Four Year Program, 180 credits

Second Bachelor's Degree:

240 credits (total Attempted Credits including transfer and other attempted undergraduate credits)

Students who enroll part-time will have those semesters pro-rated when duration of eligibility is calculated. Determination includes semesters attended at Western and transfer credits accepted toward a degree at Western. Any semester for which a student was enrolled and subsequently withdrew shall be considered to be a term for which the student was enrolled for the purpose of calculating the maximum period of eligibility for financial assistance. A student enrolled as

Financial Information

a non-degree student for Teaching Certification or Recertification shall be measured as a second bachelor's degree candidate for determining duration of eligibility.

Satisfactory Completion

Satisfactory completion means a student has received a minimum grade of D or P (Satisfactory in a Pass/Fail class). Grades of I (Incomplete), F (Failure), and W (Withdrawal), are not considered adequate or acceptable grades in maintaining normal academic progress. Repeated courses will be counted for both attempted and completed credits. Special Assistance (non-credit) courses are offered in Math to help students increase their proficiency to enroll in Math courses for credit. These non-credit courses may be included as part of an undergraduate minimum credit load. For financial aid purposes, a student may enroll for no more than two such courses in any given semester. Upper division students must provide the Financial Aid Office with written departmental approval to include any non-credit courses in their enrollment.

Challenge courses will be counted in the minimum credit load provided the student is enrolled in at least six regular, non-challenge credits (assuming the student is enrolled for twelve or more credits per semester).

Inappropriate selection of courses is not an acceptable reason for failure to maintain satisfactory academic progress. Students should contact an advisor for assistance with course selection. The Financial Aid Director has the right to refuse financial aid to students who abuse the inclusion of repeat, special assistance (as defined above), and/or challenge courses to obtain funding.

Minimum Grade Point Average and Credit Completion for Financial Aid

Students receiving financial assistance must maintain at least a 2.00 cumulative GPA to be in good standing. Students with a cumulative GPA below a 2.00 maintain a probationary status as long as their current semester GPA is above a 2.00.

The minimum credit completion standards per semester are:

Enrollment Status	Credits Completed	Financial Aid Progress
12 + credits	12 or more	Satisfactory
	6 - 11	Probation
	0 - 5	Suspension
9-11 credits	9 or more	Satisfactory
	6 - 8	Probation
	0 - 5	Suspension
6-8 credits	6 - 8	Satisfactory
	3 - 6	Probation
	0 - 2	Suspension

Financial Aid Probation

Financial Aid Probation is a warning that the student has not completed the minimum credits or has a cumulative GPA below a 2.00. Students on Financial Aid Probation may still receive financial aid. However, students who do not pass the minimum required credits during the next semester will be suspended from financial aid and will therefore be ineligible to receive financial aid.

Financial Aid Suspension

Financial Aid recipients will be placed on Financial Aid Suspension status if they:

1. withdraw from Western;
2. fail to satisfactorily complete the required number of credits for which they were funded;
3. fail to achieve satisfactory progress while in a probationary status;
4. are academically suspended. A student placed on Academic Probation will be suspended for one semester if either of the following conditions occur:
 - a. student on Academic Probation fails to achieve a semester grade point average of 2.00 during the next semester of enrollment;
 - b. transfer student admitted on Academic Probation from a previous institution fails to achieve at least a 2.00 GPA during the first semester at Western.

A student readmitted after being suspended for academic reasons must make satisfactory progress upon returning to Western. A student who was suspended, then readmitted, and who then fails to earn at least a 2.00 GPA in the term following readmission, will

be suspended from Western for a minimum of one year.

Students on Financial Aid Suspension for the first time must earn enough credits at their own expense to correct the deficiency. Students on second or subsequent suspension are **not** eligible to receive any aid for one year from the end of the term in which the second or subsequent suspension occurred.

Appeal of Financial Aid Suspension

Students may appeal in writing by submitting an Appeals Form available from the Financial Aid Office. The Financial Aid Appeals Committee meets as needed and reviews each case. It is the student's responsibility to know if their grade reports, when compared to the Satisfactory Progress Standards, will cause immediate suspension of their financial aid. *It is not the responsibility of the Financial Aid Office to notify the students.* It is also the student's responsibility to notify the Financial Aid Office when reinstatement conditions have been met or to initiate an appeal.

Reinstatement of Financial Aid

Students whose suspension time has elapsed or who have successfully corrected the deficiency, must notify the Financial Aid Office and submit a grade transcript for review. Reinstatement of financial aid is subject to funds available at the time the completed file is reviewed.

Transfer Students

Students transferring to Western from another institution and who are not eligible to receive aid at that institution due to failure to maintain satisfactory progress must submit a letter of appeal/request to the Financial Aid Appeals Committee, c/o Financial Aid Office, for approval to receive financial aid.

Non-Degree Students

A non-degree student by definition is not considered to be in a degree program and is therefore not eligible for financial aid. Students enrolled for educator licensure or relicensure may be eligible for aid.

Financial Information

Changes in Satisfactory Progress Standards

Exceptions or amendments to any of the specific provisions regarding Satisfactory Progress Standards may be made at any time, without publication, due to changes in Federal, State and/or institutional regulations and policies. Questions concerning this policy should be addressed to Financial Aid, UM-Western, 710 S. Atlantic, Dillon MT 59725-3598, (406) 683-7511.

Scholarship Recipients

Many scholarship recipients are required to maintain higher scholarship standards than outlined in this policy. Such standards are often outlined in a notification letter sent to the student. Students who feel they may not be able to maintain minimum acceptable standards should contact Financial Aid.

Refund of Fees & Financial Aid

Withdrawals/Refund/Repayments:

Financial Aid recipients who drop classes resulting in a reduction of fees paid are subject to Western's Return of Title IV Funds/Institutional Refund Policy. Refund monies will be used to repay any financial aid awards before any refund is made to the student. Students may be required to repay financial aid when they withdraw before the end of the semester. The amount of repayment is determined according to Federal regulations, which take into account the number of class days attended and the total dollar amount of aid received.

Withdrawal from Western:

Fees are refunded on a pro-rated basis to students who officially withdraw from Western. The amount of fees refunded is based upon the student's enrollment period and the amount of related fees paid. Students are considered enrolled up to the date the Registrar's Office receives the official withdrawal request (see Changing Classes: Add/Drop/Withdraw). Under unusual circumstances, such as an illness, the Registrar (in consultation with members of the Academic Admissions & Standards Committee) may establish another

withdrawal date, including the date of last attendance in classes, as a basis for calculating the refund. Requests for withdrawal from Outreach classes must be submitted in writing to the School of Outreach. Exceptions to the refund policy may apply to Outreach courses requiring the prepayment of fees (exceptions are described in Outreach course bulletins).

Withdrawal During Regular Semester:

The following schedule reflects the percentage of the paid fees refunded to all students withdrawing during regular Fall or Spring Semesters.

Date of Official Withdrawal	% of Fee Refund
Prior to the 1st Day of Instruction	100%
By the 5th Day of Instruction	90%
By the 10th Day of Instruction	75%
By the 15th Day of Instruction	50%

NOTE: No refunds after 15th instructional day. The \$30 Registration Fee, \$30 Admissions Application Fee, and \$40 Orientation Fee are non-refundable.

Time Frame for Return of Funds:

Refunds to the Student Financial Aid program accounts must be returned within thirty days of the date the student officially withdraws, is expelled, takes an unapproved leave of absence, fails to return from an approved leave of absence, or in the case of an unofficial withdrawal, within thirty days of the date the school determines that the student has unofficially withdrawn. Refunds to a lender must be returned within sixty days of the date the student officially withdraws, is expelled, or the institution determines that a student has unofficially withdrawn.

Withdrawal of Students Receiving Title IV Financial Assistance

Return of Title IV Funds/ Institutional Refund Policy

This policy applies to students who withdraw or are expelled. Refunds for these students are determined according to the following policy:

- The term "Title IV Funds" refers to the Federal financial aid programs authorized under the Higher Education Act of 1965 (as amended) and includes the following programs: unsubsidized FFEL loans, subsidized FFEL loans, Federal Perkins loans, Federal Pell Grants, and Federal SEOG.
- For Financial Aid purposes, a student's withdrawal date is:**
 - the date the student began the institution's withdrawal process or officially notified the institution of intent to withdraw; OR
 - the midpoint of the period for a student who leaves without notifying the institution; OR
 - the student's last date of attendance at a documented academically-related activity.

Refunds on all charges including tuition, room and board and special fees will be calculated up to the 60% point in the semester. There are no refunds after that point in time. A copy of the worksheet used for this calculation can be requested from the Financial Aid Office.

In accordance with federal regulations, when financial aid is involved, refunds are allocated in the following order:

- Unsubsidized FFEL loans
- Subsidized FFEL loans
- Federal Perkins loans
- Federal Pell Grants
- Federal SEOG
- Other Title IV assistance
- Other federal sources of aid
- Other State, private and institutional aid
- The student

The student's responsibilities in regard to the return of Title IV funds include: returning to the Title IV program any funds that were disbursed directly to the student and which the student was determined to be ineligible for via the Return of Title IV Funds calculation.

The procedures & policies listed above supersede those published previously and are subject to change at any time.

Academic Information

Academic Information

Statement of Responsibility

The UM-Western community values personal and academic freedom and embraces the ideals of academic honesty and integrity. All members of the campus community have the personal responsibility to promote an atmosphere of civility in which the free exchange of ideas and opinions can flourish. This is accomplished by learning from individual and collective differences and by respecting every human being.

Academic Advising

Academic advising is an integral part of Western's larger mission of educating students for life. It is a systematic, developmental process that assists students in achieving educational and career goals and in acquiring skills and attitudes that promote intellectual and personal development.

The advising relationship links Western with its students, articulates the University's purposes through committed, caring faculty, and gives meaning to the assumptions that guide its curricula. In essence, academic advising is a pledge to assist in the fulfillment of each student's potential.

Students attending regular Fall/Spring Semester classes are assigned a faculty advisor. Generally, the advisor is a faculty member who teaches classes in the student's program of study. Advisors help students meet their education goals and answer questions concerning various aspects of Western's academic procedure and policy. Students should notify their advisor of any/all class schedule changes. It is important that students meet regularly with their advisor to discuss past achievement, current progress, and future plans. Students may change advisors by completing a Student Information Change Form at the Registrar's Office.

CAUTION: *Although faculty advisors and other University staff are available to help, it is important for students to realize that they themselves are ultimately responsible for*

following institutional policy and procedure and meeting all graduation requirements. Students should not rely on verbal representations made by Western's faculty or staff that are not in accordance with official policy and procedure. The current Western Catalog (available at the Registrar's Office, Administration & Finance Office, or at Western's website) is the official source of information on all matters related to enrollment and graduation.

General Graduation Requirements

Because of the specialized nature of Associate of Applied Science degrees, all courses listed in the program outlines (of this Catalog) are considered "program" requirements.

To graduate on/by one of the four UM-Western graduation dates (see Graduation Application Procedure section), a degree candidate must submit a properly completed Application for Graduation form (within the specified deadline) and must have completed ALL degree requirements. All required courses must be satisfactorily completed and final grades filed with Western's Registrar and all applicable paperwork (e.g. completed course substitution/waiver forms, official transfer transcripts) must be on file in the Registrar's Office. Candidates for graduation from Western are responsible for ascertaining that all requirements for their intended degree program have been completed within the deadline for such action.

Associate or baccalaureate degree graduates are expected to demonstrate competency in both verbal and written communication as applied to the particular Major and Minor fields or degree area. Additional preparation or remedial work may be specified by the department to correct any deficiencies.

GPA:

A minimum UM-Western Grade Point Average (GPA) of 2.00 in all courses specified for a degree, (including those in the Major, Minor, Option Area, Broadfield,

General Education, Professional Education, etc.) is required for graduation. **Some degree programs require a higher GPA (e.g. Elementary and Secondary Education).** Also, GPA requirements within a degree (for such things as Majors, Minors, Broadfield and/or specific courses, etc.) might be higher. See specific degree pages for detailed information.

Required Courses/Credits:

Students must complete all requirements listed for a specific degree or degrees from an approved catalog. Bachelor of Arts, Bachelor of Applied Science, and Bachelor of Science in Business and in Early Childhood Education require a minimum of 120 semester credits. Bachelor of Science degrees in Education require a minimum of 128 credits. Associate degrees require a minimum of 60 to 70 semester credits (see Catalog Governing Graduation).

Residency Requirement, Bachelor's Degree:

To earn a baccalaureate degree from Western, a student must satisfactorily complete all courses required for the degree and must complete the equivalent of one academic year of full-time resident credit, minimum thirty semester credits. A minimum of twenty of the last thirty semester credits must be in residence. The last semester of work to satisfy requirements for any degree at Western must be completed in residence. A minimum of 12 semester credits earned and attendance for the full semester is necessary to establish academic residence. Fifteen semester credits of the student's Major, Broadfield, or Option, and/or ten credits of a student's Minor or Related Area must be completed in residence.

Second Bachelor's Degree:

Candidates for a second baccalaureate degree* must successfully complete a minimum of 30 additional related credits, over and above the minimum credits required for the first degree, and meet/complete all requirements for the second degree; all additional credits for the second degree must be completed in residence. In cases where the

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first bachelor's degree was earned at Western, the last 15 credits for the second degree must be completed in residence. Written notice of intent to complete a second degree must be filed with the Registrar at least one semester before graduation. Students planning to earn a second degree must complete a separate graduation application form for each degree.

Transfer Graduates:

Transfer students who graduated from a regionally accredited college/university with a baccalaureate degree or an AA or AS degree (excluding honorary degrees or degrees issued/awarded under "special conditions" such as published degree or general education requirements not completed) are considered to have completed the General Education requirements for a BA, BAS, BS, AA, or AS degree at Western. Due to the specialized nature of Associate of Applied Science degrees, all courses listed in the AAS program outlines of this Catalog are considered "program" requirements.

NOTE: transfer graduates must complete all program requirements for the Western degree they are pursuing.

Residency Requirement, Associate Degree:

To earn an associate degree at Western a student must complete a minimum of 16 credits while in residence at Western. These 16 credits must be the last hours/credits needed for the degree. A minimum of one semester of full-time study (12 credits or more) is required to establish residency. The credits/courses required to meet residency requirements for an associate degree must also be courses that meet either General Education requirements or are advisor-approved courses in the student's chosen area of emphasis.

Second Associate Degree:

Candidates for a second associate degree* must successfully complete all courses required for each associate degree or complete sixteen additional credits beyond the sixty credits required for the first degree, whichever is greater. General Education requirements used to satisfy requirements for the first associate degree may be used to satisfy

General Education requirements for the second degree with advisor and division approval only.

Courses may be used to satisfy more than one degree requirement by approval of a student's advisor. Students pursuing completion of degree programs that include course overlaps (e.g. some of the courses required for a specific Major or Minor are also required as part of a second Major or Minor, or are required as part of General Education or Professional Education requirements) must seek approval for these "overlap substitutions" through their advisors. All other course substitutions or waivers must be approved/documented on Course Substitution/Waiver forms and must be on file in the Registrar's Office prior to applying for graduation. These forms are available at the Registrar's Office.

Nontraditional Credits Applied to a Degree:

No more than thirty semester credits of nontraditional coursework (CLEP, AP, Military Training, Institutional Challenge Exams, correspondence courses, Directed Study, Independent Study, Tech Prep, etc.) may be counted toward any degree at Western. Specifically, no more than 20 semester credits of correspondence study approved by the appropriate department may be counted toward the degree, and no more than 3 courses in Independent Study may be counted toward the degree.

Pass/No Pass Grading:

No more than 10 Pass/No Pass credits of elective-only coursework may be counted toward a baccalaureate degree, and no more than 6 Pass/No Pass credits of elective-only coursework may be counted toward an associate degree. Pass/No Pass credits may not be counted for required courses for any degree with the exception of Student Teaching, ED Observation and Participation, Senior Project/Thesis, Cooperative Education/Internship, and all nontraditional coursework (CLEP, AP, Military Training, Tech Prep, Institutional Challenge Exams) that substitutes for required courses as listed on Western's Course Equivalency List.

Academic Standing:

Students applying for graduation must be in good academic standing at Western and all other colleges/universities previously attended.

Variations From Degree-Specific and/or General Education Requirements:

Variations from published degree-specific and general graduation requirements must be documented. Documentation must be submitted on a timely basis, i.e. before the end of the graduation term (usually the last term of attendance) specified on the student's graduation application form.

Examples of the most common variations:

- Substituting a non-specified course for a required course as published in the Catalog (complete a Substitution/Waiver form);
- Waiving a degree requirement based upon satisfactory completion of work done in a non-traditional setting (complete a Substitution/Waiver form).

Graduation Application Procedure

A student planning to earn an associate or baccalaureate degree from Western must file an application for candidacy for the degree with the Registrar's Office. Students planning to earn two or more degrees must complete a graduation application form for each degree and pay all applicable fees (\$15 Graduation Fee and \$10 Graduation Audit Fee). The following table provides graduation application deadlines:

Planned Graduation Date		
Date all Degree Requirements are Completed	Graduation Application Due Date	
Spring*	Early**	Final***
May Interim*	May 1	Jan 1
Summer*	May 1	Jan 1
Fall*	Sept 15	May 1
* End of Term Graduation	Mar 15	Sept 1
	**Deadline w/Early Audit	
	***No applications for this term accepted after this date	

(Note: dates listed above are in the year previous to when the student plans to graduate.)

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Students who submit Graduation Applications by the “early-audit” date for their expected graduation term can expect to receive a Graduation Audit report/notice from the Registrar’s Office before the start of the graduation term. Students who miss the “final” graduation application filing deadline for the term they plan to graduate must change their graduation date to the end of the next term. For example, a student who plans to graduate at the end of Spring Semester and who files a Graduation Application by May 1st of the previous year will receive a Graduation Audit report/notice before the start of Spring Semester classes; if that same student files the Graduation Application after May 1st, but before January 1st, the student has met the filing deadline for Spring graduation but will likely not receive a Graduation Audit report/notice before the start of Spring classes. If this student misses the January 1st filing deadline, the graduation date will be moved to May Interim. All requirements for a degree must be completed on/by the student’s intended graduation date as stated on the Graduation Application.

Students must complete separate Graduation Applications for each degree they will earn.

Graduation Application Procedure:

1. Obtain a Graduation Application form at the Registrar’s Office. Students seeking BS degrees in Education should apply for graduation when applying for student teaching.
2. Obtain signatures from the following:
 - Financial Aid Office
 - Faculty Advisor
 - Business Office
3. Return completed Graduation Application to the Registrar’s Office on/before the published deadline. Complete legibly, answer all questions, and obtain all necessary approvals (improperly completed forms will not be processed).
4. Applicants for BS degrees in Education must present a completed Application for Student Teaching form when submitting completed graduation applications.
5. Pay all graduation costs/fees (\$15 Graduation Fee and \$10 Graduation Audit fee).

Transcripts are withheld if outstanding debts to Western are not paid.

Students must select an effective catalog year for graduation purposes according to the limitations outlined in Catalog Governing Graduation (this page). All General Education, Professional Education, Major, Broadfield and/or Minor Requirements as indicated in the “effective” Catalog must be successfully completed. All requirements for each degree must be completed, and all work for all required classes must be completed and final grades submitted before graduation can occur. All Incompletes must be made up, any/all correspondence work must be completed, any/all course substitution and/or course waiver forms must be signed, approved and on file in the Registrar’s Office (see Variances from Degree Specific and/or General Graduation Requirements, and final grades received and recorded by the end of the semester/term for which graduation application is made. Applications of students not meeting degree requirements by the end of the semester/term indicated on the Graduation Application will be changed or moved to the next semester/term, subject to a \$10 additoinal Degree Audit Fee with each move. Students must reapply for graduation if they fail to complete their program of study within one year following their intended graduation date.

After a Graduation Application has been filed, the student must notify the Registrar’s Office of any changes to graduation status, such as semester of graduation, Majors and Minors, or change of name. Students may be required to reapply depending upon the change requested and the timing of such requests.

Graduates with a bachelor’s degree from Western or any regionally accredited institution who are attending Western for the sole purpose of completing a program (2nd Major, Minor, Option, or Related Area) and not earning a degree, must meet the following requirements before being certified as having completed the selected program:

- successfully complete all prerequisite and required courses for the program;

- meet all grade point average (GPA) requirements of the appropriate division; and
- submit completed graduation application form to the Registrar’s Office and pay appropriate fees on a timely basis (see Planned Graduation Date, this section).

Catalog Governing Graduation

The effective dates of this catalog are July 1, 2003 through June 30, 2004. Students enrolling for the first time at any regionally accredited institution of higher education in the United States during this time period, and later transferring to Western, will be allowed to follow the requirements of this catalog, provided graduation is within six years of initial enrollment (July 2009) and all conditions outlined below are met.

Generally, students should decide which catalog they will follow for graduation purposes, then pursue completion of the requirements listed in that catalog in effect at the time they initially enroll at Western. This is satisfactory assuming:

- a. the student graduates within 6 years of initial enrollment;
- b. there has been continuous attendance (no interruptions other than May/Summer);
- c. the student has not changed Majors or degrees; and
- d. the student has not elected to meet requirements listed in a more recent catalog.

A student who interrupts attendance or studies at Western or any transfer institution for two consecutive semesters or more, or who changes the desired curriculum, must graduate under the catalog in effect at the time the student is readmitted or makes a program change. A student continuously enrolled at Western may, with faculty advisor approval, graduate by meeting all requirements of any catalog published after initial enrollment at Western, provided there has been no interruption in attendance except May Interim/Summer Session at Western, the student does NOT switch his/her curriculum, and the Catalog chosen is not more than 6 years out of publication.

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While students must pick an “effective catalog” or a “catalog governing graduation” and complete all basic degree requirements (Major or BA Option, General Education Requirements, GPA, residency requirements, etc.) listed in that catalog, Western allows eligible students to select and complete requirements for a new Minor, second Major, Option, BA Related Area, and/or General Education core from a different/second catalog without having to meet all requirements in the second catalog. Students must complete all courses required for the new Minor, second Major, BA Related Area, Option, or the General Education core as outlined in the other Catalog. Students must designate their “effective catalog” and the “other or second catalog” they are following on their graduation application and should communicate this information to their advisors at an early date.

Honors Program

The Western Honors Program gives a limited number of curious and motivated students the opportunity to seek greater challenge through Honors Seminars. These are small, interactive, interdisciplinary classes, each based on a common theme, rich in reading, writing, and independent projects. The fifteen or fewer students in each seminar get to know each other well, engage in service learning activities, and present their work to the seminar as well as other audiences.

Each seminar is designed to serve as a substitute for General Education or Major classes so that students are not slowed in their progress toward graduation. To graduate with an Honors endorsement, students take at least four seminars, with at least two seminars at the 300- or 400-level. Students submit an Application to Graduate With Honors Endorsement form with their graduation application materials when applying to graduate from Western.

Honors Program applications and Application to Graduate with an Honors Endorsement forms are available from Dr. John Hajduk, Honors Program Chair, (406) 683-7291, or from Cathi Love, ADM-101, (406) 683-7031. Completed Honors applications should be returned to UM-Western Box 85, 710 S. Atlantic, Dillon MT 59725-3598.

Student Records & Release of Student Information

Western maintains the following records pertaining to student enrollment:

Admissions Office: temporarily maintains admission-related records submitted by prospective students, including high school transcripts and/or high school equivalency (GED) reports, student immunization records, assessment test score reports, college transfer transcripts, application forms, financial statements of international students, and copies of I-20 forms.

Records of admitted students are transferred to the Registrar’s Office after files are complete in the student’s initial semester at Western. These records (proof of immunization, high school/college transcripts, ACT/SAT scores) become part of the student’s permanent record.

Business Office: maintains records of all recent charges assessed, amounts paid by and owed to Western by students and former students, as well as information that indicates the authority by which Western is able to charge for educational services rendered. Student and staff payroll records are filed in the Business Office. Information on the student insurance program is available at the Business Office and the Student Life Office.

Faculty Offices: faculty maintain records, subject to statute of limitations governing such records, relating to individual student achievement in courses they teach as well as copies of course syllabi and outlines of course requirements and expectations. Advisee records are also kept in faculty offices.

Financial Aid Office: maintains records submitted by students, prospective students, and parents of students/prospective students who apply to Western for Federal, State, local and institutional financial aid and Veteran’s benefits. Copies of Federal, State, Montana University System and UM-Western policies and regulations governing the awarding and

administration of financial aid programs are available for review by interested parties.

Registrar’s Office: maintains permanent academic records, files of academic-related information on each student, and copies of the information students submit as part of their initial application for admission to Western, including proof of immunization. A complete text of the Family Educational Rights and Privacy Act of 1974 as Amended (FERPA) is available at the Registrar’s Office. Montana residency records and publications, NAIA athletic eligibility information for Western’s athletic team members, and summary enrollment information is also on file.

Student Life Office: maintains housing records of students living on campus, records pertaining to special needs students (students with disabilities), records of student disciplinary matters, and records of campus counseling matters.

Traffic Control Office: maintains records pertaining to authorized campus parking and parking violations; responsible for ensuring all Federal, State, municipal, and UM-Western parking regulations are met.

Third Party Requests for Enrollment Verification

UM-Western (federal school code: 002537) has contracted with the National Student Clearinghouse to provide enrollment verification information of current and former students at Western. Hundreds of colleges and universities across the United States have signed agreements with NSC to provide these services.

Requests for current and former Western student enrollment verification information should be directed to the National Student Clearinghouse (see NSC contact information below). This agency will provide the information needed. **All third-party requests for enrollment verification information sent directly to Western will be forwarded to the Clearinghouse.** Student enrollment verifications may be written, faxed, e-mailed, called in, or mailed. Requests should include adequate student identification as well as

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specific time periods for which attendance/enrollment information is desired. Providing specific information will facilitate the enrollment verification process.

The Clearinghouse will only verify whether a specific student is or was enrolled. The Clearinghouse is not able to provide student grade or grade point information. Also, the Clearinghouse is unable to verify enrollment of students who ask to have directory information blocked, according to the Family Educational Rights & Privacy Act. In such cases, the student must provide UM-Western with a specific written request for information release.

Students and/or third-parties should direct questions regarding enrollment verification to Western's Registrar's Office, (406) 683-7371.

National Student Clearinghouse:

Address: 2191 Fox Mill Road, Suite 300,
Herndon VA 20171-3019
Phone: (703)742-4200, 8:30 am-5:15 pm
EST
Fax: (703) 742-4239
Website: www.studentclearinghouse.org
E-mail: [enrollmentverify@
studentclearinghouse.org](mailto:enrollmentverify@studentclearinghouse.org)

Records Release/FERPA (Family Educational Rights & Privacy Act of 1974)

In August 1974, the Family Educational Rights and Privacy Act of 1974 as Amended was signed into law. Under the provisions of this act, all student records and information, except for certain designated "directory information" and the award of certain honors, are to be regarded as confidential and access restricted to the student and other authorized personnel. Confidential information may be released to others only by written permission of the person concerned or by subpoena issued by a court or tribunal of competent jurisdiction. The student must be notified of any release of information by subpoena.

A student's academic record or transcript may be released only when requested by the student in writing, or by subpoena issued by

a court or other tribunal of competent jurisdiction.

The law allows release of certain personally identifiable student information, known as "directory information," to third parties without student consent. However, a student may request that all of the items identified as directory or public information, with the exception of name, be withheld and considered restricted information by filing a written request at the Registrar's Office. A request for nondisclosure will be honored by the institution and remain active on a semester-by-semester basis. Students must notify the institution of their desire for continued directory records restriction. The following items of student information are considered "directory information" and may be released to third parties:

- name, campus address, home address, telephone, email address;
- age, date and place of birth;
- name and address of parents;
- major field of study, including the department or program in which the student is enrolled;
- classification as a freshman, sophomore, junior, senior, or graduate student, etc.;
- participation in officially recognized activities and sports;
- high schools attended and weight, height, and pictures of athletic team members;
- class schedules, dates of attendance, graduation, and degrees received;
- honors and awards received;
- the most recent educational institution attended by the student;
- individual student class schedules;
- photographs of students.

Release of directory information is handled with discretion. Use of this information for commercial solicitation purposes will generally be denied, with the exception that, under the Solomon Amendment, institutions are required to provide directory information to U.S. Military recruiting offices. Fees may be charged for gathering and printing student directory information.

Exceptions to FERPA

The campus may release confidential student educational information and directory information to the following individuals or agencies without written consent:

- a. Western and other Montana University System personnel for legitimate educational purposes and to the extent required in the ordinary course of the performance of their duties.
- b. Authorized representatives of the Comptroller General of the United States, the Secretary of the Department of Education, an administrative head of an educational agency, or State educational authorities having access to student or other records that may be necessary in connection with the audit and evaluation of federally-supported education programs (provided that a collection of personally identifiable data is specifically authorized by Federal law, any data collected by such officials with respect to individual students shall not include information, including Social Security Numbers, that would permit the personal identification of such students or their parents after the data so obtained has been collected).
- c. In compliance with a judicial order or any lawfully issued subpoena, upon condition that the student is notified in advance of compliance.
- d. in connection with a student's application for or receipt of financial aid.

Grading System

Western's faculty utilize the traditional letter grade system:

- "A" Superior quality work
- "B" Above average work
- "C" Average work
- "D" Below average work, barely acceptable
- "F" Work that fails to meet minimum acceptable standards

NOTE: Under certain circumstances, faculty may use "P" or "NP" grades (see Pass/No Pass Grading).

Academic Information

Other grading symbols that may appear on a student's academic record are:

- “**T**” or “**INC**”--Incomplete
- “**AU**”--Audit
- “**W**”--Withdraw or Drop
- “**NR**”--No Record (course not completed, no grade yet received)
- “**R**” or “**E**”--Repeated course

Grade Point Average (GPA)

The general quality of a student's work is expressed in terms of a Grade Point Average (GPA). A student's grade point average is calculated by dividing the total of all honor/grade points earned for all courses attempted by the total semester credits of all courses attempted. For GPA calculation purposes, “courses attempted” includes those for which a student earns grades “A”, “B”, “C”, “D”, or “F”.

Students accumulate honor points or grade points based upon the traditional grade earned as follows:

Grade	Honor Points Earned Per Credit
A Excellent	4
B Above Average	3
C Average	2
D Below Average	1
F Failure (no credit)	0

The following grade symbols do not earn honor points and are not used in GPA calculation: W, R, I/INC, AU, P, S, U, NP, and NR. Also, grades for courses numbered 000-099 are not included in GPA calculation and do not apply toward graduation.

Grade reports and transcripts of students admitted to Western before Summer 1999 show three different GPA's: “Institutional GPA” (grade point average of courses attempted at Western only); “Transfer GPA” (grade point average of courses attempted at institutions other than Western); and “Cumulative GPA” (the average of all courses attempted at all colleges/universities, including Western).

Since the summer of 1999, Western's Registrar's Office discontinued posting transfer coursework to UM-Western student academic records; only the UM-Western GPA is calculated on records of these students.

Pass/No Pass Grading

Students may enroll in certain courses on a Pass/No Pass basis. A freshman or sophomore with a grade point average of 2.00 or better may take one undergraduate course each semester on a Pass/No Pass basis. Juniors and Seniors may take more than one Pass/No Pass course per semester. Election of the Pass/No Pass grade option requires the consent of the instructor. Attempted courses that are graded “P” or “NP” are excluded from GPA calculation.

No more than 10 Pass/No Pass credits of elective-only coursework may be counted toward a baccalaureate degree, and no more than 6 Pass/No Pass credits of elective-only coursework may be counted toward an associate degree. Pass/No Pass credits may not be counted for degree-required courses with the exception of Student Teaching, ED Observation and Participation, Senior Project/Thesis, Cooperative Education/ Internship, and all nontraditional coursework (CLEP, AP, Military Training, Tech Prep, Institutional Challenge Exams) that substitutes for required courses as listed on Western's Course Equivalency List.

Students should be aware that many graduate and professional schools and some employers do not recognize nontraditionally graded courses (grades other than “A”, “B”, “C”, “D”, “F”, etc.), or may disregard courses graded Pass/No Pass. Although Western encourages students to consider the potential value of learning without the pressures and/or concerns associated with traditional grades and to experiment with certain courses on a Pass/No Pass basis, students should be aware of the potential negative effects of selecting this grading mode.

Incomplete Grades (I/INC)

All assignments for a class must normally be completed by the last day of the semester/term of enrollment. Faculty may give Incompletes, (“I” or “INC”), in situations where a student is unable to complete required coursework during the term because of illness, personal emergency, or academic conditions beyond the control of the faculty or student. Faculty may not give an Incomplete to allow a student additional time to complete coursework that all other students in a class were required to complete during the published dates of a semester/term.

Conditions required to justify giving an Incomplete are:

- a. The student must notify the course instructor of the emergency situation before the end of the term, or as soon as reasonably possible.
- b. Three-fourths (3/4) or more of the required coursework must have been completed by the student before the end of the term.
- c. The course instructor should communicate requirements or conditions for course completion assignments, tests, deadline for completion if work must be completed before the deadline imposed by this policy, etc., to the student before the term ends. Specifics should be recorded by the instructor and student for future reference.

“I” grades are not permanent. An Incomplete automatically becomes an “F” one year from the date the “I” grade is recorded. Instructors may extend the deadline for making up “I” grades under extenuating circumstances.

CAUTION: *Students with “I” grades on their transcripts may jeopardize financial aid funding. For more information contact Financial Aid, (406) 683-7511.*

Incompletes on a student's academic record automatically prevent graduation.

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Auditing Classes (AU)

With the consent of the instructor, a student may enroll in a course on a no-credit "Audit" basis. Audit students pay the same fees as students enrolled for credit. Audit students are not expected to complete coursework assigned to students enrolled for credit or take tests. Students may elect to change enrollment status from "credit to Audit" or from "Audit to credit" during the first half of the semester or first two weeks of May Interim or Summer Session, but only with approval of the course instructor. Students should follow the Add/Drop procedure to change enrollment status from Audit to credit or vice versa, and write "Audit" in the "Credit" column of either the Add or Drop section of the schedule change card, depending upon which enrollment status the student is selecting. Enrollment status change requests (Audit to credit, or credit to Audit) must be filed in the Registrar's Office on/before midterm of a semester or term.

Change of Grade

A change of grade may be made only in cases of instructor error, or in instances where fraud is determined. Grade change procedures are not to be used by faculty as a way of allowing certain students additional time to complete course assignments or to complete additional work once the semester has ended.

A change of grade is not meant to substitute for an Incomplete when that grade cannot be justified. No grade may be changed after one full year from the date recorded unless approved by the instructor and the Vice Chancellor for Academic Affairs. Students retain the right to appeal grades according to campus policy outlined in Western's Student Handbook.

Plagiarism & Cheating Warning

Plagiarism is the representing of another's work as one's own. It is a particularly intolerable offense in the academic community and is strictly forbidden. Students who plagiarize may fail the course and may be subject to suspension or dismissal. Students

must always be very careful to acknowledge any kind of borrowing that is included in their work, including borrowed wording as well as borrowed ideas. Acknowledgment of whatever is not one's own original work is the proper and honest use of sources. Failure to acknowledge whatever is not one's own original work is plagiarism.

Academic misconduct and cheating are not tolerated. Refer to the Student Conduct Code in the Student Handbook for more information on cheating and plagiarism.

Final Grade Reports/ Student Access

Final grades are normally available to students within three weeks following the end of the term. Students can access final grades at the dawgs.umwestern.edu website.

Grade reports and transcripts of students who have outstanding debts or other records restrictions at Western will be withheld. Students with outstanding debts may review final grades by stopping at the Registrar's Office during normal business hours, or access final grade information at the dawgs.umwestern.edu website.

Repeating Courses

Repeating a course means to take the same course more than once. "Substitute" courses may not be used/counted as a "repeat" of another course. When a course is officially repeated, the most recent grade is used in the calculation of the grade point average (GPA). The previous course and grade remain on the transcript but are excluded from the GPA calculation. A repeated course is designated with an "R" on a student's transcript. Students planning to repeat a course previously attempted for credit at Western must file a Course Repeat form in the Registrar's Office at the time of registration.

Attendance

Regular class attendance, especially early in the term, is critical to student success. Faculty determine requirements for satisfactory completion of courses they teach and usually specify attendance policies at the start of each term. Students are

responsible for knowing attendance and course completion requirements for each class in which they are officially enrolled. Students are encouraged to communicate regularly with instructors concerning academic progress and attendance. Students who register for a course and fail to attend will receive an "F" as a final grade. **Students must officially drop the course(s) or withdraw from Western on or before the published deadlines for these actions to avoid receiving failing grades in these situations** (see Academic Year Calendar).

Students who register for a course but fail to attend the first two class sessions may be required by the instructor to drop the course or receive an "F". This policy allows faculty to determine class vacancies early in a term, and add other students into classes that otherwise appear to be filled. Non-attending students who are asked to drop/withdraw are responsible for completing the paperwork necessary to officially drop the class before the published deadline. **Non-attending students who fail to file the necessary paperwork to drop a class will receive an "F" as a final grade.**

Students are encouraged to communicate regularly with instructors concerning academic progress and attendance. Students who know they will be absent from a class should notify the instructor in advance, if possible.

Student Academic Standing

Student academic standing is based upon the following scholastic performance standards:

Good Academic Standing

A student is generally considered to be in good academic standing if the UM-Western GPA is 2.00 (C) or higher and the student has not been placed on Academic Probation or Academic Suspension status because of poor scholastic performance during the most recent term(s) of enrollment. A student in good standing is eligible to continue at or return to Western (see Academic Probation or Academic Suspension).

Academic Information

To be in “Good Academic Standing” students must maintain a minimum 2.00 UM-Western GPA, and be making progress toward completion of a degree or program of study by taking/completing required courses.

NOTE: *graduation requirements of some UM-Western degree programs require a GPA substantially higher than the 2.00 required to maintain “Good Academic Standing” status. Check degree program requirements.*

Academic Probation

Students who are not in Good Academic Standing fall into one of the following categories:

Academic Probation:

Students whose UM-Western GPA is below a 2.00 are placed on Academic Probation status.

Continued Probation:

(same as Academic Probation)

Students whose UM-Western GPA is below a 2.00 and who were on Academic Probation the previous term (including May Interim and/or Summer Session) of attendance, but who show improvement in their academic performance by earning a 2.00+ term GPA during the next and all subsequent terms of enrollment, are placed on continued probation status. Students will remain on Continued Probation status until their UM-Western GPA meets the minimum satisfactory level of 2.00 or higher.

Academic Suspension

Students whose Western GPA is below a 2.00 and who, after attending one or more terms (including May/Summer) on probationary status, fail to earn a minimum 2.00 GPA during the next term of enrollment/attendance* are academically suspended.

***Exception:** transfer students admitted to Western “on probation” (i.e. their GPA at any institution previously attended is below a 2.00, or their academic status as indicated on the official transfer transcript is indicated as “on probation” or “academically suspended”) are required to earn a 2.00 term GPA in their first term (including May Interim and/or Summer Session) at Western

or face immediate academic suspension from Western.

Upon acceptance for admission to Western, the Admissions Office will notify transfer students of their academic status.

Academic Probation/ Academic Suspension Policy

Academic Probation/Continued Probation:

Students will be placed on academic probation, or continued probation, at the end of any term (including May Interim and/or Summer Session) if their Western GPA drops below or remains below 2.00. Students placed on academic/continued probation may enroll at Western during the next term but are limited to registering for a maximum of fourteen credits during regular semester or four credits maximum during May Interim or any combination of Summer Sessions. The Academic Admissions & Standards Committee retains the right to further restrict credit maximums if needed.

Students on academic/continued probation are strongly advised to meet with staff in Western’s Learning Center to review basic learning and study skills.

Students on academic/continued probation should contact their advisor, the Campus Counseling Center, and any other Western official or faculty member for guidance or assistance to improve the student’s academic performance at Western. Contact Student Life for services available to Western students.

“Academic Probation” or “Continued Probation” notations are posted to a student’s permanent UM-Western academic record.

Students placed on academic/continued probation must show satisfactory academic progress (earn a 2.00 term GPA) during their next term of enrollment (including May/Summer) or face academic suspension. Students who raise their UM-Western GPA to the minimum 2.00 will be removed from “probationary status” and, in most cases, enrollment restrictions will be lifted.

Students placed on academic/continued probation will be notified of their status in writing within a reasonable time following the end of the term. Notification will explain enrollment limitations and conditions and warn students of consequences if they fail to improve their scholastic performance during future terms of enrollment.

Students are responsible for notifying the Registrar’s Office of changes to local/school and permanent/parents’ directory information, mailing addresses, phone numbers, etc.

Academic Suspension:

Students will be suspended from Western at the end of any term (including May Interim/Summer Session) if they fail to earn a 2.00 term GPA, **and** they started that term on “academic probation” or “continued probation” status (i.e. their Western GPA at the beginning of the term was below a 2.00). This includes first-term transfer students.

Students placed on academic suspension status for the first time may not enroll at Western during the next semester (Fall or Spring, whichever applies) nor May Interim/Summer Session if a student is suspended at the end of Spring Semester. A student who has been academically suspended from Western for the first time must “sit out” one regular semester, plus May Interim/Summer Session if a student is suspended at the end of Spring Semester.

Students who are suspended a second or third time for academic reasons may not re-enroll at Western for a minimum of one full calendar year.

Students may appeal academic suspension immediately upon notification of their status. The Academic Admissions & Standards Committee may approve appeals only in cases where unusual or extenuating circumstances exist. The burden of proving unusual or extenuating circumstances rests entirely with the student (see Readmission Following Academic Suspension). An “Academic Suspension” notation is posted to a student’s permanent UM-Western academic record.

Students suspended for academic reasons will be informed of their status in writing by the Registrar’s Office as soon as possible

Academic Information

following the end of the term. Any future class schedules that exist in Western's computer system through preregistration prior to the end of the term in question of academically suspended students will be cancelled. Written notification of academic suspension to the suspended student will explain available options.

Students are responsible for informing the Registrar's Office of changes to local/school and permanent/parents' directory information.

Readmission Following Academic Suspension:

Students who are suspended for academic reasons must apply for readmission to Western. Paperwork requirements for those seeking readmission after academic suspension vary depending upon when the student plans to return to Western.

Students seeking readmission for the semester/term immediately following suspension (including May Interim/Summer Session) must submit the following to the Registrar's Office:

1. properly completed Application for Readmission form;
2. detailed statement or letter describing the extenuating circumstances causing the student's poor academic performance, including supporting documentation (e.g. statement or letter from physician if student claims a medical emergency, etc.);
3. a plan outlining how the suspended student will improve academic performance if readmitted, including a statement of the student's education and career goals, and reviewed by the student's faculty advisor, Dean of Students, and Campus Counseling Center;
4. any other documents required by other UM-Western offices.

The documents listed above must be submitted to the Registrar's Office at least one week prior to the start of the term for which the suspended student is seeking

readmission. Readmission applications are reviewed and acted on by the Academic Admissions & Standards Committee.

Students seeking readmission after "sitting out" the required suspension period must submit the following:

1. properly completed Application for Readmission form;
2. plan outlining how the suspended student will improve academic performance if readmitted, including a statement of the student's education and career goals;
3. any other documents required by other UM-Western offices.

These documents must be submitted to the Registrar's Office at least one week prior to the start of the term for which the suspended student is seeking readmission. The UM-Western Registrar reviews and rules on these requests.

Appeals if Denied Readmission

Students who are denied readmission have the right to appeal. Consult the Student Handbook (Student Academic Appeal Procedures) for more information, or contact the Dean of Students, Davis 204, (406) 683-7565.

Student Class/Credit Load

Average class/credit load during a regular semester for full-time students is 15-17 semester credits, 30-34 credits per year, or a total of 120-130 credits for a four-year curriculum. To be classified as "full-time" a student must maintain active enrollment in at least twelve semester credits of college-level, degree-applicable coursework. Students enrolled in fewer than 12 credits are considered "part-time" students.

Full-time and part-time definitions vary among financial aid funding agencies. Consequently, students should not make assumptions regarding definitions for full- or part-time status during time-shortened enrollment sessions.

Because of the highly intensive nature of instruction during time-shortened terms,

many institutions consider 6 semester credits a "full-time" class/credit load during the time-shortened terms of May Interim and Summer Session.

Students seeking financial aid funding for time-shortened terms should contact the Financial Aid Office regarding specific student class load definitions and enroll accordingly.

Students must petition the Academic Admissions & Standards Committee to enroll in more than the maximum credit load for a semester or term. Course/Credit Overload Petition forms are available at the Registrar's Office. Petitions must be submitted at least one week prior to the start of the term in which the student wishes to attempt the overload, and approval must take place before the "Deadline to Add Classes" for the term/semester. Incomplete petitions or petitions with inaccurate information will not be processed. No Course/Credit Overload Petitions for addition of an overload will be accepted for consideration after the deadline to add courses for a semester or term (see Academic Year Calendar for deadlines).

Maximum Credit/Class Load Fall or Spring Semesters

Eligible students must petition to carry more than 18 semester credits during a regular semester.

Exceptions:

- *Full-time students with a UM-Western GPA of 3.00 (B) or higher may register for up to 20 credits during a regular semester without petition.*
- *Students with a UM-Western GPA lower than 2.00 (C) must petition to register for more than 14 credits.*

The Academic Admissions & Standards Committee may impose lower credit limits for students who are on probation or dismissal/readmission status. Early Admission students are limited to a maximum of 6 semester credits.

Academic Information

Maximum Credit/Class Load May Interim or Summer Session

Eligible students must petition to carry more than 6 semester credits during May Interim or either of the four-week Summer sessions. The maximum is 8 credit hours during the six-week Summer Session, or any combination of six- and four-week sessions during the Summer.

Students placed on academic/continued probation may enroll at Western during the next term but are restricted to a maximum of 14 credits during a regular semester or a maximum of 4 credits during May Interim or any combination of Summer Sessions.

Exceptions: *Early Admission students are limited to a maximum of 3 semester credits during any time-shortened session or combination of sessions. The Academic Admissions & Standards Committee may impose lower credit limits for students on probation or suspension/readmission status.*

Classification of Students

Freshman-A degree-pursuing student who is entitled to unconditional admission and who has earned fewer than 30 semester credits.

Sophomore-A fully admitted, degree-pursuing student who has earned 30 to 59 semester credits.

Junior-A fully admitted, degree-pursuing student who has earned 60 to 89 semester credits.

Senior-A fully admitted, degree-pursuing student who has earned 90 or more semester credits.

Post-baccalaureate-A fully admitted student holding a baccalaureate degree from a regionally accredited college or university, or an approved foreign university.

Special Student-A conditionally admitted student who cannot meet all of the standard admissions requirements.

Transient Student-A student over 19 years of age with no previous academic record on file at UM-Western's Registrar's Office and who has not met all requirements for admission (most often enrolled in Outreach courses).

Types of Students

Continuing or Returning Student-A fully admitted student who completed the most recent term of enrollment at Western in good academic standing, and as such is eligible to enroll for classes during the next term. Spring Semester or May/Summer term is considered the last regular semester for students returning for Fall Semester.

Current Student-A student who is officially enrolled and attending classes at Western or one of its off-campus centers.

Dismissed/Suspended Student-A former or previous student who, due to poor academic performance or disciplinary reasons, is prohibited from future enrollment at Western. Dismissed or suspended students may petition for readmission by filing an Application for Readmission form (see Readmission Following Academic Suspension).

Former/Previous Student-An individual who attended Western at some time in the past and who:

- was not actively enrolled at Western during the most recently completed regular semester;
- did not attend another college or university since last enrolled at Western; and
- was in good academic standing when last enrolled at Western.

Former students must file an Application for Readmission form with the Registrar's Office (forms available at the Registrar's Office) before resuming their studies at Western if they have not attended Western for one year or more.

Full-Time Student-A student attempting a minimum of 12 semester credits during a regular semester (see Student Class/Credit Load).

Honor Student-A student who, upon applying for graduation, has maintained at least a 3.33 Western GPA and has completed at least 30 semester credits of resident college-level

coursework applicable to a baccalaureate degree. Minimum institutional GPA required for "honors", "high honors", and "highest honors" are:

3.33-3.64 *cum laude*

3.65-3.84 *magna cum laude*

3.85-4.00 *summa cum laude*

Final/actual eligibility for Western honors designation is determined after all final grades for all courses attempted (up to the date the baccalaureate degree is conferred) are posted to the graduate's academic record (see Graduation Requirements, and Honors Graduate).

International (Foreign) Student-A student who is a citizen of a country other than the United States (see International Student Admission).

Non-Resident Student-A student who is classified as an out-of-state resident for MUS fee payment purposes (see MUS Student Guide to Montana Residency Policy booklet at the Registrar's Office for more information).

Part-Time Student-A student attempting less than 12 credits during a regular semester (see Student Class/Credit Load).

Probationary Student-A student who is having academic difficulty, and who has been conditionally allowed to return to UM-Western to improve the student's academic standing.

Resident Student-A student who is classified as a Montana resident for MUS fee payment purposes (see MUS Student Guide to Montana Residency Policy booklet at Registrar's Office for more information).

Transfer Student-Any fully admitted Western student who attended another college or university and completed 12 or more credits of college-level, degree-applicable coursework in residence there.

Academic Information

Course Numbering

Course Number	Course Level	Course Classification
000-099	College prep courses	Do not meet graduation requirements
100-199	Primarily for Freshmen	Lower Division
200-299	Primarily for Sophomores	Lower Division
300-399	Primarily for Juniors	Upper Division
400-499	Primarily for Seniors	Upper Division

Academic Terminology

Advanced Placement (AP) Program:

Credit may be earned by satisfactory completion of the Advanced Placement Tests from the College Entrance Examination Board. Official AP score reports must be sent directly from the College Board to the UM-Western Registrar's Office. Credit for specific examinations will be subject to approval by Western (see <http://mus.montana.edu/creditbyexam>). Credits to be applied to specific course or program requirements must be approved by the appropriate department's faculty. Credit earned through AP is graded "P" (Pass). For more information contact the Registrar's Office, (406) 683-7371. Official AP score reports can be requested from CEEB/ETS, (888) 225-5427, email: apexams@ets.org.

Professional Sequence of Education Courses (BS):

The professional sequence of education courses is required for all elementary and secondary education Majors and Minors.

Professional sequence courses are:

- ED 120 Introduction to Education
- ED 250 Child/Adolescent Growth & Development
- ED 331 Educ Psychol, Mgt, & Assessment
- ED 341 Exceptional Learner
- ED 425 Cultures, Schools, & Communities

The courses ED 120 Introduction to Education and ED 250 Child & Adolescent Growth & Development are required before application may be made to the Teacher

Education Program (TEP). Students must be fully admitted into TEP to enroll in ED 331, ED 341, and ED 425.

Block, The Elementary Education (BS):

Courses that constitute the Elementary Education Block include:

- ED 371 Elem School Social Studies Program
- ED 372 Elem School Language Arts Program
- ED 373 Elem School Science Methods
- ED 376 Arts Methods for Elem Teachers
- ED 378 Elem School Mathematics Program

Students must be admitted to the Teacher Education Program (TEP) before they are allowed to enroll in Elementary Education Block courses. All Elementary Education Block courses must be taken concurrently.

Challenge Exams, Institutional:

Institutional challenge is the process of taking special examinations in courses for credit without enrolling in the courses. When a student has evidence of having covered the course content through life experience or formal post-secondary study such as Vo-Tech school, business college, proprietary school, or other non-college instruction, the student may request permission for a challenge examination. Regular tuition and fees are charged for institutional challenge exams. Credit earned through institutional challenge is graded "P" (Pass). See Challenge Exams, page 17, for more information.

College Level Examination Program

(CLEP): Credit may be earned for satisfactory completion of the College Entrance Examination Board (CEEB) College Level examinations. Official score reports must be sent from The College Board directly to the Registrar's Office. Credit for specific General Examinations and/or Subject Examinations will be subject to the approval of the University as listed on Western's Course Equivalency List (see <http://mus.montana.edu/creditbyexam>). Applicability of CLEP credits to specific course or program requirements at Western must be approved by appropriate department faculty. Credits received through CLEP will be issued "Pass" grades. Contact the Registrar, (406) 683-7371, for more information.

Course:

A course is a specific subject field unit within a discipline, offered during a single University semester/term.

Course Substitution:

Course substitution is replacement of a required course by another approved course. A specific course may only be used to satisfy one specific graduation requirement. Course substitution/waiver forms are available at the Registrar's Office. Generally, students should complete and file a course substitution form whenever they complete a course that deviates from course degree requirements outlined in their "catalog in effect" (see Variances from Degree-Specific and/or General Graduation Requirements).

Credit:

A credit is a quantification of student academic learning. One credit represents what a typical student might be expected to learn in one week of full-time study (40-45 hours including class time and preparation). An alternative norm is one unit for three hours of student work per week (1 hour of lecture plus 2 hours of study, or 3 hours of laboratory) for a 15-16 week semester.

Curriculum:

A curriculum is a combination of courses arranged in sequence by years that constitutes a program of study leading to a degree.

Dean's List:

The Dean's List is announced at the end of each regular semester. All full-time undergraduate students earning a semester GPA of 3.33 or higher are listed on the Dean's List for that semester. Courses numbered less than 100 and those for which a "P" grade is issued do not count in the 12 credits required to be on the Dean's List.

Directed Study (DS):

Directed Study is a duplicate catalog course that is not scheduled to be offered or taught during a specific term. No more than 5 students may enroll in a directed study course during a term. An approved DS contract (forms available at the Registrar's Office) must be filed in the Registrar's Office before a student is allowed to enroll in a Directed Study course.

Academic Information

Eligibility:

Eligibility is determined by meeting qualifications for participating in campus activities. Students engaging in an intercollegiate activity of the University or holding an ASUMW office must abide by the regulations of the respective conference or national association as well as UM-Western rules and regulations. ASUMW officers must not be on scholastic or disciplinary probation at any time during their term of office. Eligibility of all participants in intercollegiate extracurricular activities must be certified by the Registrar's Office before participation.

Fifth Year in Business & Computer Education:

Candidates with a bachelor's degree in Business may qualify for Educator Licensure in Business & Computer Applications. This program includes a series of prescribed courses, Student Teaching, and additional qualifications such as a 2.50 overall GPA, admission to TEP, satisfactory completion of the Pre-Professional Skills Test (PPST) or Computer-Based Test (CBT), and successful completion of a portfolio and portfolio interview.

Graduate with "Honors Endorsement":

To graduate with an "honors endorsement" students must have taken at least four Honors seminars, with at least two seminars at the 300- or 400-level. To be eligible to register for an Honors Seminar, students must first apply and be accepted into the Honors Program. An Application to Graduate with Honors Endorsement form must be obtained from Cathi Love, ADM-101. The completed form should be submitted to the Registrar's Office together with graduation application materials when applying for graduation.

Honors Graduate:

To graduate with honors, a student must earn a UM-Western GPA of:

- 3.33-3.64 *cum laude*
- 3.65-3.84 *magna cum laude*
- 3.85-4.00 *summa cum laude*

The honors graduation designation applies only to students graduating with their first baccalaureate degrees. The GPA includes all

college-level coursework attempted at UM-Western. A minimum of 30 hours of resident credits must be included. Honors graduate designation is posted to the graduate's academic record.

Independent Study (IS):

An Independent Study is individual coursework that extends beyond the scope of the listed catalog courses. An approved Independent Study contract (forms available at the Registrar's Office) must be filed in the Registrar's Office before a student is allowed to enroll in an Independent Study course.

Major (BS):

A Major is a prescribed combination of courses constituting a primary program of concentration in a specific discipline in the BS: Elementary and Secondary Education degrees. The Major consists of required and approved elective courses. Transfer students must complete a minimum of 15 credits of approved resident study in the Major.

Major, Broadfield:

A prescribed combination of courses constituting a program of not less than 40 semester credits in BS: Secondary Education, the Broadfield Major is intended to give the student depth of preparation. A GPA of 2.50 or above is required for successful completion of the Broadfield Major. Transfer students must complete a minimum of 15 credits of approved resident study in the Broadfield. ***A Minor preparation in another area is strongly recommended, and in some cases required.***

Minor (BS):

A Minor is a prescribed combination of courses constituting a program of lesser concentration in a student's alternate choice discipline within the BS: Education degree. The Minor consists of required and approved elective courses. Transfer students shall complete a minimum of 10 credits of approved resident study in the Minor.

Option (BA):

A prescribed combination of courses that constitute a thematic program of study

designed to provide the student pursuing the BA degree with a broad but rigorous background preparing them for future employment or educational endeavors. Current BA options include: Environmental Sciences, Literature & Writing, Preprofessional Health Sciences, Social Science, and Visual Arts. Students must complete a minimum of 15 semester credits of approved and required resident courses to earn a BA Option.

Nontraditional Courses/Credits:

These are university credits or courses that are earned or offered outside the normal university classroom. Examples of nontraditional courses or credits are those earned through CLEP, Military Training, Advanced Placement, Tech Prep, Institutional Challenge Examinations, correspondence courses, and Directed or Independent Study courses.

Related Area (BA):

A prescribed combination of courses that focuses on a specific subject area and provides the student with in-depth knowledge that complements a chosen BA Option area. Students must complete a minimum of 10 semester credits of approved and required resident courses to earn a Related Area.

Repeating a Course:

Repeating a course is officially re-enrolling in the same course previously attempted and passed or failed at UM-Western. When a course is repeated, the most recent grade and credits are used in the calculation of the GPA. The previous course and grade remain on the student's transcript but are excluded from calculation of the GPA.

To officially repeat a course, submit a completed Course Repeat form to the Registrar's Office when registering for the course to be repeated.

Residency Classification for Fee Purposes (In-State, Out-of-State)

All individuals are classified as in-state or out-of-state for purposes of paying tuition and fees. Students not initially classified as Montana residents who wish to have their residency status reviewed should contact the Registrar. Determination of residency status

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is based upon information provided on the Board of Regent's Residence Questionnaire. Contact the Registrar's Office for the MUS Regent's Residency Policy and the Residence Questionnaire.

Residency Requirement for Degrees:

To earn a degree from UM-Western students must complete a minimum amount of coursework as enrolled students on the UM-Western campus. Students must satisfactorily complete the equivalent of one academic year or two semesters of full-time on-campus study (30 semester credits minimum) to earn a baccalaureate degree at Western. Students pursuing an associate degree at Western must successfully complete a minimum of 16 semester credits of on-campus coursework. However, students must satisfactorily complete all courses required for a degree and complete minimum residency requirements, whichever is greater. A minimum of 20 of the last 30 credits toward the bachelor's degree must be in residence. The last semester, 12 credits minimum of work to satisfy requirements for any degree must be in residence. See descriptions in this section for Major, Minor, and Broadfield for additional residency requirements.

A minimum of 12 credits earned and attendance for the full semester are necessary to establish a semester of residence.

Single Major Endorsement:

An extended Major not requiring a Minor for secondary certification (see Advising Protocol for Single Major Endorsement Secondary Education Certificate).

Tech Prep Program:

Tech Prep is a program negotiated between UM-Western and specific high schools that evaluates and approves certain high school courses for university credit at Western. Written agreements between area high schools and Western specify which courses can be articulated and outline minimum competencies and levels of knowledge and achievement that must be met to earn credit. To earn credit, students must usually matriculate at Western within two years of completion of the courses that meet Tech Prep requirements. Tech Prep credits do not meet residence requirements and the program

is considered a "nontraditional" method of earning credit. Other limitations apply. See Tech Prep policy and appropriate high school/Western agreement or contact Cheri Jimeno, Western's Tech Prep Coordinator, (406) 683-7181.

Teacher Education Program (TEP):

The Teacher Education Program is the professional education program offered through Western's Education Department. Students who meet all requirements are normally admitted to TEP at the beginning of the junior year. Students must apply for admission to the Teacher Education Program.

Transcript of the Academic Record:

A transcript is a complete summary of a student's academic performance at UM-Western. A student's Western transcript may include a summary of credits attempted at other colleges/universities. However, the Western transcript should not be considered an official record of work completed at other institutions. The official Western transcript bears the signature of the Registrar and the UM-Western seal. "Official transcripts" are sent directly to a third party or are to be received by a third party in a sealed envelope. All other copies are unofficial, including transcripts marked "student copy". The Academic Record is a permanent record that reflects the unabridged academic history of a Western student, and an unofficial summary of all college-level work the student attempted at institutions attended prior to the student's enrollment at Western.

NOTE: Beginning January 1, 1999, the Registrar's Office at UM-Western discontinued posting transfer coursework to UM-Western transcripts.

Transcripts are issued only upon receipt of a written request from the student. Transcripts will not be released until all "holds" at Western have been removed (e.g. admissions requirements not completed or financial obligations not paid).

Transcripts are usually available within three or four working days after receipt of the request. A \$3.00 processing fee is charged for each transcript requested. Students who request overnight postal service, FAXed copies, or rush services, etc., will be charged

additional fees/costs. Payment must be received before transcripts are released. Students paying with credit cards must provide the credit card number, type of card/issuing bank, card expiration date, and the cardholder's name as it appears on the card.

Written requests for transcript service should include the student's full name and any/all other names used (maiden name, middle initial), Social Security Number, date and place of birth, and month and year of most recent attendance at UM-Western. Those requesting transcript service should include their own current address and phone number, the complete address of where the transcript should be sent, and any special services required (FAX, Fed-Ex, Rush, etc.).

Waiver:

A Waiver is an exemption from a degree requirement. Waivers must specify the basis for the exemption and be approved by the course instructor or committee, the student's advisor, and the appropriate Dean. Students waiving a course do not receive course credits. Waiver/Substitution forms are available at the Registrar's Office (see Variances from Degree-Specific and/or General Graduation Requirements).

Changing Classes: Add/Drop/Withdraw

Once registered (see Admission & Registration section of this Catalog) the University assumes students intend to complete all courses in which they are officially enrolled. Students are responsible for informing the Registrar of any/all class schedule changes they wish to make. Simply walking away from a class, or from the University, does not constitute an official drop or withdrawal; and attending a class does not constitute an official add or registration! **Students must take official action to register for, add, drop, or withdraw from a class or classes offered by Western.** Class schedule changes must be completed in a timely fashion and according to the procedures that follow.

To register for or enroll in classes for a semester/term means to sign up and pay for a class or classes offered by Western. Students register for classes by completing and signing a registration form, obtaining

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computer verification of enrollment in the intended courses at the Registrar's Office, and paying or making arrangements to pay fees at the Business Office. Students are responsible for initiating action to register/enroll in classes (see the Admission & Registration section of this Catalog for more information).

To add is to officially enroll in a class that was not part of the student's initial registration for a semester/term. Adding classes is an action that must be initiated by the student.

To drop is to officially terminate enrollment in a class. Dropping a class is an action that must be initiated by the student.

To withdraw is to officially terminate enrollment in all classes in which the student is officially enrolled during a semester/term. Withdrawing from all classes is an action that must be initiated by the student and completed prior to the published deadline (see Academic Year Calendar).

Student class schedule changes are grouped into three different categories depending upon when the change takes place. Student class schedule changes can occur:

- before classes begin.
- after classes begin but before the published deadline.
- after the published deadline.

Add/Drop/Cancel Registration Before Classes Begin:

To make a schedule change before classes begin, submit a completed Schedule Change form to the Registrar's Office during regular hours, or current continuing students can access DAWGS (dawgs.umwestern.edu) to make schedule changes online. To cancel all classes before the start of a semester/term, call the Registrar's Office, (406) 683-7371, or access DAWGS and drop all classes online. Registrar's staff needs the following information to assist in making class schedule changes: student's name and Social Security or University ID Number; student's class schedule as it appears before the change including correct CRN's, course numbers and class titles; and the desired changes the student wants to make (add/drop/cancel). Students should keep a record

of courses for which they are preregistered in case changes need to be made later. Students attempting to add a class that is filled or that requires special approval will be required to present written approval from the instructor for the add when requesting the schedule change.

Add/Drop/Withdraw After Classes Begin-- Before Published Deadline:

To add or drop after classes for a semester/term begin, a student must contact the Registrar's Office during regular office hours and complete the procedure outlined below:

1. Obtain and complete a Schedule Change form from the Registrar's Office (partially completed forms or forms with inaccurate information cannot be processed).
2. Have the course instructor and student's faculty advisor sign the form.
3. Return the completed form to the Registrar's Office before the published deadline (see Academic Year Calendar for appropriate dates and deadlines).

To withdraw from Western (drop all classes after the semester/term has started), students must contact the Registrar's Office during regular office hours and complete the following procedure:

1. Complete 2 withdrawal cards in the Registrar's Office (incomplete cards or cards with inaccurate information cannot be processed). One card remains in the Registrar's Office.
2. Obtain signatures on the second card from the following offices:
 - Financial Aid
 - Library
 - Residence Life/Mail (campus residents only)
 - Admissions
 - Business Office (next to last step; information regarding any applicable refunds is obtained here).
3. Return the completed withdrawal card to the Registrar's Office before the published deadline to withdraw (see Academic Year Calendar).

Save all enrollment-related paperwork for reference!

Late Add/Drop/Withdraw After Published Deadline:

Students attempting class schedule changes after the published deadline must follow the After Classes Begin, Before the Deadline procedure listed above, depending upon the change desired, plus complete a Request for Policy Waiver Form. The properly completed Request for Policy Waiver Form, all schedule change paperwork, and any/all documentation (letters from doctors or law enforcement agencies, for example) that supports the student's rationale for late action must be submitted to the Registrar's Office for review by the Academic Admissions & Standards Committee. Only in cases of emergency or extenuating circumstances will post-deadline schedule changes be permitted. Reasons for late submission should be fully explained and documented. Late fees (\$10 per course) will be charged for all post-deadline adds/drops/withdrawals or registrations that are approved (see Academic Year Calendar).

Regarding Add/Drop/Withdraw deadlines, generally students can:

Add classes through the 10th day of regular semester classes, or the 5th day of May Interim or any Summer Session;

Drop classes through midterm of regular semesters, or mid-session/term for May Interim or any Summer Session;

Withdraw from all classes through Friday of the second-to-the-last week of a semester/term/session.

See Academic Year Calendar or call the Registrar's Office, (406) 683-7371, for important enrollment dates and deadlines.

Withdrawal from Western-- Dropping All Courses for a Term:

Students will receive final grades in each course for which they are registered unless they complete the official withdrawal procedure. Student withdrawal from Western is considered official only when made in accordance with published regulations (see Changing Classes: Add/Drop/Withdraw). Students are responsible for completing the withdrawal procedure on a timely basis. The effective date of such withdrawal is the

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validation date stamped on the Schedule Change Card at the time it is received and processed by the Registrar's Office and shall be under the regulations in effect on that date. **Caution: Refunds are given according to schedules published in the Financial Information section.**

The official procedure to withdraw from Western begins and ends at the Registrar's Office (refer to Changing Classes: Add/Drop/Withdraw in this section). No withdrawals from Western after the published deadline for withdrawals will be accepted unless accompanied by a properly completed Request for Policy Waiver form and a completed Schedule Change form (both available at the Registrar's Office). The Academic Admissions & Standards Committee will decide on all requests for withdrawal received after the published deadline for such action.

Withdrawals after the third week of classes of a regular semester will result in a "W" grade recorded on the student's academic record. During May Interim/Summer Session, a "W" will appear for schedule change action completed after the first week of classes. Withdrawal must occur before the start of a workshop or other time-shortened course to avoid the recording of "W's".

Dropping Classes-- No Record of Enrollment:

There will be no record of enrollment for a class or classes if a student drops or withdraws on/before the 15th day of a regular (Fall or Spring) full semester, or the end of the first week for May Interim, Summer Session, or other partial term/4-6 week courses, or the start of the class for weekend or other time-shortened classes. Students are responsible for any/all costs associated with enrollment even though they may have dropped/withdrawn on or before the "no enrollment" deadline (see Refund of Fees, and Refund of Fees and Financial Aid).

Dropping Classes--"W" Recorded:

Classes that are dropped before the end of the third week of class of a regular semester, before the end of the first week of May/Summer classes, or before the start of class for a workshop or other time-shortened class, will not appear on a student's

academic record (there will be no record of enrollment in these courses). The academic record will show "W" (Withdrawn) if a student drops a class(es) or withdraws from all classes after the third week of a regular semester, after the first week of May Interim or Summer Session, or after the start of a workshop or time-shortened class.

Student Academic Appeal Procedures

Students with complaints about administrators or faculty, and/or desiring to appeal a grade, should first discuss the nature of their problem with staff in the Student Life Office for assistance in the proper procedure.

Grade Appeal Procedure

Grade appeals are necessary to protect students from prejudicial, capricious, or arbitrary academic evaluations. There is one grade appeal procedure available to students at Western. Only final grades may be appealed and the burden of proof rests with the student.

Grade appeals must be filed in writing to the instructor of record within a one year period from the end of the semester in which the grade was issued. Grade appeals received after the end of the one year period will not be considered. Western's grade appeal procedure follows:

1. Initial attempts to resolve the matter should first be directed to the course instructor, who shall have 10 working days to respond with a decision.
2. If further action is necessary, the student will next direct the appeal in writing on a Student Grievance/Appeal Form to the appropriate Department Chair. The written appeal should contain supporting documentation, but not personal comments about the instructor. The Department Chair shall have 10 working days to resolve the matter.
3. If the matter remains unresolved at the previous level, only then and not before, should the student discuss the matter with the Dean of Students. The Dean of Students will review the history of the complaint and consult with those involved.

4. If consultation does not resolve the matter to the satisfaction of the student and instructor, the written appeal and supporting documentation will be forwarded by the Dean of Students within 15 working days of receipt to the Campus Grade Appeals Committee. This Committee shall have 20 working days to either uphold or recommend a change of the earlier decision. The decision of the Campus Grade Appeals Committee is final unless procedural irregularities have occurred.
5. The Campus Chancellor and Affirmative Action Committee would be included if the circumstances warrant involvement at that level.

The Campus Grade Appeals Committee shall review student appeals of final course grades as necessary. This committee may uphold the decision of the faculty member or may either recommend or initiate a change of grade.

The Campus Grade Appeals Committee shall consist of members from the following areas: Registrar, Vice Chancellor for Academic Affairs, Affirmative Action Committee member, 2 faculty members from outside the affected department/area, a Student Services representative, and 2 students selected by the Student Senate.

University Policy Grievances

A student grievance must be based on a violation or alleged violation of Western regulations or policies. A grievance may not be based on the student's judgment of an instructor's or administrator's competence.

A grievance must be initiated within one calendar year following the alleged violation. The following procedures outline the primary mechanism for resolution of student grievances:

1. Initial attempts to resolve the matter should be directed to the faculty member or administrator against whom the grievance is directed. The faculty member/administrator shall have 10 working days to respond.
2. If further action is necessary, either party may direct the appeal in writing on

Academic Information

- a Student Grievance/ Appeal Form (available at Administration & Finance Office and Student Life Office) for review and involvement of the case by the Department Chair or the appropriate administrative supervisor. The Department Chair or appropriate administrator will review the history of the complaint and consult with those involved within 10 working days.
3. If a grievance against a faculty member is not resolved by the Department Chair, it will then be forwarded to the Dean of Students, who will have 15 working days to resolve the matter.
 4. If not resolved to the satisfaction of the grievant, the written appeal and supporting documentation will be forwarded by the Dean of Students/ administrator within 15 working days of receipt to the Student Grievance Committee. This Committee shall have 20 working days to recommend a resolution. The decision of the Student Grievance Committee is final unless procedural irregularities have occurred.
 5. The Campus Chancellor and Affirmative Action Committee would be included if the circumstances warrant involvement at that level.
2. If further action is necessary, the appeal must be directed in writing on a Student Grievance/Appeal Form (available at Administration & Finance Office and Student Life Office) for review and involvement of the case by the Department Chair. The Department Chair will have 10 working days from receipt of the appeal to review the history of the complaint and consult with those involved.
 3. If consultation does not resolve the matter to the satisfaction of the faculty member and/or grievant, the Department Chair will forward the written complaint and supporting documentation to the Dean of Students, who will have 15 working days to respond.
 4. If not resolved, the Dean of Students will forward all materials to the Vice Chancellor for Academic Affairs, who shall have twenty working days to act upon the complaint and/or assign the case to a campus committee for recommendation. The assigned committee shall have 20 working days to reach their conclusion(s) and recommend suitable action to the Chancellor. The decision of the Chancellor shall be final.
 5. The Chancellor may refer the matter to the Affirmative Action Committee for review and recommendation. If the complaint is not resolved to the satisfaction of the complainant, he/she will be advised of the right to file with the appropriate Federal and/or State investigatory agency.

It is the intent of Western's grievance procedure that informed attempts be made in every instance of conflict to resolve the concerns of the parties involved. In the event that informed discussion, appeals to campus administrators, or appeals committees are not successful in resolving a student's concern of fair or equitable treatment, students may appeal to Western's Chancellor, then to The University of Montana President, the Commissioner of Higher Education of the State of Montana, and finally to the Montana University System Board of Regents.

No appeals shall be considered that have not followed the established procedures and order of appeal through the appropriate process.

The Student Grievance Committee shall consist of members from the following offices or areas: Registrar, an Affirmative Action Committee member, 2 faculty members from outside the affected department, a Student Services representative, and 2 students selected by the Student Senate. Grievance procedures are also outlined in the Student Handbook.

Professional Conduct Complaints Against Faculty

Students with complaints about the professional conduct or behavior of a faculty member must initiate the concern no later than one calendar year following the alleged violation. The following procedures must be utilized to resolve the matter:

1. Initial attempts to resolve the situation should be directed to the faculty member against whom the complaint is directed. The faculty member shall have 10 working days to respond.

Academic Information

Degree Program Descriptions

Bachelor of Applied Science (BAS)

The Bachelor of Applied Science (BAS) degree program is designed to allow graduates with an Associate of Applied Science (AAS) degree to earn a four-year degree with minimal loss of the time spent and credits earned in obtaining the AAS degree.

Bachelor of Arts (BA)

The Bachelor of Arts degree, which features an Internship or Senior Project/Thesis, is designed to provide the student with a broad, rigorous background while focusing knowledge and skills thematically in preparation for future education and employment. Option areas include Environmental Sciences, Literature & Writing, Preprofessional Health Sciences, Social Science, and Visual Arts. The degree is designed to foster integrative, multidisciplinary thought that will serve the student in lifelong learning and employment.

Bachelor of Science in Business (BS)

The BS in Business is designed to provide students with the entrepreneurial and technological skills to create small business enterprises or to work with individuals, groups, or organizations in a variety of public and private settings. Some examples of employment opportunities for students who complete the degree include but are not limited to: business proprietors, department managers, administrative assistants, software trainers, networking specialists, resort managers, public relations specialists, manufacturing supervisors, advertising and media salespersons, retail managers, and office managers.

The skills assimilated in the program allow graduates to work within a dynamic, technology-driven workplace. The program prepares graduates to immediately enter the job market or to pursue a graduate degree in business or other related fields.

Bachelor of Science in Early Childhood Education (BS)

The Bachelor of Science degree in Early Childhood Education is designed to be accessible to both traditional and place-bound practitioners who are currently working in the early childhood field. Many general education courses are offered online by Western or other campuses within the Montana University System. Early childhood core courses are included in Western's AAS degree in Early Childhood Education and are currently offered in Billings, Bozeman, Dillon, Great Falls, Hamilton, Havre, Helena, and Missoula. Early childhood specialty courses are offered through online and intensive (weekend, week-long) coursework.

Bachelor of Science in Elementary Education (BS)

For prospective elementary teachers, this specialization process is a comprehensive program designed for assignments in kindergarten through eighth grade. Graduates are qualified to instruct in either a self-contained or departmentalized classroom.

Elementary Education is a complete program by itself containing all the subjects commonly found in elementary schools, thus, no Minor is required. Students, however, may select a Minor, particularly if they plan to teach in the intermediate, middle school, or junior high grades (see Available Minors for BS: Teacher Education).

Bachelor of Science in Secondary Education (BS)

Students prepared for secondary teaching can instruct in grades five through twelve (5-12) in the subject for which they are endorsed under Montana educator licensure. Completion of a Broadfield, Major, or Minor leads to endorsement. Candidates for the initial educator licensure in secondary or K-12 must take at least one endorsement Minor in a field separate from the Major/

Broadfield concentration. The exceptions to the Minor requirement are the Broadfields in Art K-12, Business, General Science, and Social Science. Students will find that multiple endorsements are an advantage for employment in rural states like Montana.

Associate of Arts (AA)

The Associate of Arts degree is a two-year liberal arts degree, generally with emphasis on the humanities and/or social sciences. It is generally considered a transfer or college/university parallel program at the freshman and sophomore level. Students should plan their programs with one of these goals in mind.

Students planning to complete a baccalaureate degree program not offered at Western should consider the possibility of taking an AA degree at Western, then transferring to the college/university of their choice to complete the final two years of their intended four-year degree. Students planning to transfer should contact officials at the college/university to which they intend to transfer regarding the applicability of specific UM-Western courses to the student's intended program of study.

Associate of Science (AS)

The Associate of Science degree is a two-year liberal arts/sciences program, generally with an emphasis in the natural, physical, or social sciences. It is generally considered a transfer or college/university parallel program at the freshman and sophomore level. Students planning to complete a baccalaureate degree program not offered at Western should consider the possibility of taking an AS degree at Western, then transferring to the college/university of their choice to complete the final two years of their intended four-year degree program. Students should select courses carefully to ensure that the program will transfer in its entirety. Students should consult with officials at the college/university to which they intend to transfer regarding the applicability of specific Western courses to the intended program of study.

Academic Information

Associate of Science: Business Administration 2+2

The Business Administration 2+2 program is a two-year program designed for students who plan to continue into Western's BS degree in Business or who plan to transfer to UM-Missoula to complete a bachelor's degree in Business Administration. Students who complete this 2+2 program may apply for the Associate of Science degree if all requirements are completed.

The suggested course of study is rigorous with little flexibility but affords the student a good base of business knowledge and the General Education Requirements needed for transfer into any business/communications bachelor's degree at Western, UM-Missoula, or other four-year business degree program.

Associate of Applied Science (AAS)

The Associate of Applied Science degree is a two-year program of study intended to provide graduates with entry-level employment skills in an area of specialization or technical emphasis. Because of the applied technical nature of the program, AAS degrees are not designed for transfer to other colleges. However, UM-Western AAS graduates can apply this associate degree program toward the first two years of the Bachelor of Applied Science degree at Western. Students can choose from the following AAS subject areas at Western: Business (with Options), Early Childhood Education, Education Studies, Equine Studies (with Options), and Tourism & Recreation. Students planning to earn the AAS degree at Western must complete a minimum General Education core of 18-20 credits that includes courses in written and oral communication, arts/humanities, social science, mathematics, and science (these courses are considered part of the "program requirements" for an AAS degree).

Preprofessional Programs

Preprofessional programs should be planned to meet the needs of individual students and the requirements of the professional program/school to which the student will transfer. In consultation with the appropriate Western faculty advisor and professional school representative, the student should plan a program to meet the desires and requirements of the professional school the student wishes to attend.

Many medical and veterinary schools prefer students who are well grounded in the fundamentals of science and who also have a sound liberal arts base. UM-Western can provide comprehensive preparation in a four-year program. Most medical schools require as a minimum courses in mathematics, physics, English, biology, and chemistry. Since some schools have additional requirements, students should contact representatives at professional schools for assistance in course selection. Students transferring to bachelor's degree nursing schools should carefully plan their program to include not more than a basic two-year pre-professional program at Western. Students planning programs in nursing should consult with representatives at the degree-granting institution regarding proper course selection at Western.

Law schools in the United States select students who show high promise in the analysis of abstract materials, written and oral expression, and general academic excellence. The pre-law advisor assists students with selection of courses, pre-law requirements, and general preparation for application to law school. Pre-law students select various majors, depending on their interests.

Students planning to pursue careers in engineering should be able to satisfy the mathematics, physics, and chemistry requirements prior to transferring to a professional engineering school. Depending upon the engineering profession selected, students may be required by the engineering school to take additional upper level courses in these subject areas. Faculty advisors at the transfer institution should be consulted when developing a plan to pursue programs of study in engineering.

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General Studies

A student wishing more time to select a Major will be enrolled in the general studies program but should declare a Major area of study with the Registrar's Office no later than the third semester in order to complete degree requirements within the normal eight semesters.

Cooperative Education

Cooperative Education offers learning opportunities to integrate classroom theory with actual practice. Relevant work experiences broaden career horizons and enrich traditional campus programs.

Cooperative Education credit is offered for appropriate work experiences while the student is enrolled at Western. Contact Bill O'Connor, Cooperative Education Director, (406) 683-7152.

School of Outreach

Continuing Education

Continuing education programs go beyond the traditional university course offerings to provide students with more choices. Credit and non-credit courses are offered evenings, weekends, May Interim, and Summer Session.

Extended Studies

Many courses, taught by Western faculty or by approved temporary faculty, are offered in other Montana communities. A school official or community representative should contact the School of Outreach to request assistance or to propose a course offering.

Non-credit classes, programs, conferences, and seminars are offered at Western in the areas of science, skill building, arts, sports and recreation, and children's summer camps. Computer, professional development, hobby and craft classes for teenagers and adults are also offered.

Academic Information

Summer School

Summer session offerings include degree-oriented courses, workshops, and institutes. May Interim is a one-month session held between Spring Semester and the first summer term. May Interim and Summer Session allow students to accelerate a degree, pick up additional endorsements, and make up failed courses. Tuition and fees are consistent with Fall and Spring Semester costs.

*Child Development Associate Program (CDA)

Western offers training toward the national Child Development Associate (CDA), a competency-based training and assessment program for current and future teachers of young children. Western's CDA program consists of 24 semester credits in Early Childhood Education including coursework, one-on-one conferencing, assessment of teaching skills, individual training plans, preparation toward a national assessment (Child Development Associate credential), and first-hand experience working with

children. Western currently has field sites in Billings, Bozeman, Butte, Dillon, Great Falls, Hamilton, Havre, Helena, and Missoula.

Courses required for the CDA:

ED 142/143 Intro to Early Childhood/Lab
ED 144/145 Creat Environ for Learning/Lab
ED 240/241 Positive Child Discipline/Lab
ED 242/243 Meeting Needs of Family/Lab
ED 246/247 Early Child Professional/Lab
ED 250/251 Child Growth & Develop/Lab
ED 320/321 Early Childhood Curric I/Lab
ED 324/325 Early Childhood Curric II/Lab

These courses may also be used as a component of Western's AAS degree in Early Childhood Education and in the Education Minor in Early Childhood Education. This is an articulated degree through Tech Prep.

For an advanced educational opportunity in early childhood, see AAS: Early Childhood Education, page 107.

Graduate Studies

The University of Montana-Missoula offers graduate courses through UM-Western on the campus of Montana Tech of The University of Montana in Butte. UM-M schedules graduate coursework at Butte each semester, including summer. UM-M also features a variety of graduate-level courses that may be used as electives in the graduate program and workshops that meet the continuing education needs of professional educators. For more information about the UM-M graduate program or to obtain an M.Ed. program brochure, contact Julie Fifield, The University of Montana, Missoula MT 59812, (406) 243-4217.

The Bachelor's Degrees

General Education Philosophy & Outcomes Criteria

The Bachelor's Degrees

Western awards the following Bachelor's degrees:

- Bachelor of Applied Science (BAS)**
- Bachelor of Arts (BA)**
- Bachelor of Science in Business (BS)**
- Bachelor of Science in Early Childhood Education (BS)**
- Bachelor of Science in Elementary Education (BS)**
- Bachelor of Science in Secondary Education (BS)**

Candidates for the Bachelor of Arts and Bachelor of Science degrees normally follow a four-year program, while candidates for the Bachelor of Applied Science degree normally follow a two-year program after completion of an AAS (Associate of Applied Science) degree. Bachelor's degrees within the

Montana University System normally require the completion of at least 120 credit hours but certain degrees, such as Western's BS in Education, require a minimum of 128 credit hours for graduation with institutional and cumulative grade point averages of at least 2.50. (*NOTE: some baccalaureate degrees require a 2.00 GPA.*)

The baccalaureate degree is conferred upon completion of the proper curriculum. Refer to various degree/curriculum outlines for specific course requirements, and to General Graduation Requirements for general graduation information and graduation application procedures.

The equivalent of one academic year, or two semesters of full-time resident study, is required of any student planning to earn a bachelor's degree at Western. During this

period the student must earn not fewer than 30 semester credits. A minimum of 20 credits of the last 30 semester credits must be in residence.

Candidates for a second bachelor's degree must complete a minimum of 30 credits and two semesters in residence, as well as the courses to satisfy the requirements of the second degree. In the case where the first bachelor's degree was earned at Western, a minimum of 15 credits toward the second degree must be taken in residence.

A student working toward two baccalaureate degrees at the same time must complete the courses required in both curricula and also complete a minimum of 30 credits beyond the minimum credits required for one of the degrees. A written notice of intent must be filed with the Registrar's Office at least one semester before graduation.

General Education Philosophy & Outcomes Criteria

Philosophy

The General Education program exposes students to a broad base of academic skills, analytic strategies, and general knowledge required for lifelong learning, active participation, and problem-solving in their personal and professional lives. Specifically, the General Education program focuses on an understanding of the fundamental theories about our world and the processes used to further an understanding of those theories. As a result of their General Education program, students should have a better understanding and appreciation of their individual, social, cultural, and natural environments.

Outcomes Criteria

The General Education program requires competence in:

1. written and oral communication;
2. quantitative reasoning;
3. critical analysis and logical thinking;
4. literacy in the discourse or technology appropriate to the program of study.

Students who have successfully completed the General Education program should:

1. have a working knowledge of the fundamental principles of the natural sciences, social sciences, and humanities;
2. be able to use appropriate reasoning skills to interpret and analyze content in the natural sciences, social sciences, and humanities, and have experience using these reasoning skills;
3. have a basic understanding of current research methods of the natural sciences, social sciences, and humanities;
4. recognize that their natural, social, and cultural environment is understandable through rigorous empirical study;
5. recognize that ideas are not static, but rather are dynamic and change over time.

The Bachelor's Degrees- General Education Core Requirements

General Education Core Requirements

(Required for all AA, AS, BAS, BA, and BS* degrees)

Foundational Courses 12-14 cr.

All four of the following:

ENG 101 Freshman Composition 3

ENG 131 Oral Communication 3

*COMS 101 Introduction to Computers 3

MATH 104 Math for Liberal Arts

(or higher level math course) 3-5

*Students may take COMS 135 or COMS 234 to satisfy the General Education requirement either by testing out of COMS 101 (on the first day of class) or by consent of instructor.

Behavioral & Social Sciences 9 cr.

One 100- or 200-level course
from ANTH/PSY/SOC rubrics 3

One 100- or 200-level course
from HIST rubric 3

One of the following 3
ECON 251 Prin of Macroeconomics (3)
ECON 252 Prin of Microeconomics (3)
GEOG 102 Human Geography (3)
GEOG 202 Region Geog/No America (3)
POLS 121 American Government (3)

Natural Sciences 6-8 cr.

Successfully complete two 100- or 200-level
courses from any two science rubrics--

BIO/CHEM/GEOL/PHYS 6-8

Arts & Humanities 6 cr.

Two of the following 6

FA 101 Intro to Creative & Perf Arts (3)

PHIL 100 Intro to Philosophy (3)

ENG Literature Series:

ENG 161 Mystery/Detective Fiction (3)

ENG 162 Folk & Fairy Tales (3)

ENG 163 Fantasy & Science Fiction (3)

ENG 164 Humor (3)

ENG 165 Horror (3)

ENG 166 Literature & Politics (3)

ENG 167 Literature & Gender (3)

ENG 168 Lit & the Environment (3)

ENG Writing Series:

ENG 204 Creative Writ Workshop (3)

ENG 230 Magical Realism (3)

ENG 235 Literature of Borderlands (3)

ENG 259 Lit as Popular Culture (3)

ENG 262 Women's Lit Traditions (3)

ENG 263 Early American Voices (3)

ENG 264 American Romance (3)

ENG 265 Realists, Naturalists,

Modernists (3)

ENG 266 Generations & Conflicts (3)

ENG 273 The Oral Tradition (3)

ENG 274 The Manuscript Tradition (3)

ENG 275 The Print Culture (3)

ENG 276 The Declining Empire (3)

ENG 279 Fund of Lit Theory (3)

ENG 280 Visions of America (3)

General Education Core Total Credits 33-35

**NOTE: BS Elementary and Secondary Education students should refer to the Professional Education requirements of their respective degree for a list of additional program course requirements for their degree. Some General Education courses that are options for other students may be requirements in the BS degrees.*

General Education Core MUS Regents Transfer Policy

The Montana University System is committed to facilitating the ease of undergraduate student transfer to its campuses. Therefore, all campuses of the Montana University System will recognize the integrity of General Education programs offered by units of the Montana University System and the three publicly supported community colleges in Montana. According to MUS Board of Regents policy, undergraduate students who have completed an approved General Education program of between 30 and 45 lower division credit hours at one of the institutions noted above and who transfer to another of those institutions will be considered to have met the lower division General Education requirements of the campus to which the students have transferred. Students who have not completed such an approved General Education program will have their transcript evaluated for transfer purposes using the Statewide Core Curriculum and Community College Transfer Guide.

UM-Western General Education Core Catalog Change Policy

Students who begin their studies under one UM-Western catalog then switch to another Western catalog and who complete all General Education requirements under any catalog in effect during their period of matriculation (assuming there has been no interruption in terms of attendance and none of the catalogs being followed/used are more than 6 years old) will also be able to apply their completed General Education requirements as a package toward fulfilling the General Education requirements of the new catalog.

It is the student's responsibility to request transfer of valid General Education packages between catalogs and to inform the faculty advisor of such intent.

Depending upon the major program into which the student transfers, additional lower division requirements may still be necessary for the transfer student to complete as part of the published programmatic prerequisites.

The Bachelor's Degrees-BAS, BA

Bachelor of Applied Science (BAS)

The Bachelor of Applied Science (BAS) degree program is designed to allow graduates with an Associate of Applied Science (AAS) degree to earn a four-year degree with minimal loss of the time spent and credits earned in obtaining the AAS degree. Students may take/apply for one of Western's AAS degrees to meet the associate degree portion of the BAS. In most cases, students will need to take an additional two years of study and earn an additional 60 credits beyond the AAS degree. Students will be encouraged to take as many 300- and 400-level courses as are appropriate to the student's program. The course of study includes:

1. **Earned Associate of Applied Science (AAS) degree** from a regionally accredited institution;
2. Completion of at least **60 semester credits beyond the student's AAS degree** (at least 30 of these credits must be upper division 300- or 400-level courses approved by the student's advisor). These 60 credits must be approved by the Vice Chancellor for Academic Affairs no later than the end of the first term of enrollment in the BAS program, and the Residency Requirement for a Bachelor's Degree at Western applies;
3. Completion of UM-Western **General Education Core** (p. 55) or completion of an approved General Education curriculum at another Montana University System campus. General Education courses will transfer on a course-by-course basis if an entire General Education curriculum has not been completed at another MUS campus;
4. Completion of a **Support/Emphasis area of 18 credits** individually designed by the student in consultation with an advisor and approved by the Vice Chancellor for Academic Affairs in one of the following areas:
 - Fine Arts & Humanities (music, drama, art, English, philosophy, foreign language, humanities);
 - Business (business, economics, computer science, tourism & recreation);
 - Early Childhood Education;
 - Health & Physical Education;
 - Industrial Technology;
 - Mathematics;
 - Natural Science (biology, chemistry, geology, physics);
 - Social & Behavioral Science (history, geography, political science, anthropology, sociology, psychology); or
 - Interdisciplinary Core (approved by student's advisor).

Bachelor of Applied Science Summary

- AAS Credit **60**
- General Education Core **33-35**
(fewer if Gen Ed courses transfer from AAS)
- Support/Emphasis Area **18**
- Electives to satisfy above degree requirements **7-9**

BAS Degree Total Credits .. 120

Bachelor of Arts (BA)

The Bachelor of Arts (BA) degree program combines the development of knowledge and understanding with application to satisfy the need for a broadly based education in a modern world. Practical applications include employment in a wide range of areas that require strong communication skills and an understanding of the interconnections among many disciplines. The BA also provides a broad foundation for continued work at the graduate level. The course of study includes:

1. Complete **General Education Core** curriculum of 33-35 credits (page 55).
2. Completion of a core of **Integrative Elective Courses** approved by student's faculty advisor. A maximum of 6 credits can be lower division. At least half of the Integrative Elective credits must be **outside** the Option Area and/or Related Area.
3. Complete an **Option area** curriculum from one of the following:
 - Environmental Sciences
 - Literature & Writing
 - Preprofessional Health Sciences
 - Social Science
 - Visual Arts
4. Complete a second category of Option area referred to as a **Related Area**. For each BA Option area curriculum there are a number of suggested Related Areas. However, an innovative part of the BA degree is that students are free to choose any Option/Related Area combination in consultation with the student's faculty advisor. Students should note when selecting a final program of study that combining certain Option/Related Areas may result in additional prerequisite course requirements.

BA Related Areas:

- | | |
|-------------------------------|---|
| *The American West | *Psychology |
| *Applied Health Sciences | *Society & Culture |
| *Applied Mathematical Science | *Sociology |
| *Biology | *Sustainable Natural Resource Management |
| *Business | *Visual Arts (<i>may not be taken with Visual Arts Option Area</i>) |
| *Crafts | *Western Culture |
| *Creative Writing | *Wildlands Interpretation |
| *Drama | *Wildlands Therapy |
| *Environmental Geochemistry | *Wildlife Biology |
| *Geology | *Women's Studies |
| *Health & Human Performance | |
| *History | |
| *Music | |
| *Political Science | |
| *Pre-Law | |

The Bachelor's Degrees-BA

5. Complete a **400-level thesis/senior project or internship/cooperative education** in consultation with the student's faculty advisor. The thesis/senior project involves designing and implementing a research project in conjunction with the student's advisor and the writing of a thesis on this project. Such a project allows a student to develop original and in-depth knowledge in a subject area of interest to the student. Students who opt to do the thesis/senior project are better prepared for similar types of projects required in many graduate and professional programs. The internship/cooperative education program gives students the opportunity to participate in work situations that connect their academic studies with the work world. Students develop contracts in conjunction with their faculty advisor and supervising employer outlining the objectives to be achieved. Such experiences often lead to permanent employment opportunities with the same or similar employers.

6. Completion of a minimum of 120 total credits.

Graduation Requirements for Bachelor of Arts Candidates

Grades:

In order to graduate with a Bachelor of Arts degree from UM-Western, a student must earn a grade of "C" or higher in every course required for the specific Option, including courses taken to fulfill Related Areas and required Integrative Electives.

Capstone Experience:

Each student will complete a senior project, thesis, or internship that integrates the student's subject knowledge, creativity, and problem solving skills. Students will present their results in both oral and written forms. Guidelines for these presentations are available from department chairs or from the Dean of Arts & Sciences.

BA Degree Total Credits.....120

College of Arts & Sciences Entrance Requirements

To earn a Bachelor of Arts degree at The University of Montana-Western, students must first be admitted into the Program in Arts & Sciences, doing so typically during the second year of study at Western. Admission into the program allows students to take upper division (300- or 400-level) courses. Prior to admission into the program, students will not be allowed to take upper division courses without the permission of the Dean of Arts & Sciences. In addition, each department may have specific criteria for admission into their Option Areas or Related Areas in addition to those for admission into the College of Arts & Sciences, as listed below.

1. Completion of an application for admission to the Program in Arts & Sciences, including a letter stating the student's reasons for wanting to be admitted into the program, as well as a statement of the student's professional goals. The purpose of the letter is not to judge the student's goals, but to assess the student's understanding of the Option and Related Areas in relation to the student's professional goals. The letter should be written by the student in consultation with the student's faculty advisor/department sponsor.
2. Completion of 24 credits of the General Education curriculum, including all four Foundational courses.
3. Completion of at least 42 semester-hours of total credit toward graduation.
4. A cumulative GPA of 2.5 or higher.
5. Completion of the Declaration of Area of Study either by submitting the paper form or by completing the form on the campus web page.
6. Successfully meeting the specific admission criteria established by the department in question for admission into its Option and Related Areas.

Each student will complete the admission process by submitting a completed application file to Cathi Love, ADM 101. The file will contain the application form and the student's letter of professional goals, as well as providing documented evidence (current transcript) that the student has met all of the above criteria. This application file will be maintained in the office of the Dean of Arts & Sciences.

To apply for admission into the Program in Arts & Sciences for any Fall Semester,

students must submit their completed file to the Dean of Arts & Sciences by March 1st of the previous semester. To apply for admission into the program for Spring Semester, the application deadline is October 1st of the previous semester.

The Dean of Arts & Sciences will evaluate the admission applications in close consultation with the Programs in Arts & Sciences Committee (PASC). Notification of entrance decisions will be made in writing to the student by April 1st for Fall admission and by November 1st for Spring admission.

Appeals:

Students who feel that they have been unfairly denied admission to a BA program, or that there are extenuating circumstances to be considered when they fail to meet the published criteria, may file an appeal directly to the relevant department chair presenting their case for admission. The department chair has 10 working days to respond. If the student is unsatisfied with the chair's decision, a petition may be filed with the Program in Arts & Sciences Committee (PASC). The committee will have 10 working days to hold a hearing on the student's petition, at which the student is allowed to present information. Following the hearing, the committee will have 5 working days to respond. In the event the student is still unsatisfied with the committee's decision, a written appeal may be made to the Vice Chancellor for Academic Affairs, who must respond within 10 working days, and whose decision is final.

The Bachelor's Degrees-BA: Related Areas

Overview of Related Areas for Bachelor of Arts Degree

THE AMERICAN WEST 24 cr.

ANTH 201 Amer Indian Ethnography	3
ENG 235 Lit of the Borderlands	3
ENG 262 Women's Lit Traditions	3
ENG 337 Writer of the Amer West	3
ENG 338 Montana Writers	3
ENVS 101 Career Orient/Wldlnds Guides	3
GEOG 230 Geology of the Amer West	3
HIST 371 Hist of MT & Amer West	3

APPLIED HEALTHSCIENCES .. 30 cr.

SOC 115 Intro to Sociology	3
BIO 341 Cell & Molecular Biology	4
BIO 262 Microbiology	4
CHEM 331 Organic Chemistry	4
CHEM 332 Organic Chemistry	4
HHP 315 Anatom/Mechan Kinesiol	4
HHP 364 Nutrition	3
PHYS 234 General Physics	4

APPLIED MATHEMATICAL

SCIENCE 29-30 cr.

MATH 153 Calculus I	4
MATH 251 Calculus II	4
MATH 363 Linear Algebra	4
PHYS 234 General Physics	4
*PHYS 235 General Physics	4
PHYS 340 Topics in Modern Phys: Mechanics	3
Two of the following three	10-11
*MATH 361 Found/Higher Math (3)	
*MATH 401 Math Modeling (4)	
*PHYS 401 Topics Modern Phys: Intro/Quantum Mechanics (4)	

BIOLOGY 25-27 cr.

BIO 151 Zoology	4
BIO 152 Botany	4
BIO 341 Cell & Molecular Biology	4
BIO 343 Genetics & Evolution	4
BIO 477 Ecology	4
Two of the following six	6-8
*BIO 262 Microbiology (4)	
*BIO 273 Entomology (4)	
*BIO 351 Systematic Botany (3)	
*BIO 473 Ornithology (3)	
*BIO 475 Mammalogy (3)	
*BIO 479 Vertebrate Zoology (3)	

BUSINESS 21 cr.

BUS 201 Entrepreneurship	3
BUS 217 Bus & Electronic Comm	3
BUS 241 Financial Accounting	3
COMS 135 Microcomptr Applic	3
BUS/ECON Elective (300 or higher)	3
One of the following two	3
BUS 281 Business Law I (3)	
BUS 282 Business Law II (3)	
One of the following two	3
BUS 325 Mgt & Org Behavior (3)	
BUS 329 Human Resources Mgt (3)	

CRAFTS 21 cr.

21 credits in consultation with advisor from the following	21
ART 232 Ceramics (3)	
ART 347 Glass Blowing (3)	
ART 380 Artist Blacksmithing (3)	
ART 422 Jewelry (3)	
ART 423 Jewelry (3)	
ART 479 Adv Stu-Art Blacksmith (3)	
ART 481 Adv Stu-Crafts (3)	
ART 484 Adv Stu-Ceramics (3)	
ART 489 Adv Stu-Glassblowing (3)	

CREATIVE WRITING 26-27 cr.

Two of the following four	6
ENG 301 Poetry Workshop** (3)	
ENG 302 Fiction Workshop** (3)	
ENG 303 Nonfiction Workshop** (3)	
ENG 304 Plywr/Scrtwrt Wkshp** (3)	
**Prereq: ENG 204 Creat Writ Wkshop	
Two of the following four	6
ENG 401 Adv Poetry Wkshp (3)	
ENG 402 Adv Fiction Wkshp (3)	
ENG 403 Adv Nonfiction Wkshp (3)	
ENG 404 Adv Playwrt/Scriptwrit (3)	
Five of the following seven	14-15
DR 401 Creative Drama (3)	
ED 466 Storytelling (2)	
FA 301 Contemp Arts Issues (3)	
ENG 313 Writing for Publication (3)	
ENG 314 Editorial Workshop (3)	
ENG 453 Genre Seminar (3)	
ENG 479 Sem in Lit Theory (3)	

DRAMA 20-23 cr.

<i>Check with Vice Chancellor for Academic Affairs regarding continuing availability of this Related Area.</i>	
DR 243 Stagecraft	2
DR 276 Acting	3
DR 441 Drama/Theatre History	3
ENG 280 Visions of America	3
ENG 455 Shakespeare	3
Select 6-9 credits from the following	6-9
DR 217 Theatre Practicum (1-2)	
DR 241 Play Production (3)	
DR 346 Theatre for Youth (2)	
DR 401 Creative Drama (2)	
ED 466 Storytelling (2)	
ENG 304 Playwrt/Scriptwrit (3)	
HUM/ED/ENG 291/391/491 Film Courses (1-3)	

ENVIRONMENTAL

GEOCHEMISTRY 28 cr.

BIO 341 Cell & Molecular Biology	4
CHEM 331 Organic Chemistry	4
CHEM 332 Organic Chemistry	4
*CHEM/GEOG 431 Environ Geochem	4
*GEOG 226 Rocks/Minerals/Resources	4
*GEOG 378 Surficial Processes	4
*GEOG 480 Hydrogeology	4

GEOLOGY 28 cr.

*GEOG 226 Rocks/Minerals/Resources	4
*GEOG 330 Structure & Tectonics	4
*GEOG 378 Surficial Processes	4
*GEOG 409 Geology Seminar	4
*GEOG 431 Envir Geochemistry	4
*GEOG 432 Depositional Environ	4
*GEOG 480 Hydrogeology	4

**class offered alternate years; plan schedule accordingly*

The Bachelor's Degrees-BA: Related Areas

HEALTH & HUMAN

PERFORMANCE 28-29 cr.

- *BIO 371 Anat & Physiol 4
- *BIO 372 Anat & Physiol 3
- HHP 102 Fitness for Life 3
- HHP 311 Athletic Training I 4
- HHP 315 Anatom/Mechan Kinesiol 4
- HHP 317 Physiol/Psychol Kinesiol 4
- HHP 410 Athletic Training II 3
- HHP 472 Adult Fitness Principles 3

**Note: If already taking BIO 371 & 372 for Preprofessional Health Sciences Option, student will take PHYS 234 General Physics (4) and BIO 341 Cell & Molecular Biology (4) for HHP Related Area requirements.*

HISTORY 24 cr.

- HIST 371 Hist of MT & Amer West 3
- HIST 409 Seminar 3
- HIST 441 Historiography 3
- POLS 413 American Diplomacy 3
- One** of the following two 3
 - HIST 225 Africa/Lat Am/Mid East (3)
 - HIST 240 History of Far East (3)
- One** of the following four 3
 - HIST 320 Mod German History I (3)
 - HIST 321 Mod German History II (3)
 - HIST 380 19th Century Europe (3)
 - HIST 381 20th Century Europe (3)
- One** of the following three 3
 - HIST 325 History of Mass Media (3)
 - HIST 363 US Since 1945 (3)
 - HIST 462 Centennial America (3)
- One** of the following eleven 3
 - ART 411 Art History I (3)
 - ART 412 Art History II (3)
 - ENG 264 Amer Romance (3)
 - ENG 265 Real/Natur/Modernists (3)
 - ENG 274 Manuscript Tradition (3)
 - ENG 275 The Print Culture (3)
 - ENG 320 Lit in Translation (3)
 - GSCI 401 Hist & Phil of Science (3)
 - MATH 460 Hist of Mathematics (3)
 - MUS 202 Intro to Music Lit (3)
 - MUS 461 Music History I (3)

MUSIC 21 cr.

- MUS 115 Beginning Guitar 2
- MUS 131 Music Theory I 2
- MUS 132 Music Theory II 2
- MUS 141 Applied Musicianship I 2
- MUS 142 Applied Musicianship II 2
- MUS 162 Voice in Class 2
- MUS 182 Piano in Class I
 - OR MUS 183 w/instructor approval .. 2
- MUS 202 Intro to Music Lit 3
- MUS 461 Music History 3
- One** of the following two 1
 - MUS 316 Concert Band (1)
 - MUS 365 Vocal Ensemble (1)

POLITICAL SCIENCE 27 cr.

- GEOG 441 World Resources 3
- POLS 121 American Govt 3
- POLS 131 Intnatl Relations 3
- POLS 313 American Diplomacy 3
- POLS 321 Compar Govt 3
- POLS 351 Politics of Develop World 3
- POLS 360 Legis/Presidential Politics 3
- POLS 373 State & Local Govt 3
- One** of the following three 3
 - HIST 325 Hist of Mass Media (3)
 - SOC 310 Social Movements (3)
 - SOC 315 Political Sociology (3)

PRE-LAW 21 cr.

- HIST 441 Historiography 3
- HIST 462 Centennial America 3
- POLS 131 Intnatl Relations 3
- POLS 360 Legis/Presidential Politics 3
- POLS 373 State & Local Govt 3
- SOC 315 Political Sociology 3
- SOC 485 Gender/Econ/Soc Change 3

PSYCHOLOGY 27 cr.

- PSY 100 General Psychology 3
- PSY 230 Intro to Helping Professions 3
- PSY 201 Intro to Cognition 3
- PSY 240 Intro to Group Dynamics 3
- PSY 265 Intro to Motivation 3
- PSY 360 Learning & Memory 3
- PSY 385 Psych of Social Adjust 3
- PSY 477 Psych of Personality 3
- PSY 452 Social Psychology 3

SOCIETY & CULTURE 21 cr.

- PSY/SOC 220 Intro/Soc Sci Res Meth 3
- ANTH 305 Community Ethnography 3
- PSY 385 Psych of Social Adjustment 3
- SOC 310 Social Movements 3
- SOC 315 Political Sociology 3
- SOC 475 Cultural Ecology 3
- SOC 485 Gender/Econ/Soc Change 3

SOCIOLOGY 21 cr.

- SOC 220 Intro to Soc Sci Rsrch Meth 3
- SOC 230 Intro to Helping Professions 3
- SOC 310 Social Movements 3
- SOC 315 Political Sociology 3
- SOC 425 Indigenous People in 20th Cent 3
- SOC 475 Cultural Ecology 3
- SOC 485 Gender/Econ/Social Change 3

SUSTAINABLE NATURAL

RESOURCE MANAGEMENT 30 cr.

- BIO 471 Wildlife Ecology & Mgt 4
- BIO 477 Ecology 4
- ***ECON 434 Resource Economics 3
- *ENVS 381 Environmental Law 4
- *ENVS 431 Sustainable Resource Mgt 4
- ENVS 480 Environ Interpretation 4
- *GEOL 378 Surficial Processes 4
- One** of the following two 3
 - ANTH 425 Economic Anthro (3)
 - SOC 475 Cultural Ecology (3)

****class offered on demand*

VISUAL ARTS 21 cr.

(Not to be taken with BA: Visual Arts Option)

- ART 141 Basic Drawing 3
- ART 143 2-D Design/Color Theory 3
- ART 221 3-D Design/Crafts 3
- One** of the following two 3
 - ART 242 Figure Drawing (3)
 - ART 343 Printmaking (3)
- One** of the following two 3
 - ART 361 Watercolor (3)
 - ART 367 Oil Painting (3)
- One** of the following two 3
 - ART 231 Ceramics (3)
 - ART 371 Sculpture (3)
- One** of the following two 3
 - ART 411 Art History I (3)
 - ART 412 Art History II (3)

**class offered alternate years; plan schedule accordingly*

The Bachelor's Degrees-BA: Related Areas

WESTERN CULTURE 21 cr.

- ART 411 Art History 3
- ART 412 Art History 3
- MUS 202 Intro to Music Lit 3
- MUS 461 Music History I 3
- HIST 381 20th Cent Europe 3
- One** of the following two 3
 - ENG 455 Shakespeare (3)
 - ENG 452 Major Genre: Drama (3)
- One** of the following three 3
 - HIST 101 Hist of West Civ I (3)
 - HIST 102 Hist of West Civ II (3)
 - HIST 380 19th Cent Europe

WILDLANDS

INTERPRETATION 27-29 cr.

Select **one** Emphasis from the following two:

Biology Emphasis.....27-28 cr.

- BIO 151 Zoology 4
- BIO 351 Systematic Botany 3
- BIO 477 Ecology 4
- *ENVS 260 Wildlands Skills 2
- *ENVS 352 Environmental Education 3
- *GEOL 230 Geol of American West 4
- ENVS 480 Envir Interpretation 4
- One** of the following three 3-4
 - *BIO 273 Entomology (4)
 - *BIO 473 Ornithology (3)
 - *BIO 475 Mammology (3)

Geology Emphasis.....29 cr.

- BIO 151 Zoology 4
- *ENVS 260 Wildlands Skills 2
- ENVS 352 Environmental Education 3
- ENVS 480 Envir Interpretation 4
- *GEOL 226 Rocks/Minerals/Resources ... 4
- *GEOL 230 Geol of American West 4
- *GEOL 432 Depositional Environ 4
- One** of the following three 4
 - *GEOL 330 Structure & Tectonics (4)
 - *GEOL 378 Surficial Processes (4)
 - *GEOL 431 Envir Geochemistry (4)

WILDLANDS THERAPY 30 cr.

- *ENVS 260 Wildlands Skills 2
 - ENVS 352 Envir Education 4
 - ENVS 480 Envir Interpretation 4
 - *GEOL 230 Geol of American West 4
 - HHP 231 First Aid & Safety
 - OR Equivalent 1
 - PSY/SOC 230 Intro Help Professions 3
 - *PSY 360 Learning & Memory** 3
 - One** of the following two 3
 - *PSY 238 Intro Abnormal Psych (3)
 - *PSY 438 Abnormal Psych** (3)
 - One** of the following two 3
 - *PSY 265 Intro/Mot-Theor/Prac (3)
 - *PSY 365 Motiv-Theor/Prac** (3)
 - One** of the following two 3
 - *PSY 240 Intro Group Dynamics (3)
 - *PSY 440 Group Dynamics** (3)
- **Prereq: PSY/SOC 220**

WILDLIFE BIOLOGY 29-30 cr.

- BIO 151 Zoology 4
- BIO 152 Botany 4
- BIO 343 Genetics & Evolution 4
- BIO 471 Wildlife Ecology & Mgt 4
- *BIO 473 Ornithology 3
- *BIO 475 Mammalogy 3
- BIO 477 Ecology 4
- One** of the following five 3-4
 - *BIO 273 Entomology (4)
 - BIO 341 Cell & Molecular Biol (4)
 - *BIO 479 Vertebrate Zoology (3)
 - ENVS 480 Envir Interpretation (4)
 - *GEOL 378 Surficial Processes (4)

WOMEN'S STUDIES 24 cr.

- HIST 391 Women's History 3
- PSY 220 Intro Soc Sci Res Meth 3
- SOC 485 Gender, Econ & Soc Change 3
- One** of the following two 3
 - ENG 262 Women's Lit Tradition (3)
 - ENG 362 Seminar in Women's Lit (3)
- One** of the following two 3
 - HIST 362 African-American Hist (3)
 - HIST 363 US Since 1945 (3)
- One** of the following two 3
 - PSY/SOC 452 Social Psychology (3)
 - PSY 385 Psych of Social Adjust (3)
- One** of the following three 3
 - ANTH 425 Economic Anthro (3)
 - SOC 425 Indig Peoples 20th Cent (3)
 - SOC 405 Social Stratification (3)
- One** of the following two 3
 - FA 301 Contemp Arts Issues (3)
 - ENG 479 Seminar in Lit Theory (3)

**class offered alternate years; plan schedule accordingly*

The Bachelor's Degrees-BA: Options & Related Areas

BA: Environmental Sciences Option

The BA: Environmental Sciences option is designed to prepare students to face the challenges and diverse career opportunities that exist within the broad discipline of the environmental sciences. Offering environmental sciences within the broad context of a liberal arts degree stresses the recognition that people who are broadly educated in the sciences and who have excellent communication skills are most likely to find a niche in today's rapidly evolving environmental sciences marketplace. The program curriculum emphasizes breadth and integration rather than specialization because the rapidly evolving frontiers of science require people who are flexible and able to learn new job skills throughout their careers.

Internship possibilities exist with State and Federal organizations as well as with private environmental organizations. There are many potential thesis topics for those interested in studying the surrounding natural environment.

Many careers for those with a BA: Environmental Sciences Option are available in the area of natural resources study and management. Those with a background in environmental sciences are needed in many Federal and State agencies as well as in private industry and consulting firms. The BA prepares students for entry level positions in many of these areas and provides excellent background for the graduate training required for entry into and success in graduate programs in many science areas.

The Professional Guide Institute, in cooperation with Western, is now offering professional guide certification by recognition of competencies that may be acquired by individuals taking certain courses of study under the BA: Environmental Sciences Option. Such certification may be very valuable to those seeking seasonal or full-time employment within the growing tourism and guiding industries.

Even those BA: Environmental Sciences Option graduates who go on to pursue careers in other disciplines will value the critical thinking and communication skills acquired in this program. Most graduates will also have acquired new interests in the sciences that will allow them to be more informed citizens and more critical thinkers on issues of environmental concern.

BA: Environmental Sciences Option

General Education Core (p. 55)	33-35
Option Core (p. 62)	40
Related Area (pp. 58-60)	21-30
Integrative Electives (p. 56)	8-16
Internship/Thesis	4-8
BIO/CHEM/ENVS/GEOL/MATH 400 Internship	
OR	
BIO/CHEM/ENVS/GEOL/MATH 498 Senior Thesis	
Total Credits Required	120

The Bachelor's Degrees- BA: Options & Related Areas

ENVIRONMENTAL SCIENCES

OPTION CORE 40 cr.

BIO 150 Conservation Biology	4
CHEM 131 General Chemistry	4
CHEM 132 General Chemistry	4
ENVS 329 Natural Resource Issues	3
*ENVS 348 Soil Science	4
*ENVS 429 Environ Field Studies	4
GEOL 150 Environmental Geology	4
MATH 152 Calculus I	5
MATH 232 Fund of Statistics	4
PHYS 233 General Physics	4

Related Area 25-30 cr.

Select **one** Related Area

(see pages 58-60 for list of Related Areas)

APPLIED MATHEMATICAL

SCIENCE 29-30 cr.

MATH 153 Calculus II	4
MATH 251 Calculus III	4
MATH 363 Linear Algebra	4
PHYS 234 General Physics	4
*PHYS 235 General Physics	4
PHYS 340 Topics in Mod Phys: Mech	3
Two of the following three	10-11
*MATH 361 Found of Higher Math (3)	
*MATH 401 Math Modeling (4)	
*PHYS 401 Topics in Mod Phys: Intro to Quantum Mech (4)	

BIOLOGY 26-28 cr.

BIO 151 Zoology	4
BIO 152 Botany	4
BIO 341 Cell & Molecular Biology	4
BIO 343 Genetics & Evolution	4
BIO 477 Ecology	4
Two of the following six	6-8
*BIO 262 Microbiology (4)	
*BIO 273 Entomology (4)	
*BIO 351 Systematic Botany (3)	
*BIO 473 Ornithology (3)	
*BIO 475 Mammalogy (3)	
*BIO 479 Vertebrate Zoology (3)	

ENVIRONMENTAL

GEOCHEMISTRY 28 cr.

BIO 341 Cell & Molecular Biology	4
CHEM 331 Organic Chemistry	4
CHEM 332 Organic Chemistry	4
*CHEM/GEOL 431 Env Geochemistry ..	4
*GEOL 226 Rocks/Minerals/Resources ...	4
*GEOL 378 Surficial Processes	4
*GEOL 480 Hydrogeology	4

GEOLOGY 28 cr.

*GEOL 226 Rocks/Minerals/Resources ...	4
*GEOL 330 Structure & Tectonics	4
*GEOL 378 Surficial Processes	4
*GEOL 409 Geology Seminar	4
*GEOL 431 Environ Geochemistry	4
*GEOL 432 Depositional Environ	4
*GEOL 480 Hydrogeology	4

SUSTAINABLE NATURAL

RESOURCE MANAGEMENT 30 cr.

BIO 471 Wildlife Ecology & Mgt	4
BIO 477 Ecology	4
***ECON 434 Resource Economics	3
*ENVS 381 Environmental Law	4
*ENVS 431 Sustainable Resource Mgt	4
ENVS 480 Environ Interpretation	4
*GEOL 378 Surficial Processes	4
One of the following two	3
ANTH 425 Economic Anthro (3)	
SOC 475 Cultural Ecology (3)	

***class offered on demand

WILDLANDS

INTERPRETATION 27-29 cr.

Select **one** Emphasis from the following two:

Biology Emphasis 27-28 cr.

BIO 151 Zoology	4
*GEOL 230 Geol of American West	4
*ENVS 260 Wildlands Skills	2
BIO 351 Systematic Botany	3
*ENVS 352 Environmental Education	3
BIO 477 Ecology	4
ENVS 480 Environ Interpretation	4
One of the following three	3-4
*BIO 273 Entomology (4)	
*BIO 473 Ornithology (3)	
*BIO 475 Mammalogy (3)	

Geology Emphasis.....29 cr.

BIO 151 Zoology	4
*GEOL 226 Rocks/Minerals/Resources ...	4
*GEOL 230 Geol of American West	4
*ENVS 260 Wildlands Skills	2
ENVS 352 Environmental Education	3
*GEOL 432 Depositional Environ	4
ENVS 480 Environ Interpretation	4
One of the following three	4
*GEOL 330 Struct/Tectonics (4)	
*GEOL 378 Surficial Processes (4)	
*GEOL 431 Environ Geochem (4)	

WILDLANDS THERAPY 30 cr.

*ENVS 260 Wildlands Skills	2
ENVS 352 Envir Education	4
ENVS 480 Envir Interpretation	4
*GEOL 230 Geol of American West	4
HHP 231 First Aid & Safety OR Equivalent	1
PSY/SOC 230 Intro Help Professions	3
*PSY 360 Learning & Memory**	3
One of the following two	3
*PSY 238 Intro Abnormal Psych (3)	
*PSY 438 Abnormal Psych** (3)	
One of the following two	3
*PSY 265 Intro/Mot-Theor/Prac (3)	
*PSY 365 Motiv-Theor/Pract** (3)	
One of the following two	3
*PSY 240 Intro/Group Dynamics (3)	
*PSY 440 Group Dynamics** (3)	

**Prereq: PSY/SOC 220

WILDLIFE BIOLOGY 29-30 cr.

BIO 151 Zoology	4
BIO 152 Botany	4
BIO 343 Genetics & Evolution	4
BIO 471 Wildlife Ecology & Mgt	4
*BIO 473 Ornithology	3
*BIO 475 Mammalogy	3
BIO 477 Ecology	4
One of the following five	3-4
*BIO 273 Entomology (4)	
BIO 341 Cell & Molecular Biol (4)	
*BIO 479 Vertebrate Zoology (3)	
*GEOL 378 Surficial Processes (4)	
ENVS 480 Environmental Interp (4)	

*class offered alternate years; plan schedule accordingly

The Bachelor's Degrees- BA: Options & Related Areas

**ADVISING PROTOCOL FOR SINGLE-MAJOR ENDORSEMENT
SECONDARY EDUCATION LICENSURE
(for Students in BA: Environmental Sciences Degree Program)**

The following is for students planning to obtain a BA: Environmental Sciences, with related areas in Biology or Applied Mathematical Science and who also wish to be licensed to teach in secondary schools in the single discipline of their Related Area. Students considering this option should review their career goals and progress at Western with their faculty advisor in the degree program and also with the Education Office.

The student should contact the Education Office as soon as the decision is made to participate in this program.

NOTE: This option does not lead to a degree in Education. The degree is in Environmental Sciences (in the chosen Related Area) with educator licensure and endorsement in a single field.

Admission to Teacher Education Program (TEP) is required. Contact the Education Office as early as possible.

For all participating students:

General Education Requirements 6 cr.

- ENG (choose one) 204/230/235/262/263/
264/265/266/273/274/275/276/279/280 3
- One** of the following three 3
 - ANTH 105 Intro to Anthro (3)
 - PSY 100 Gen Psychology (3)
 - SOC 115 Intro to Sociology (3)

Requirements for Educator Licensure 27-29 cr.

- One** of the following two 3
 - ED 355 Meth & Mat in Exper Science Ed (3)
 - MATH 351 Meth & Mat in Math (3)
- One** of the following three 3
 - HHP 241 Personal & Community Health (3)
 - HHP 245 Human Sexuality (3)
 - HHP 256 School/Comm Health & Safety (3)
- HHP 231 First Aid/Safety (or certificate) 1
- ED 120 Intro to Education 2
- ED 331 Ed Psych, Mgt & Assess 3
- ED 341 Exceptional Learner 2
- ED 425 Cultr/Schools/Commun 3
- ED 472 *Stu Teach Secondary 10-12

**Student Teaching substitutes for BA Internship/Thesis*

Related Area: Applied Mathematical Science

- Courses for Mathematics Endorsement 8 cr.**
- MATH 210 Computer Mathematics 3
 - MATH 331 College Geometry 3
 - MATH 460 History of Mathematics 2

Related Area: Biology

- Courses for Biology Endorsement 11 cr.**
- BIO 262 Microbiology (if not taken for BA) 4
 - BIO 371 Human Anatomy & Physiology 4
 - GSCI 401 History & Philosophy of Science 3

The Bachelor's Degrees-BA: Options & Related Areas

BA: Literature & Writing Option

One constant in employers' assessment of new or recent hires is the need for better communication skills. They frequently lament that recent graduates of many institutions of higher education write, read, or speak less effectively than is needed. In a world growing ever smaller through information technologies, these deficiencies grow more apparent. The BA: Literature & Writing Option directly addresses the perennial need for better communication skills through a curriculum sufficiently broad and diverse, yet attentive to the logistics of effective communication.

Emphasis is in interdisciplinary preparation more than traditional English degrees, recognizing the central value of flexibility and self-motivated learning in rapidly changing job markets. This degree program is for students especially drawn to literary study and writing and will prepare them for a wide array of possible careers, such as editing, public relations, publishing, Arts Council administration, and government service.

The breadth of the degree provides students with sufficient grounding in critical thinking and writing to pursue graduate study in

English, composition, or comparative literature. The degree's flexibility enables students to individually design their own curricula. While we recommend the Drama, Creative Writing, The American West, or Western Culture Related Areas, students may select any Related Area.

The internship/thesis component offers students the opportunity to work in related fields as mentioned above, among many others, or pursue a directed research project leading to a thesis. This component will be individually tailored to meet each student's interests.

BA: Literature & Writing Option

General Education (p. 55)	33-35
Option Core (p. 64)	39
Related Area (pp. 58-60)	21-30
Integrative Electives (p. 56)	10-16
Internship/Thesis	12
ENG 400 Internship OR ENG 498 Thesis	
Total Credits Required	120

LITERATURE & WRITING

OPTION CORE..... 39 cr.

ENG 204 Creative Writing Workshop 3

ENG 279 Fund of Literary Theory 3

Two of the following four 6

ENG 263 Early American Voices (3)

ENG 264 American Romance (3)

ENG 265 Real/Natur/Modernist (3)

ENG 266 Generations/Conflicts (3)

Two of the following four 6

ENG 273 The Oral Tradition (3)

ENG 274 Manuscript Tradition (3)

ENG 275 The Print Culture (3)

ENG 276 The Declining Empire (3)

Three of the following ten: 9

ENG 313 Writing for Publication (3)

ENG 314 Editorial Workshop (3)

ENG 320 Lit in Translation (3)

ENG 330 Mythology (3)

ENG 335 Lit of the Americas (3)

ENG 337 Writers of Amer West (3)

ENG 338 Montana Writers (3)

ENG 339 Amer Literary Regions (3)

ENG 361 Poetry & Thought (3)

ENG 362 Seminar Women's Lit (3)

Four of the following seven 12

ENG 413 Hist/Nat/Struct Lang (3)

ENG 430 Legends/King Arthur (3)

ENG 452 Seminar in Lit Period (3)

ENG 453 Genre Seminar (3)

ENG 454 Authors Seminar (3)

ENG 455 Shakespeare (3)

ENG 479 Seminar in Lit Theory (3)

Related Area..... 21-30 cr.

Select **one** Related Area

(see pages 58-60 for list of Related Areas)

THE AMERICAN WEST 24 cr.

ANTH 201 Amer Indian Ethnography 3

ENG 235 Lit of the Borderlands 3

ENG 262 Women's Lit Traditions 3

ENG 337 Writer of the Amer West 3

ENG 338 Montana Writers 3

ENVS 101 Career Orient/Wildlnds Guides 3

GEOL 230 Geology of Amer West 3

HIST 371 Hist of MT & Amer West 3

The Bachelor's Degrees-BA: Options & Related Areas

CREATIVE WRITING 26-27 cr.

Two of the following four 6

ENG 301 Poetry Workshop* (3)

ENG 302 Fiction Workshop* (3)

ENG 303 Nonfiction Workshop* (3)

ENG 304 Playwrit/Scriptwrit Wkshp* (3)

*Prereq: ENG 204 Creat Writing Wkshop

Two of the following four 6

ENG 401 Adv Poetry Workshop (3)

ENG 402 Adv Fiction Workshop (3)

ENG 403 Adv Nonfiction Workshop (3)

ENG 404 Adv Playwrt/Scriptwrit (3)

Five of the following seven 14-15

DR 401 Creative Drama (3)

ED 466 Storytelling (2)

FA 301 Contemp Arts Issues (3)

ENG 313 Writing for Publication (3)

ENG 314 Editorial Workshop (3)

ENG 453 Genre Seminar (3)

ENG 479 Seminar in Lit Theory (3)

DRAMA 20-23 cr.

Check with Vice Chancellor for Academic

Affairs regarding availability of this Related

Area.

DR 243 Stagecraft 2

DR 276 Acting 3

DR 441 Drama/Theatre History 3

ENG 280 Visions of America 3

ENG 455 Shakespeare 3

Select **6-9 credits** from the following 6-9

DR 217 Theatre Practicum (1-2)

DR 241 Play Production (3)

DR 346 Theatre for Youth (2)

DR 401 Creative Drama (2)

ED 466 Storytelling (2)

ENG 304 Playwrit/Scriptwrit (3)

HUM/ED/ENG 291/391/491 Film

Courses (1-3)

WESTERN CULTURE 21 cr.

ART 411 Art History 3

ART 412 Art History 3

MUS 202 Intro to Music Lit 3

MUS 461 Music History I 3

HIST 381 20th Cent Europe 3

One of the following two 3

ENG 455 Shakespeare (3)

ENG 452 Major Genre: Drama (3)

One of the following three 3

HIST 101 Hist of West Civ I (3)

HIST 102 Hist of West Civ II (3)

HIST 380 19th Cent Europe (3)

Note: The sample Suggested Plan of Study shown includes courses for this Option with one specific Related Area (Creative Writing). Consult advisor for Suggested Plan of Study with other Related Areas.

Suggested Plan of Study

Bachelor of Arts Degree,
Option: Literature & Writing,
with Creative Writing Related Area

Freshman Year	F	S
COMS 101	3	
ENG 101	3	
HIST101/102/111/112	3	
MATH 104	3	
ANTH 105/PSY 100/SOC 115	3	
ENG 131		3
ENG 161-168 (one)		3
ENG 204		3
ENG 279		3
Gen Ed Nat Science		3-4
Total	15	15-16

Sophomore Year

ECON 251/252/GEOG 102/202/ POLS 121		3
Gen Ed Nat Science	3-4	
ENG 263/264/265/266	3	
ENG 273/274/275/276	3	
Option/Related Area/ Integ Electives		3
ENG 263/264/265/266		3
ENG 273/274/275/276		3
Option/ Related Area/ Integrative Electives		9
Total	15-16	15

Junior Year

ENG 301/302/303/304	3	
Option/Related Area/ Integ Electives	12	
ENG 301/302/303/304 (different from Fall)		3
ENG 300 level Option/ Related Area/Integ Electives		12
Total	15	15

Senior Year

ENG 401/402/403/404	3	
ENG 400 level Option/ Related Area/Integ Electives	12	
ENG 401/402/403/404 (different from Fall)		3
Internship/Thesis		12
Total	15	15

The Bachelor's Degrees-BA: Options & Related Areas

BA: Preprofessional Health Sciences Option

The BA: Preprofessional Health Sciences Option is designed to serve the needs of students who intend to pursue advanced degrees leading to careers in the various branches of the health sciences. These career areas include a wide variety of helping professions in the health sciences such as nursing, medicine, dentistry, veterinary medicine, medical technology, physician's assistant, physical therapy, athletic training, sports medicine, pharmacy, and others. The Preprofessional Health Sciences Option provides a good breadth and depth of knowledge, through coursework in the areas of math and science, that most professional schools require of applicants they will consider for acceptance into their programs.

In some instances, a student may be required by certain professional schools to complete additional courses that are not listed as requirements in this degree program. It will be the responsibility of each student to determine the specific admissions requirements of the professional school(s) where

he/she intends to apply for admission. If such specialty courses are not offered at Western, those courses may be taken by correspondence or in residence at other accredited institutions of higher education and counted as electives in the Preprofessional Health Sciences Option.

The Preprofessional Health Sciences Option includes the requirement that students complete an Internship or Senior Project/Thesis as part of their professional experience. This Internship/Senior Thesis component is an especially important aspect of this degree because it gives students hands-on experiences as they actually observe and participate in the profession they wish to pursue. Through careful scheduling, students may arrange internship activities during the regular academic semester. However, many students prefer to experience a more complete immersion by working full-time with a local practitioner during the summer months or during other breaks in the academic year. It is the

responsibility of each student to organize the Internship/Senior Project/Thesis experience under the supervision of the student's faculty advisor.

Western's faculty believes that students who excel in all aspects of their degree coursework as well as their internship experiences should possess an excellent foundation of academic knowledge and skills necessary for their future pursuit of advanced degrees in the health sciences or in other types of graduate degrees. Students who exhibit a broad, well-rounded collegiate record, reflecting successful achievement in both the academic and extracurricular realms, are more likely to be accepted into the highly competitive programs in the health sciences. Western's Environmental Sciences faculty and programs are strongly committed to the promotion of experiential, interdisciplinary pursuits that foster well-rounded, academically competent graduates.

BA: Preprofessional Health Sciences Option

General Education* (p. 55) 33-35

*Should include BIO 101 and PSY 100

Option Area (p. 67) 36

Related Area (pp. 58-60) 21-30

Integrative Electives (p. 56) 4-19

(Selected in consultation with advisor)

Internship/Thesis 6-12

6-12 credits from the following:

BIO/CHEM 400 Coop Ed/Internship

BIO/CHEM 498 Senior Project/Thesis

HHP 479 Sports Medicine Internship

Total Credits Required 120

The Bachelor's Degrees-BA: Options & Related Areas

PREPROFESSIONAL HEALTH SCIENCES

OPTION CORE 36 cr.

BIO 151 Zoology	4
BIO 343 Genetics & Evolution	4
BIO 371 Hum Anatomy & Phys I	4
BIO 372 Hum Anatomy & Phys II	3
CHEM 131 Gen Chemistry	4
CHEM 132 Gen Chemistry	4
MATH 152 Calc & Analyt Geom	5
MATH 232 Fund of Statistics	4
PHYS 233 General Physics	4

Related Area 21-30 cr.

Select **one** Related Area

(see pages 58-60 for list of Related Areas)

APPLIED HEALTH SCIENCES ... 30 cr.

SOC 115 Intro to Sociology	3
BIO 341 Cell & Molecular Biology	4
BIO 262 Microbiology	4
CHEM 331 Organic Chemistry	4
CHEM 332 Organic Chemistry	4
HHP 315 Anatom/Mechan Kinesiol	4
HHP 364 Nutrition	3
PHYS 234 General Physics	4

HEALTH & HUMAN

PERFORMANCE 28-29 cr.

*BIO 371 Human Anat & Physiol	4
*BIO 372 Human Anat & Physiol	3
HHP 102 Fitness for Life	3
HHP 311 Athletic Training I	4
HHP 315 Anatom/Mechan Kinesiol	4
HHP 317 Physiol/Psychol Kinesiol	4
HHP 410 Athletic Training II	3
HHP 472 Adult Fitness Principles	3

*Note: If already taking BIO 371 & 372 for Preprofessional Health Sciences Option, student will take PHYS 234 General Physics (4) and BIO 341 Cell & Molecular Biology (4) for Related Area requirements instead.

Note: The sample Suggested Plan of Study shown includes courses for this Option with one specific Related Area (Applied Health Sciences). Consult advisor for Suggested Plan of Study with other Related Areas.

Suggested Plan of Study

Bachelor of Arts Degree,
Option: Preprofessional Health Sciences,
with Applied Health Sciences Related Area

Freshman Year	F	S
BIO 101	3	
COMS 101	3	
ENG 101	3	
SOC 115	3	
MATH 151	5	
PSY 100		3
FA 101		3
ENG 131		3
Gen Ed Arts/Hum		3
Gen Ed Behav/Soc Sci		3
Total	17	15

Sophomore Year	F	S
BIO 151	4	
CHEM 131	4	
MATH 152	5	
Gen Ed Behav/Soc Sci	3	
BIO 341		4
CHEM 132		4
Electives		6-8
Total	16	14-16

Junior Year	F	S
BIO 371	4	
CHEM 331	4	
MATH 232	4	
Elective	4	
BIO 343		4
BIO 372		3
CHEM 332		4
Elective		5-6
Total	16	16-17

Senior Year	F	S
BIO 262	4	
PHYS 233	4	
HHP 451	2	
6 credits of the following:		
*BIO/CHEM 400/498/HPE 479	6	
(*consult advisor)		
HHP 316		3
PHYS 234		4
Science Electives		3-4
Other Electives		3-6
Total	16	13-16

The Bachelor's Degrees-BA: Options & Related Areas

Suggested Plan of Study

Bachelor of Arts Degree,
Option: Social Science

Freshman Year	F	S
COMS 101	3	
ENG 101	3	
HIST 101	3	
MATH 104	3	
SOC 115	3	
ANTH 105		3
ENG 131		3
English Gen Ed		3
GEOG 241		3
PSY 100		3
Related Area Credits or Integrative Electives		3
Total	15	18
Sophomore Year		
GEOL 150	3	
PHIL 100	3	
POLS 121	3	
ANTH 305	3	
Related Area Credits or Integrative Electives	3	
BIO 101		3
SOC 305		3
Related Area Credits or Integrative Electives		9
Total	15	15
Junior Year		
HIST 456	3	
Related Area Credits or Integrative Electives	12	
HIST 452		3
SOC 450		3
Related Area Credits or Integrative Electives		9
Total	15	15
Senior Year		
Related Area Credits or Integrative Electives	15	
Related Area Credits and/or Integrative Electives		3
Thesis/Internship		13
Total	15	16

BA: Social Science Option

The Department of History, Philosophy, & Social sciences (HPSS) includes courses in anthropology, geography, history, philosophy, psychology, sociology and political science. Together these disciplines represent a core of social arts and sciences. The department offers degrees that provide students with the academic foundation necessary for critical engagement with the problems and issues facing contemporary society. These degrees offer an opportunity to investigate human culture from a variety of perspectives.

Completion of any of the HPSS Related Areas will help students develop a better understanding of the societal dynamics that can be applied to a number of occupational situations, and the intellectual skills necessary to make decisions and solve problems in everyday life. HPSS offers degrees that lead to careers in law, social work, psychology, public administration, teacher education, and entry level positions in the helping professions. Students planning to go on to professional or graduate school will find this program especially valuable as its interdisciplinary focus will provide them with the breadth of knowledge and experience required for advanced study.

Although any of the Related Areas listed on pages 58-60 may be selected, students are encouraged to meet with their advisor to select a degree plan that closely matches career objectives.

The senior thesis and internship components of the BA: Social Science degree offer students the opportunity to extend their educational experiences far beyond the typical undergraduate curriculum. The senior thesis is based on primary research on a topic chosen by the student in consultation with an advisor. Research may rely on library resources, archival materials, fieldwork, and interviews. Internship opportunities are available at the sophomore and senior level and apply the knowledge gained from formal coursework to an occupational setting.

These extended intellectual experiences give students the chance to apply their academic learning to a specific career environment. Past departmental majors have completed internships in Western's Campus Counseling Center, Dillon Women's Resource Center, Southwestern Montana Mental Health Clinic, and Yellowstone Boys & Girls Ranch. Completed theses have included work in psychology, anthropology, and sociology, with topics ranging from differences in gender communication styles, motivation for high risk recreational sports, and Federal projects as societal change agents. Contact Bill Janus, Chair, HPSS, UM-Western, 710 S Atlantic, Dillon MT 59725-3598; (406) 683-7019; email: b_janus@umwestern.edu.

BA: Social Science Option

General Education (p. 55)	33-35
Option Area (p. 69)	36
Integrative Electives (p. 56)	15-16
(Selected in consultation with advisor)	
Internship/Thesis	10
ANTH/HIST/POLS/ PSY/SOC 400 Coop Ed/Internship (10)	
OR	
ANTH/HIST/POLS/PSY/SOC 498 Senior Project/Thesis (10)	
Total Credits Required	120

The Bachelor's Degrees-BA: Options & Related Areas

SOCIAL SCIENCE

OPTION CORE 39 cr.

- ANTH 201 Amer Indian Ethnography 3
- GEOG 241 Human Geography 3
- GEOG 305 Cultural Geography 3
- HIST 452 European Intellectual History . 3
- HIST 456 American Cultural History 3
- POLS 250 Political Theory 3
- POLS 355 Politics & Culture 3
- PSY/SOC 220 Intro Soc Sci Rsrch Meth .. 3
- PSY 452 Social Psychology 3
- SOC 115 Intro to Sociology 3
- SOC 305 Social Theory 3
- SOC 450 Social Stratification 3
- One of the following two 3**
 - HIST 362 African-Amer History (3)
 - HIST 360 Hist of Eastern Europe (3)

Related Area 21-30 cr.

Select **one** Related Area
(see pages 58-60 for list of Related Areas)

HISTORY 24 cr.

- HIST 371 Hist of MT & Amer West 3
- HIST 409 Seminar 3
- HIST 441 Historiography 3
- POLS 413 American Diplomacy 3
- One of the following two 3**
 - HIST 225 Africa/Lat Amer/Mid East (3)
 - HIST 240 History of Far East (3)
- One of the following four 3**
 - HIST 320 Mod German History I (3)
 - HIST 321 Mod German History II (3)
 - HIST 380 19th Century Europe (3)
 - HIST 381 20th Century Europe (3)
- One of the following three 3**
 - HIST 325 History of Mass Media (3)
 - HIST 363 US Since 1945 (3)
 - HIST 462 Centennial America (3)
- One of the following eleven 3**
 - ART 411 Art History I (3)
 - ART 412 Art History II (3)
 - ENG 264 Amer Romance (3)
 - ENG 265 Realist/Natur/Modernists (3)
 - ENG 274 The Manuscript Tradition (3)
 - ENG 275 The Print Culture (3)
 - ENG 320 Lit in Translation (3)
 - GSCI 401 Hist & Phil of Science (3)
 - MATH 460 Hist of Mathematics (3)
 - MUS 202 Intro to Music Lit (3)
 - MUS 461 Music History I (3)

POLITICAL SCIENCE 27 cr.

- GEOG 441 World Resources 3
- POLS 121 American Govt 3
- POLS 131 Intnatl Relations 3
- POLS 313 American Diplomacy 3
- POLS 321 Compar Govt 3
- POLS 351 Politics of Develop World 3
- POLS 360 Legis/Presidential Politics 3
- POLS 373 State & Local Govt 3
- One of the following three 3**
 - HIST 325 Hist of Mass Media (3)
 - SOC 310 Social Movements (3)
 - SOC 315 Political Sociology (3)

PRE-LAW 21 cr.

- HIST 441 Historiography 3
- HIST 462 Centennial America 3
- POLS 131 Intnatl Relations 3
- POLS 360 Legis/Presidential Politics 3
- POLS 373 State & Local Govt 3
- SOC 315 Political Sociology 3
- SOC 485 Gender/Econ/Soc Change 3

PSYCHOLOGY 27 cr.

- PSY 100 General Psychology 3
- PSY 230 Intro to Helping Professions 3
- PSY 201 Intro to Cognition 3
- PSY 240 Intro to Group Dynamics 3
- PSY 265 Intro to Motivation 3
- PSY 360 Learning & Memory 3
- PSY 385 Psych of Social Adjustment 3
- PSY 437 Psych of Personality 3
- PSY 452 Social Psychology 3

SOCIETY & CULTURE 21 cr.

- PSY/SOC 220 Intro Soc Sci Res Meth 3
- ANTH 305 Community Ethnography 3
- PSY 385 Psych of Social Adjustment 3
- SOC 310 Social Movements 3
- SOC 315 Political Sociology 3
- SOC 475 Cultural Ecology 3
- SOC 485 Gender/Econ/Soc Change 3

SOCIOLOGY 21 cr.

- SOC 220 Intro/Soc Sci Res Meth 3
- SOC 230 Intro to Helping Professions 3
- SOC 310 Social Movements 3
- SOC 315 Political Sociology 3
- SOC 425 Indig Peoples 20th Cent 3
- SOC 475 Cultural Ecology 3
- SOC 485 Gender/ Econ/Soc Change 3

WOMEN'S STUDIES 24 cr.

- HIST 391 Women's History 3
- PSY 220 Intro/Soc Sci Res Meth 3
- SOC 485 Gender/Econ/Soc Change 3
- One of the following two 3**
 - ENG 262 Women's Lit Tradition (3)
 - ENG 362 Seminar in Women's Lit (3)
- One of the following two 3**
 - HIST 362 African-American Hist (3)
 - HIST 363 US Since 1945 (3)
- One of the following two 3**
 - PSY/SOC 452 Social Psychology (3)
 - PSY 385 Psych of Social Adjust (3)
- One of the following three 3**
 - ANTH 425 Econ Anthro (3)
 - SOC 425 Indig Peoples/20th Cent (3)
 - SOC 405 Social Stratification (3)
- One of the following two 3**
 - FA 301 Contemp Arts Issues (3)
 - ENG 479 Seminar in Lit Theory (3)

The Bachelor's Degrees-BA: Options & Related Areas

Suggested Plan of Study

Bachelor of Arts Degree,
Option: Visual Arts

Freshman Year	F	S
ART 141	3	
ART 143	3	
History Gen Ed	3	
COMS 101	3	
ENG 101	3	
ART 221		3
MATH 104		3
ENG 131		3
Hum Gen Ed		3
Behav/Soc Sci Gen Ed		3
Total	15	15
Sophomore Year		
ART 343 or 367	3	
ART 231	3	
ART 411	3	
Nat Sci Gen Ed	3-4	
Behav/Soc Sci Gen Ed	3	
ART 242 or 361		3
ART 371		3
Behav/Soc Sci Gen Ed		3
PSY 100		3
Nat Sci Gen Ed		3-4
Total	15-16	15-16
Junior Year		
Art Electives	6	
Hum Gen Ed	3	
Courses in Related Area	6	
Non-Art Rubric Elective	3	
ART 412		3
Art Electives		6
Courses in Related Area		6
Integrative Elective		3
Total	18	18
Senior Year		
Art Elective	3	
Courses in Related Area	6	
Integrative Electives	6	
ART 431		4
ART 498		4-15
ART 400		4-15
Courses in Related Area or Electives as needed		0-12
Total	15	12-16

BA: Visual Arts Option

The BA: Visual Arts Option provides students with a traditional studio education in Art for those interested in pursuing career opportunities in art galleries, art museums, or being a studio artist, as well as for students interested in pursuing further study at the graduate level. The program of study includes foundational studio studies and art history with further studio electives in a broad range of media, and the opportunity for specialized Advanced Studio work.

The BA degree in Visual Arts offers students the opportunity to combine their art degree with multiple options to customize their education toward specific interests and careers. Although all BA: Related Areas, from Geology to Music, are available, the most popular Related Areas with Visual Arts students are Crafts and Business. The Crafts Related Area allows students

interested in traditional crafts media, such as ceramics, glass blowing, blacksmithing, and jewelry, to specialize with extensive studio experience toward the goal of becoming a practicing and selling artist in these popular media. The Business Related Area gives students business experience useful for artists who wish to market and sell their own work, operate an art gallery, or work at art administration jobs for museums, arts centers, or arts councils.

A senior year internship or thesis project completes the degree. Students work with faculty to structure an experience relevant to students' interests and career goals. Internships and projects have included mounting an exhibit of one's work, working at an art gallery, art museums, and state arts councils, and studying architecture in France. Such experiences are valuable bridges from college to the real world.

BA: VISUAL ARTS OPTION

General Education*(p. 55)33-35

*Students must take FA 101 Intro to Creative & Performing Arts as one of the two Arts & Humanities requirements.

Option Core (p. 71) 45

Related Area (p. 58-60)21-30

Integrative Electives (p. 56) 7-20

**Coop Ed/Internship or
Senior ProjectThesis 4-12**

Selection made in consultation with advisor:

ART 400 Coop Ed/Internship

ART 431 Art Thesis & Exhibit

ART 498 Senior Project/Thesis

Total Credits Required 120

The Bachelor's Degrees-BA: Options & Related Areas

VISUALARTS

OPTION CORE 45 cr.

ART 141 Basic Drawing 3

ART 143 2-D Design/Color Theory 3

ART 221 3-D Design/Crafts 3

ART 231 Ceramics 3

ART 371 Sculpture 3

ART 411 Art History I 3

ART 412 Art History II 3

One of the following two 3

ART 242 Figure Drawing (3)

ART 343 Printmaking (3)

One of the following two 3

ART 361 Watercolor (3)

ART 367 Oil Painting (3)

15 credits from the following in consultation with advisor 15

ART 232 Ceramics (3)

ART 242 Figure Drawing (3)

(if not taken above)

ART 343 Printmaking (3)

(if not taken above)

ART 347 Glass Blowing (3)

ART 361 Watercolor (3)

(if not taken above)

ART 367 Oil Painting (3)

(if not taken above)

ART 370 Photography (3)

ART 380 Artist Blacksmithing (3)

ART 381 Art Media Workshop (3)

ART 422 Jewelry (3)

ART 423 Jewelry (3)

Adv Studio courses ART 478-489 (3)

One course from the following in

consultation with advisor 3

DR 441 Drama/Theatre History (3)

ENG 264 American Romance (3)

ENG 265 Real/Natur/Modernists (3)

ENG274 Manuscript Tradition (3)

ENG 275 The Print Culture (3)

ENG 320 Lit in Translation (3)

FA 301 Contemporary Issues (3)

HIST 452 European Intellect Hist (3)

HIST 456 US Cultural History (3)

MUS 202 Intro to Music Lit (3)

Related Area: 21-30 cr.

Select **one** Related Area

(see pages 58-60 for list of Related Areas)

BUSINESS 21 cr.

BUS 201 Entrepreneurship 3

BUS 217 Business & Electronic Comm ... 3

BUS 241 Financial Accounting 3

COMS 135 Microcomputer Appl 3

BUS/ECON Elective (300 or higher) 3

One of the following two 3

BUS 281 Business Law I (3)

BUS 282 Business Law II (3)

One of the following two 3

BUS 325 Mgt & Organiz Behavior (3)

BUS 329 Human Resource Mgt (3)

CRAFTS 21 cr.

Select **21 credits** with advisor 21

ART 232 Ceramics (3)

ART 347 Glass Blowing (3)

ART 380 Artist Blacksmithing (3)

ART 422 Jewelry (3)

ART 423 Jewelry (3)

ART 479 Adv Studio-Artist Blcksmith (3)

ART 481 Adv Studio-Crafts (3)

ART 484 Adv Studio-Ceramics (3)

ART 489 Adv Studio-Glassblowing (3)

VISUAL ARTS 21 cr.

(*Not to be taken with BA: Visual Arts Option*)

ART 141 Basic Drawing 3

ART 143 2-D Design/Color Theory 3

ART 221 3-D Design/Crafts 3

One of the following two 3

ART 242 Figure Drawing (3)

ART 343 Printmaking (3)

One of the following two 3

ART 361 Watercolor (3)

ART 367 Painting (3)

One of the following two 3

ART 231 Ceramics (3)

ART 371 Sculpture (3)

One of the following two 3

ART 411 Art History I (3)

ART 412 Art History II (3)

The Bachelor's Degrees-BS: Business

Bachelor of Science: Business

Suggested Plan of Study

Bachelor of Science Degree: Business

Freshman Year	F	S
COMS 101	3	
MATH 110	3	
Gen Ed Requirements	9	
COMS 135		3
ECON 252		3
MATH 232		4
Gen Ed Requirements		6
Total	15	16
Sophomore Year		
COMS 205/236/339	3	
BUS 281/282	3	
BUS 217	3	
BUS 241	3	
ECON 251	3	
Gen Ed Requirements	3	
BUS 242		3
Gen Ed Requirements		6
Lower Division Option Courses		6
Total	18	15
Junior Year		
BUS 325	3	
BUS 347	3	
Option Courses	6-9	
BUS 341	3	
OR		
BUS 353		3
BUS 364		3
ECON 358		3
Option Courses		6-9
Total	15	15
Senior Year		
BUS 410	2	
Option Courses and Electives	15	
Intrnshp/Sr Proj/Coop Ed		10-12
Total	17	10-12

The BS in Business is designed to provide students with the entrepreneurial and technological skills to work with individuals, groups, or organizations in a variety of public and private settings or to create entrepreneurial enterprises.

The program prepares the graduate to enter the job market in a variety of public and private business settings, or to pursue a graduate degree. Employment opportunities for graduates include administrative assistants, department managers, software trainers, public relations specialists, manufacturing supervisors, purchasing managers, retail managers, advertising and media salespersons, assistant account executives, assistant marketing managers, office managers, health and fitness managers, facilities managers, and business proprietors.

The Internship/Cooperative Education component of this program is extremely valuable. Students acquire hands-on experience in a business climate that is local, regional, national or international. Many employers are now requiring appropriate work experience relative to the job objective that is provided by this part of the degree program.

BS: BUSINESS

General Education Core (p. 55) 33-35

Electives 1-7

Professional Degree Requirements 12

BUS 400 Coop Ed/Internship (10)

(Note: HHP 400 required for Health & Fitness Mgt Option)

BUS 210/410 Career Planning Seminar (2)

Business Core (p. 73) 40

Option (p. 73) 30-33

Total Credits Required 120

The Bachelor's Degrees-BS: Business

BUSINESS CORE 40 cr.

BUS 217 Bus & Electronic Comm	3
BUS 241 Financial Accounting	3
BUS 242 Managerial Accounting	3
BUS 325 Mgt & Organiz Behavior	3
BUS 347 Mrkting Princ & E-Commerce ..	3
BUS 364 Business Ethics	3
COMS 135 Microcomputer Appl	3
ECON 252 Microeconomics	3
ECON 358 Internatl Trade & Finance	3
MATH 232 Statistics	4
One of the following three	3
COMS 236 Adv Microcomp Appl (3)	
COMS 205 Business Info Systems (3)	
COMS 339 Adv Database Mgt (3)	
One of the following two	3
BUS 281 Business Law I (3)	
BUS 282 Business Law II (3)	
One of the following two courses	3
BUS 341 Business Finance (3)	
BUS 353 Quantit Mgt Analysis (3)	

Option 30-33 cr.

Select **one** of the following five Options

BUSINESS ADMINISTRATION

OPTION 30 cr.

BUS 281 Business Law I (3)*	
BUS 282 Business Law II (3)*	3*
BUS 341 Business Finance (3)*	
BUS 353 Quantit Mgt Analysis (3)*	3*
COMS 236 Adv Microcomp Appl (3)*	
COMS 339 Adv Database Mgt (3)*	3*
ECON 251 Macroeconomics	3
BUS 461 Small Bus Mgt & Strat Plan	3
One of the following two	3
BUS 329 Human Resource Mgt (3)	
BUS 465 Labor Mgt Relations (3)	
Four of the following five	12
HTR 204 Leadership (3)	
BUS 202 Customer Service (3)	
BUS 377 Investments (3)	
BUS 425 Tmwrk & Org Change (3)	
ECON 357 Money & Banking (3)	

**In the Business Core, students must take either BUS 281 or 282; students in the Business Administration Option are required to take both courses.*

In the Business Core, students are required to take either COMS 236 or 339; students in the Business Administration Option are required to take both courses.

In the Business Core, students are required to take either BUS 341 or 353; students in the Business Administration Option are required to take both courses.

COMPUTER TECHNOLOGY

OPTION 30-33 cr.

COMS 205 Information Systems (3)*	
COMS 236 Adv Microcomp Appl (3)*	
COMS 339 Adv Database Mgt (3)*	6*
COMS 126 Network Fund (CISCO I)	4
COMS 210 Comptr Hardwr & Softwr	3
COMS 387 Telecommunications	3
COMS 403 Syst Analysis & Design	3
Five of the following	12-15
COMS 111 Prog Fundamentals (3)	
COMS 176 Intro/Router Technol (CISCO II) (4)	
COMS 215 Intro/C Programming (3)	
COMS 226 Rout/Switch (CISCO III) (4)	
COMS/IT 230 Comp Aid Des/Model (3)	
COMS 234 Multimedia (3)	
COMS 276 Ntwk Design (CISCO IV) (4)	
COMS 306 Bus Info Syst Lab (2-6)	
COMS 420 Cert in Hard/Softwr/ Networking (2-6)	
COMS 270 Fund of Yrbk Layout (2)	
OR	
COMS 370 Publ Layout/Yrbk Design (3)	

**COMS 205, or COMS 236, or COMS 339 are required in the Business Core; students in the Computer Technology Option are required to take all three courses.*

HEALTH & FITNESS

MANAGEMENT OPTION 33 cr.

BIO 371 Anatomy & Physiology I	(4)
HHP 102 Fitness for Life	3
HHP 140 Foundations of HHP	2
HHP 142 Fund of Human Movement	2
HHP 241 Personal/Comm Health	3
HHP 311 Athletic Training I	4
HHP 315 Anat/Mech Kinesiology	4
HHP 317 Physiol/Psychol Kinesiol	4
HHP 347 Org/Admin of HHP & Sport	3
HHP 364 Nutrition	3
HHP 416 Conditioning Prog Devel	2
HHP 472 Adult Fitness Principles	3

Health & Fitness Management

Professional Degree Requirements ... 12

BUS 210/410 Career Plan Seminar (2)	
HHP 400 Internship/Sports/Leisr/Rec (10)	

INDUSTRIAL TECHNOLOGY

MANAGEMENT OPTION 32 cr.

BUS 201 Entrepreneurship	3
BUS 465 Labor-Mgt Relations	3
IT 101 Intro to Problem Solving	2
IT 120 Power/Energy/Transp Tech	3
IT 130 Technical Graphic Comm	3
IT 140 Materials Processing	3
IT 222 Project Mgt	3
IT 230 Comptr Aided Design/Model	3
IT 240 Wood/Synth Mater Processing	3
IT 241 Metal Product Systems	3
IT 330 Statistical Process Control	3

TOURISM OPTION 31 cr.

BUS 202 Customer Service	3
ECON 334 Econ of Tourism & Rec	3
HTR 112 Fundamentals of Tourism	3
HTR 204 Leadership	3
HTR 211 Dest Geography-Domestic	2
HTR 212 Dest Geography-Intnatl	2
Any BUS/COMS/ECON/HTR rubric (upper division)	6
Three of the following four	9
HTR 222 Group Travel (3)	
HTR 345 Special Events (3)	
HTR 350 Resort Management (3)	
HTR 355 Meeting Planning (3)	

The Bachelor's Degrees-BS: Early Childhood Education

Bachelor of Science: Early Childhood Education

Practitioners completing the Bachelor of Science in Early Childhood Education will be prepared to assume leadership roles as early childhood teachers, parent educators, early childhood program administrators, and early childhood trainers in a variety of settings. General education courses, early childhood core courses, and early childhood specialty courses combine to provide the student with a background in liberal studies together with extensive early childhood coursework and experiences. The related area allows students to develop an area of specialization within early childhood.

This degree is designed to be accessible to both traditional students and place-bound practitioners who are currently working in the early childhood field. Many General Education courses are offered online by UM-W or other campuses within the Montana University System. Early childhood core courses are included in Western's AAS degree in Early Childhood Education and are currently offered in Billings, Bozeman, Butte, Dillon, Great Falls, Hamilton, Havre, Helena, and Missoula. Early childhood specialty courses are offered through online and intensive (weekend, week-long) coursework.

Suggested Plan of Study

Bachelor of Science: Early Childhood Education

Freshman Year		F	S	Junior Year		F	S
ENG 101 Freshman Comp		3		ED 346 Early Literacy		3	
ED 142 Intro/Early Childhood		1		ED 422 Families/Comm/Culture		3	
ED 143 Intro/Early Childhood Lab		1		COMS 101 Intro to Computers		3	
ED 250 Child Growth/Devel		3		Related Area Course		3	
ED 251 Child Growth/Devel Lab		1		ED 341 Exceptional Learner		2	
Gen Ed Arts & Humanities		3		ED 455 Child Devel Theor/Research			3
Gen Ed Math		3		ED 354 Fostering Social Competence			3
ED 144 Creat Envt/Learning			2	Gen Ed Arts & Humanities			3
ED 145 Creat Envt/Learning Lab			1	Related Area			3
ED 240 Positive Child Discipline			2	Total		14	12
ED 241 Positive Child Discipline Lab			1				
PSY 100 General Psychology			3	Summer			
Gen Ed Natural Science			3-4	Creative Arts Workshops			3
Total		15	12-13	ED 352 Enhanc Phys Skills/Early Childhd			1
				Total			4
Sophomore Year				Senior Year			
ED 242 Meet/Needs of Families		2		Fall			
ED 243 Meet/Needs of Families Lab		1		ED 348 Math/Science Early Childhd		3	
ED 320 Early Childhd Curric I		2		ED 424 Early Child Assess/Outcomes		3	
ED 321 Early Childhd Curric I Lab		1		Gen Ed HIST		3	
ENG 131 Oral Communication		3		Gen Ed Natural Science		3-4	
Electives		5		Related Area Course		3	
ED 246 Early Childhd Professional			2	ED 457 Coaching/Mentoring Adults			3
ED 247 Early Childhd Professional Lab			1	Gen Ed ECON/GEOG/POLS			3
ED 324 Early Childhd Curric II			2	Related Area Course			3
ED 325 Early Childhd Curric II Lab			1	ED 496 Early Childhood Practicum			6
Electives			6	Total		15-16	15
Total		14	12				
Summer							
ED 421 Creativ/Young Child: Explor							
Reggio Emilia/Project Approach							
ED 326 Infant-Toddler Devel/Group Care			4				
Total			7				

BS: Early Childhood Education Total Credits.....120

The Bachelor's Degrees-BS: Teacher Education General Information

Bachelor of Science - Teacher Education

General Program Information

The Programs in Education are accredited by the National Council for Accreditation of Teacher Education (NCATE), the Northwest Association of Schools, Colleges, and Universities (NASCU), and the Montana Board of Public Education.

Candidates for entry into the teacher education program must have a minimum of a 2.50 GPA with 48 semester credits attempted, completion of selected General Education courses with a "C" grade or higher, completion of the Teacher Education Program (TEP) application form, satisfactory completion of all sections of the Pre-Professional Skills Test (PPST) or Computer-Based Test (CBT), successful development and completion of a portfolio, and satisfactory completion of a portfolio interview.

General Information

Information in this section pertains to any student planning to earn a Bachelor of Science degree in either Elementary or Secondary Education (see BS: Elementary Education or BS: Secondary Education for specific requirements for earning degrees in those areas). Short descriptions of the Elementary, Secondary, and K-12 programs follow.

Programs in Education Policy & Procedures Manual

All policies and procedures for the Teacher Education Program are contained in the Policy & Procedures Manual for the Education Department. The manual is available in the Education Office (MH 212), the Teacher Education Program Accreditation Office (MH 211), and the Vice Chancellor for Academic Affairs Office (Roe House). All decisions based on the Education Department Policy & Procedures Manual may be appealed to the Teacher Education Council as outlined in the Manual.

Elementary Education

The elementary education program leads to licensure valid for grades K-8. Graduates are qualified to instruct in either a self-contained, departmentalized, multi-age, or rural classroom.

Elementary education is an integrated program providing a foundation in the subjects commonly taught in elementary schools. Students are encouraged to Minor in an area of interest and/or specialization.

Secondary Education

Candidates prepared for secondary teaching may instruct grades 5-12 in the subject for which they are endorsed under Montana licensure. Endorsement may be achieved by completion of a Broadfield, Major, or Minor. Candidates for the initial educator licensure in Secondary and K-12 must take at least one endorseable Minor in a field other than the Major or Broadfield concentration (except in the Broadfields in Art K-12, Business, General Science, and Social Science). Candidates will find that multiple endorsements are an advantage in rural states like Montana.

K-12 Licensure

The State of Montana authorizes K-12 licensure in selected teaching fields allowing instruction in any grade or combination of grades K-12. Western offers K-12 programs in Art, Music, Library, Health & Human Performance, Reading, and Special Education. K-12 candidates graduate under the secondary education degree requirements.

Licensure Programs for Non-Teaching Degrees

Candidates with bachelor's or master's degrees (non-Education) with a major in a subject area commonly taught in Montana public schools may enroll in a program leading to educator licensure. The degree must be from an accredited college.

In order to be eligible for educator licensure, the candidate must be admitted to the Teacher Education Program (TEP) and

complete all professional education requirements, including student teaching. In addition, the candidate must complete all major requirements with a minimum of 40 credits in a single field of specialization with a 2.50 GPA.

Please note that the licensure program described above is acceptable in Montana and possibly in other states. In addition, Western maintains a 15-credit residency requirement for the Major. In special circumstances, the Dean of Education, Business & Technology may waive the residency requirement.

Second Degree:

Western considers that the General Education requirements have been met with the candidate's first bachelor's degree. However, candidates must complete **program requirements** for the Broadfield, Major/Minor, and Professional Education requirements with a 2.50 GPA plus admittance into the Teacher Education Program (TEP). Western maintains a 15-credit residency requirement for the Major, and a 10-credit residency requirement for the Minor. In special circumstances, the Dean of Education, Business & Technology may waive the residency requirement.

Conversions for Educator Licensure Levels

Practicing teachers may wish to convert from Secondary to Elementary Education, or vice versa. Such changes demand that the new licensure fulfills both UM-Western and State standards. Conversions require planning. Students should contact Licensure Officer Linda Lucero to develop a plan, MH 212, (406) 683-7325.

Individuals who wish to convert to a licensure level different from their original level of licensure must complete a student teaching assignment or, if qualified, internship experience in the appropriate teaching area and level. For the Elementary conversion, this experience must be in a self-contained classroom, and for the Secondary conversion in an appropriate secondary setting. Student teaching is normally 15 weeks in length. In

The Bachelor's Degrees-BS: Teacher Education General Information

the case of licensure only, all but 6 credits may be waived depending on previous teaching experience. However, if a candidate is completing a degree along with the conversion, any waiver of credits must be approved by the Academic Admissions & Standards Committee.

Added Endorsement Qualifications

Licensed teachers may add endorsements to their education licenses by completing the University program in the desired field(s). Previous credits may apply toward added endorsements. Because planning is critical, candidates should contact Licensure Officer Linda Lucero, MH 212..

Rural Education Center

Teachers working in smaller schools within rural communities face unique challenges. The Montana Rural Education Center (a part of the Education Department) is endorsed by the National Rural Education Association as one of only five rural education research centers in the nation. A Class C survey is also published by the Center.

Special Teaching Possibilities

The following are applicable under Montana educator licensure but do not necessarily apply to other states.

1. Title I regulations permit teaching of remedial courses in math, reading, and language arts under certain endorsements and conditions.
2. Minimum numbers of credits are needed to instruct certain subjects in Montana secondary schools. These minimums are built into program requirements for normal situations.

Contact the Licensure Officer in MH 212 for details.

Special Procedures for Teacher Education

Program Advising:

Each elementary major will be assigned a faculty advisor in the Education Department. Secondary and K-12 Majors will be advised by a faculty member from the candidate's Major field. The advisor will assist the candidate in preparing and developing a portfolio (see TEP Portfolio).

Required Experience in Cultural Diversity:

All students in teacher education must complete an experience in a setting that serves persons of a culturally different background than that of the candidate. This experience must be completed by the end of student teaching and may be included in the field experiences. The field experience in cultural diversity may occur in a school or non-school setting, but must involve regular and personal interaction, which provides a better understanding of the cultural group. This experience will be defined and reviewed for approval by the Director of Field Experiences, Deena Alley.

Field Experiences:

Candidates who complete a series of field experiences are better able to decide on and prepare for careers in Education. All Education candidates are required to complete a series of field experiences that range in time from 15 hours to 3 weeks, depending upon one's field of study. Students should plan on completing their field experience in a location at least 65 miles from Dillon. Students involved in a field experience should regularly check the bulletin boards outside **MH 212** and **MH 214** for placements.

Teacher Education Program (TEP)

Application to Teacher Education Program:

Students should apply for admission to the Teacher Education Program (TEP) during the second semester of the sophomore year or the first semester of the junior year, or at least one full semester before the student plans to take a course with TEP prerequisites.

The following requirements must be met before candidates may register for any TEP course:

1. Achievement of a 2.50 grade point average (GPA) for a minimum of 48 semester credits attempted.
2. Completion of the following courses with a "C" grade or higher:
A. Elementary Education:
ENG 101 Freshman Composition
ENG 131 Oral Communication
ENG (choose one) 204/230/235/259/
262/263/264/265/266/273/274/275/
276/279/280
MATH 115 or 116 Math for
Elementary Teachers
ED 120 Introduction to Education
ED 250 Child & Adolescent Growth &
Development
One of the following three:
ANTH 105 Intro to Cultural Anthro
PSY 100 General Psychology
SOC 115 Intro to Sociology
B. Secondary Education:
ENG 101 Freshman Composition
ENG 131 Oral Communication
ENG (choose one) 204/230/235/259/
262/263/264/265/266/273/274/275/
276/279/280
MATH 104 Math for Liberal Arts
or higher*
ED 120 Introduction to Education
ED 250 Child & Adolescent Growth &
Development
One of the following three:
PSY 100 General Psychology
ANTH 105 Intro to Cultural Anthro
SOC 115 Intro to Sociology
3. Completion of TEP application form (see the Education Office, MH 212).
4. Satisfactory completion of all sections of the Pre-Professional Skills Test (PPST) or Computer-Based Test (CBT).
5. Successful development and completion of a portfolio.
6. Satisfactory completion of the portfolio interview.

***Students with a Major in Business or Science must complete MATH 110 or higher.**

Note: A 2.50 GPA must be maintained to continue in TEP.

The Bachelor's Degrees-BS:

Teacher Education General Information

TEP Portfolio:

Candidates should begin assembling their portfolio at the beginning of their University program. Advisors will guide students in this process. The portfolio should contain information and samples of student work that demonstrate all of the following:

- a. scholarly/creative achievement;
- b. professional and personal attributes and talents;
- c. communication skills/literacy;
- d. interest and ability in working with children/adolescents; and
- e. experience with diversity.

More information and guidelines are available in the Education Office. The portfolio should be submitted to Licensure Officer Linda Lucero, MH 212, at least one week before the scheduled portfolio interview.

Student Teaching:

Student teaching is the culmination of the undergraduate teacher preparation program. It provides the prospective teacher with classroom practice under the guidance of an experienced teacher in a field setting. Student teaching requires one full semester (usually outside of Dillon) and should be planned accordingly.

Student Teaching Requirements

Applicants for student teaching must have:

1. 2.50 GPA in the Broadfield, Major, and Minor fields and a 2.50 cumulative UM-Western GPA;
2. completed all professional education (TEP) courses, including field and clinical experiences and the Broadfield/Major/Minor methods courses with no grade lower than a "C" and an overall GPA of 3.00 for those courses;
3. recommendations from the professional sequence professors and the Major and Minor methods professors;
4. completed at least 2/3 of the requirements in the Broadfield and/or Major (and Minors, if any);
5. completed a fingerprint background check.

Candidates planning to student teach must attend the student teaching meetings (PASTE) and apply for student teaching one full semester, or approximately 4 months, in advance. Applications are reviewed by the Director of Field Experiences, MH 212, who notifies candidates of their acceptance. The Field Experiences Office communicates with student teaching sites to make arrangements for placement of student teachers. Candidates **may not** make arrangements on their own with school administrators or supervising teachers.

A non-standard student teaching assignment is an assignment that is outside Western's service area. These assignments require special arrangements for supervision with other institutions and qualified individuals. The student teacher must pay any extra expenses associated with arranging a non-standard student teaching assignment. Students requesting non-standard teaching assignments must meet certain requirements, which can be obtained from the Director of Field Experiences. Applications for international non-standard teaching assignments should be submitted **2 semesters in advance**.

Regular semester fees are in effect during the semester of student teaching. Candidates planning to student teach should register for the following courses pertinent to their Major/Minor areas for endorsement (10-15 semester credits):

- ED 472 Student Teaching-Elementary Education K-8 (Kindergarten through Grade 8)
- ED 473 Student Teaching-Secondary Education 5-12 (Grades 5 through 12)*
- ED 474 Student Teaching-K-12 (Kindergarten through Grade 12)*

Student teaching assignments comprise 15 weeks of student teaching in a program designed with the advice of the Director of Field Experiences. The student teaching experience includes appropriate observation* and the Senior Seminar.

*Note: Candidates seeking 5-12 Secondary Education endorsement must complete a 30-hour observation of a fifth/sixth grade

classroom setting to be licensed. This is part of the student teaching field experience and can be done as part of the 15-week experience or separately during the same semester as the student teaching. This arrangement will be made with the advice of the Director of Field Experiences. Students in ED 473 and 474 should register for ED 276.

Candidates who are student teaching are expected to adhere to the public school calendar where they are student teaching.

Involvement in extracurricular activities is a necessary part of student teaching. Students should plan their student teaching semester to match their school site activities. The student teaching assignment is a rigorous experience and students are strongly discouraged from taking additional employment outside of the student teaching assignment.

PPST/CBT

Everyone applying for initial entry into TEP must pass the Pre-Professional Skills Test (PPST) or the Computer-Based Test (CBT). PPST tests are normally given once each semester on Western's campus. The CBT is available at Sylvan Centers in Helena and Billings, and at The University of Montana-Missoula. For dates and test site information contact the Licensure Officer, MH 212,

Educator Licensure

Changes of licensure and endorsement additions are available for post-baccalaureate students. Licensure is not automatic with University graduation, and students must initiate the process with forms available from the Licensure Officer. Any new regulations or interpretations made during the effective dates of Western's catalog will be made known to students in the program.

To teach out-of-state, contact the Licensure Officer for appropriate procedures. Licensure requirements vary among states, but Western graduates usually find they are initially qualified to teach in states other than Montana.

The Bachelor's Degrees-BS: Elementary Education

Bachelor of Science: Elementary Education

Foundational Skills Requirements (Gen Ed) 13-14

**COMS 101 Intro to Computers	3
**ENG 101 Freshman Comp*	3
**ENG 131 Oral Communication*	3
**MATH 115/116 Math Elem Tchrs*	5/4

Arts & Humanities Requirements (Gen Ed) 13

ART 101 Art Fundamentals	2
**FA 101 Intro Creatv & Perf Arts	3
MUS 101 Music Fundamentals/Piano	2

One of the following eight English courses 3

**ENG 161 Mystery & Detect Fiction (3)
**ENG 162 Folk & Fairy Tales (3)
**ENG 163 Fantasy & Science Fiction (3)
**ENG 164 Humor (3)
**ENG 165 Horror (3)
**ENG 166 Literature & Politics (3)
**ENG 167 Literature & Gender (3)
**ENG 168 Lit & the Environment (3)

One of the following fifteen English courses 3

**ENG 204 Creative Writing Workshop (3)
**ENG 230 Magical Realism (3)
**ENG 235 Lit of the Borderlands (3)
**ENG 259 Lit as Popular Culture (3)
**ENG 262 Women's Lit Traditions (3)
**ENG 263 Early American Voices (3)
**ENG 264 American Romance (3)
**ENG 265 Realists, Naturalists, Modernists (3)
**ENG 266 Generations & Conflict (3)
**ENG 273 The Oral Tradition (3)
**ENG 274 The Manuscript Tradition (3)
**ENG 275 The Print Culture (3)
**ENG 276 The Declining Empire (3)
**ENG 279 Fund of Literary Theory (3)
**ENG 280 Visions of America (3)

Natural Sciences/Math Requirements 16-17 (Gen Ed & Prof Ed)

**Two 100- or 200- level courses from any two science rubrics: BIO/CHEM/GEOL/PHYS	6
Two BIO/CHEM/GEOL/PHYS (different rubric from General Ed requirements)	6
*MATH 115/116 Math for Elem Tchrs	5/4

*Courses required for admission to TEP
(either Math 115 or 116 is required for TEP
entry).

** Courses that satisfy General Education
Requirements, page 55.

Note: Students are encouraged to work toward
an Option area or a Minor.

Many education courses require a field experience that may range in time from 15 hours to 3 weeks. Student teaching is usually a 15-week commitment. All field experience placements (including student teaching) are usually located at least 65 miles outside of Dillon.

Behavioral/Social Sciences Requirements (Gen Ed)...15

GEOG 241 Human Geography	3
HIST 371 Hist of MT & the Amer West	3
One of the following six	3

**ANTH 105 Intro to Cultrl Anthro* (3)
**ANTH 201 Amer Indian Ethnography (3)
**ANTH 202 Amer Indian Svreignty/Cultrl Prsrvtm (3)
**PSY 100 General Psychology* (3)
**SOC 115 Intro to Sociology* (3)
**SOC 203 Social Problems (3)

One of the following three 3

**HIST 111 Amer Hist to Civil War (3)
**HIST 112 Amer Hist Since Reconst (3)
**POLS 121 American Government (3)

One of the following seven 3

**HIST 101 Hist of West Civ (3)
**HIST 102 Hist of West Civ (3)
**HIST 225 Hist Africa, Lat Amer & Mdl East (3)
**HIST 240 Hist of the Far East (3)
HIST 274 World History (3)
HIST 380 19th Century Europe (3)
HIST 381 20th Century Europe (3)

Professional Education Requirements (Elem Ed) 40

ED 120 Introduction to Education*	2
ED 234 Tech Ed for Elem Tchrs	3
ED 250 Child & Adol Growth & Dev*	3
ED 270 Literacy & Language	3
ED 331 Ed Psych, Mgt & Assess	3
ED 341 Exceptional Learner	2
ED 360 Children's Literature	3
ED 371 Elem School Soc Studies Prog	2
ED 372 Elem School Lang Arts Prog	2
ED 373 Elem School Science Methods	2
ED 376 Arts Meth for Elem Tchrs	2
ED 378 Elem School Math Progr	2
ED 379 Music for Elem Tchrs	2
ED 380 Classroom Instruments	1
ED 381 Literacy & Assessment	3
HHP 231 First Aid & Safety	1
HHP 374 Elem School Health & Human Perf	2
One of the following three	3
HHP 241 Personal & Community Health (3)	
HHP 245 Human Sexuality (3)	
HHP 256 School & Community Health & Safety (3)	

Elementary Ed Block 10

All courses in the Elementary Ed Block must be taken concurrently

ED 371 Elementemetary School Social Studies Program	2
ED 372 Elementary School Language Arts Program	2
ED 373 Elementary School Science Methods	2
ED 376 Arts Methods for Elementary Teachers	2
ED 378 Elementary School Mathematics Program	2
ED 472 Student Teaching Elementary	10-15
Content Option or Minor	11-21

BS: Elementary Education.....128 credits

The Bachelor's Degrees-BS: Elementary Education, Minors

Suggested Plan of Study Bachelor of Science: Elementary Education

The following sequence includes all General Education, Professional Education and Major Requirements for BS: Elementary Education.

Note: The Elementary Block should be taken Spring Semester of the Junior year or Fall Semester of the Senior year.

Freshman Year		F	S	Junior Year		F	S
COMS 101		3		ED 360		3	
ENG 101		3		ED 379		2	
ENG 131		3		ED 380		1	
MATH 115		5		HHP 374		2	
MUS 101		2		General Sci (4th of 4 rubrics)		3	
ANTH 105/PSY 100/SOC 115			3	Area of Emphasis/Minor		3-7	
ART 101			2	<i>Sample Prof/Elem Block Semester:</i>			
ED 120			2	ED 331			3
ENG 161-168			3	ED 341			2
General Sci (1st of 4 rubrics)			3	ED 371			2
HIST 111/112/or POLS 121			3	ED 372			2
Total		16	16	ED 373			2
				ED 376			2
				ED 378			2
				Total		14-18	15
Sophomore Year				Senior Year (can switch Fall Semester with Spring Semester of Junior Year)			
ENG 204-280		3		ED 377		2	
FA 101		3		ED 381		3	
General Sci (2nd of 4 rubrics)		3		ED 425		3	
GEOG 241		3		HHP 231		1	
HHP 241/245/256		3		HIST 371		3	
Area of Emphasis/Minor		3		Area of Emphasis/Minor		5-6	
ED 250			3	ED 472 Stu Teach Elementary*			10-15
ED 270			3	Total		17-18	10-15
General Sci (3rd of 4 rubrics)			3				
HIST 101/102/274/380/381			3				
MATH 116			4				
Total		18	16				

After Academic Year 2004, candidates must complete ED 255 Contemporary American Indian Education (or its equivalent) to be eligible for educator licensure in the State of Montana.

Minors Available for BS: Teacher Education

(could lead to potential licensure).....20-29 cr.

**denotes Elementary Education license available*

- Art K-12
- Biology
- Business & Computer Applications
- Chemistry
- Computer Science K-12
- Drama
- Early Childhood Education*
(with Elementary Education only)
- Earth Science

- English
- Health & Human Performance K-12*
- History
- Industrial Technology
- Library K-12*
- Mathematics
- Music K-12*
- Reading K-12*
- Special Education K-12*

Option Areas: (transcript notation only)

- Mathematics
- Science
- Social Studies

The Bachelor's Degrees-BS:

Elementary Education Minors, Academic Option Areas

Early Childhood Education Minor

(Available with
BS: Elementary Education only)

The Early Childhood Education Minor is a State-recognized area of specialized competency that is an "add on" to an elementary degree. This endorsement gives specialized preparation in implementing developmentally appropriate practices including multi-age groupings, individualization, learning center approach, anti-bias curriculum, concrete experiences, pro-social discipline techniques, integrated curriculum, inclusion of children with special needs, and viewing parents as partners. It is designed for students planning to teach children from birth through age eight.

A student must maintain a 3.0 average in these Early Childhood core courses with no grade lower than a "C":

ED 142/143 ED 246/247
ED 144/145 ED 250/251
ED 240/241 ED 320/321
ED 242/243 ED 324/325

ED 142 Intro to Early Childhd	1
ED 143 Intro Early Childhd Lab	1
ED 144 Creat Environ for Learning	2
ED 145 Creat Environ for Learn Lab	1
ED 240 Positive Child Disc	2
ED 241 Positive Child Disc Lab	1
ED 242 Meet Needs of Family	2
ED 243 Meet Needs Family Lab	1
ED 246 Early Child Prof	2
ED 247 Early Child Prof Lab	1
ED 250 Child/Adol Growth/Devel	3
ED 251 Child/Adol Growth/Dev Lab	1
ED 320 Early Child Curric I	2
ED 321 Early Child Curric I Lab	1
ED 324 Early Child Curric II	2
ED 325 Early Child Curric II Lab	1
ED 341 Exceptional Learner	2

Early Childhood Education Minor 26 cr.

Academic Option Areas

In addition to Minors, students pursuing the BS: Elementary Education degree may select an "Option" area to further enhance their background and potentially improve their employability. Choices include an Option Area in Math, Science, and Social Studies. Although these Options **are not licensure endorsements**, they show evidence of additional study in these areas.

Math Option 18 cr.

A "Math Option" transcript notation is available with BS: Elementary Education only.

MATH 104 Math for Liberal Arts	3
MATH 110 Prob & Linear Math	3
MATH 151 Precalculus	5
MATH 210 Computer Math	3
MATH 232 Fund of Statistics	4

All Math Option courses should be taken in addition to those required for the Elementary Education Major. However, these additional courses can be used to fulfill the elective requirements in this Major.

Science Option 18 cr.

A "Science Option" transcript notation is available with BS: Elementary Education only.

Students must complete 18 credits in courses with BIO, CHEM, GEOL, or PHYS rubric and numbers greater than 101, and from at least 3 different rubrics.

Students may not use General Education science courses to satisfy any part of the 18 credits required for the Science Option. Also, Science Option courses should be taken in addition to those required for the Elementary Education Major. However, these additional courses can be used to fulfill the elective requirements in this Major.

Social Studies Option 18 cr.

A "Social Studies Option" transcript notation is available with BS: Elementary Education only.

ANTH 105 Intro to Cultrl Anthro	3
SOC 115 Intro to Sociology	3
HIST (upper div American or European)	3
One of the following two	3
POLS 354 Current Affairs (3)	
POLS 413 American Diplomacy (3)	
One of the following three	3
SOC 425 Indig Peoples/20th Cent (3)	
ANTH 201 Amer Indian Ethnog (3)	
ANTH 202 Amer Indian Sovrn/ Cultural Preservation (3)	
One of the following two	3
HIST 225 Hist of Africa, Latin Amer & Middle East (3)	
HIST 240 Hist of Far East (3)	

Other courses/workshops may be considered with the approval of the department. All Social Science Option courses should be taken in addition to those required for the Elementary Education Major. However, these courses can be used to fulfill the elective requirements in this Major.

Note: Always Check Course Descriptions for prerequisites.

The Bachelor's Degrees-BS: Secondary Education

Bachelor of Science: Secondary Education

The following are Broadfields, Majors, and Minors available at Western that lead to Secondary Education or K-12 licensure (see General Education Requirements, page 55, and Secondary Education Professional Education Requirements for a particular degree for information on required coursework in General Education and Major and Minor areas for graduation).

NOTE: Single Endorsements are available in Biology and Applied Mathematical Science (see Advising Protocol for Single Major Endorsement Secondary Education Licensure, page 101).

Broadfields (B): 40-60 Credits
Majors (M): 0-39 Credits
Minors (m): 20-29 Credits

Art K-12 (B,M,m)	General Science (B)
Business & Computer Applications (B,M,m)	Health & Human Performance K-12 (B*,M,m)
Biology (M,m)	History (M,m)
English (B,M,m)	Industrial Technology (M,m)
Chemistry (m)	Library K-12 (m)
Computer Science (m)	Mathematics (M,m)
Drama (m)	Music K-12 (m)
Earth Science (m)	Physical Science (M)
	Reading K-12 (m)
	Social Science (B)
	Special Education K-12 (m)

*pending approval by Montana Board of Education

Jay Silver

Jerome, Idaho
 BA: Social Science,
 Sociology Related Area

Jamie Silver

Twin Falls, Idaho
 BA: Social Science,
 Sociology Related Area,
 AAS: Early Childhood Education

Why did you choose Western?

We had friends attending Western and Jay was given the opportunity to play football. We already had our first daughter, Samantha, when we began at Western, and had our second daughter, Chloe, while working on our degrees.

Favorite memories at Western?

Chi Alpha Christian Fellowship activities, football games and road trips, intramurals, Casino Night, and Western's friendly atmosphere. Jay's job with Dave Hamilton; Jamie's job with Conference & Events Services meeting many different types of people.

Favorite people at Western?

Jay: Stefan Engle, Nate Lant, Curtis Cole, Spencer Huls, Josh Preiss, Wade Owens, and so many more. Dr. Michael Francisconi, who taught me to always question everything, it's ok to be on the opposite end of the spectrum, and either voice your opinion or don't complain that you're not being heard. Also, Dr. Jack Kirkley, who taught me that to succeed in anything I have to put forth the effort. **Jamie:** My Chi Alpha family and Curtis & Delyn Cole; Julie Bullard in Early Childhood; and Kathy Simkins. I made friendships with other students that will last forever. Dr. Mark Krank stretched me into someone that I enjoy being...he tested my faith; and Dr. Francisconi who allows students to think for themselves instead of being forced to agree with the professor. I was able to complete my coursework and graduate because of the faculty's help through four major surgeries and having a baby.

Jamie is a Certified Professional Service Coordinator for people with disabilities. Jay has been accepted to graduate school at Simpson College in Redding CA, where he will pursue a degree in Christian Ministry with an emphasis in Youth Ministry.

Jay:

Dean's List 4 Semesters (including my first ever 4.0!)
 Graduated with Honors May 2003
 Bulldog Football Team Member

Jamie:

Dean's List 6 Semesters
 Early Childhood Scholarship
 WUE Scholarship 3 Years
 Ambassador
 Graduated with Honors May 2003

The Bachelor's Degrees-BS: Secondary Education

BS: Secondary Education Professional Education Requirements.....35-44 credits

All students earning Bachelor of Science degrees in Secondary Education (Grades 5-12)
must satisfactorily complete these Professional Education courses:

One of the following three 3
 ANTH 105 Introduction to Cultural Anthropology (3)
 PSY 100 General Psychology (3)
 SOC 115 Introduction to Sociology (3)

One of the following fifteen 3
 ENG 204 Creative Writing Workshop (3)
 ENG 230 Magical Realism (3)
 ENG 235 Literature of the Borderlands (3)
 ENG 259 Literature as Popular Culture (3)
 ENG 262 Women's Literary Traditions (3)
 ENG 263 Early American Voices (3)
 ENG 264 American Romance (3)
 ENG 265 Realists, Naturalists, Modernists (3)
 ENG 266 Generations & Conflict (3)
 ENG 273 The Oral Tradition (3)
 ENG 274 The Manuscript Tradition (3)
 ENG 275 The Print Culture (3)
 ENG 276 The Declining Empire (3)
 ENG 279 Fundamentals of Literary Theory (3)
 ENG 280 Visions of America (3)

One of the following three 3
 HHP 241 Personal & Community Health (3)
 HHP 245 Human Sexuality (3)
 HHP 256 School & Community Health & Safety (3)

All of the following:
 HHP 231 First Aid & Safety 1
 ED 120 Introduction to Education 2
 ED 250 Child & Adolescent Growth & Development 3
 ED 331 Educational Psychology, Management & Assessment 3
 ED 341 Exceptional Learner 2
 ED 425 Cultures, Schools & Communities 3
 Methods Course-Secondary* 2-6
 ED 472 Student Teaching- Secondary 10-15

***A Methods course is required for each Secondary Broadfield, Major, and Minor.**

Many education courses require a field experience that may range in time from 15 hours to 3 weeks. Student teaching is usually a 15-week commitment. All field experience placements (including student teaching) are usually located at least 65 miles outside of Dillon.

After Academic Year 2004, candidates must complete ED 255 Contemporary American Indian Education (or its equivalent) to be eligible for educator licensure in the State of Montana.

**The following pages contain outlines for courses required for all BS: Secondary Education degrees,
including General Education and Professional Education Requirements.**

The Bachelor's Degrees-BS: Secondary Education

Suggested Plan of Study

Bachelor of Science in Education Degree,
Teaching Major in Art K-12 Broadfield

Freshman Year	F	S	
ART 141	3		
ART 143	3		
Gen Ed Behav/Soc Sci	3		
COMS 101	3		
ENG 101	3		
ART 221		3	
ED 120		2	
MATH 104		3	
ANTH 105/PSY/100/SOC 115		3	
ENG 131		3	
FA 101		3	
Total	15	17	
Sophomore Year			
ART 225	3		
Art Core 2-D Studio	3		
Art Elective	3		
Gen Ed Behav/Soc Sci	3		
Gen Ed Natural Sci	3-4		
Art Core 2-D Studio		3	
ART 231 Ceramics		3	
Art Elective		3	
ED 250		3	
English Course (see Prof Ed Requirements, page 82)		3	
HHP 241/245/256		3	
Total	15-16	18	
Junior Year			
ART 371	3		
ART 411	3		
ED 255	3		
Gen Ed Arts/Humanities	3		
Gen Ed Natural Sci	3-4		
Art Electives	3		
ART 412		3	
ART 431		3	
HHP 231		1	
Art Elective		3	
Studio Concentration		3	
Total	18-19	16	
Senior Year			
ART 351	3		
ED 331	3		
ED 341	2		
ED 425	3		
Studio Concentration	6		
ED 474 Stu Teaching K-12		10-15	
Total	17	10-15	

Art K-12 Broadfield (No Minor Required)

General Education Requirements, page 55 33-35 cr.

Professional Ed Requirements, page 82 35-44 cr.

*Note: "()" in credit column indicates a degree requirement that **must be completed** as part of the General Education core, Professional Education Requirements, a degree course option, or an elective.*

FOUNDATIONS CORE:

ART 141 Basic Drawing	3
ART 143 2-D Design/Color Theory	3
ART 221 3-D Design/Crafts	3
ART 225 Art & Technology	3
ART 411 Art History I	3
ART 412 Art History II	3
ART 351 Methods & Materials of Art	(3)
Subtotal Foundations Core	18

ART CORE:

One of the following two:

ART 242 Figure Drawing (3)	
ART 343 Printmaking (3)	3

One of the following two:

ART 361 Watercolor (3)	
ART 367 Oil Painting (3)	3
ART 231 Ceramics	3
ART 371 Sculpture	3
ART 431 Art Thesis & Exhibit	3-4
Subtotal Art Core	15-16

ART Electives* (see below)	15
Studio Concentration** (see below)	9

ART K-12 Broadfield TOTAL Credits Required 57-58

***ART Electives--select five below in consultation with advisor (15 credits):**

ART 232 Ceramics (3)
OR
ART 484 Advanced Studio-Ceramics (3)
ART 242 Figure Drawing (if not taken above) (3)
ART 343 Printmaking (if not taken above) (3)
ART 347 Glass Blowing (3)
ART 361 Watercolor (if not taken above) (3)
ART 367 Oil Painting (if not taken above) (3)
ART 370 Photography (3)
ART 380 Artist Blacksmithing (3)
ART 381 Art Media Workshop (3)
ART 422 Jewelry (3)
ART 423 Jewelry (3)
ART 447 Fiber Arts (3)

****Studio Concentration--select 9 credits in consultation with advisor:**

ART 478 Adv Studio - Watercolor (V 1-3)
ART 479 Adv Studio - Artist Blksmith (V 1-3)
ART 480 Adv Studio - Fibers (V 1-3)
ART 481 Adv Studio - Crafts (V 1-3)
ART 482 Adv Studio - Drawing (V 1-3)
ART 483 Adv Studio - Painting (V 1-3)
ART 484 Adv Studio - Ceramics (V 1-3)
ART 485 Adv Studio - Photography (V 1-3)
ART 486 Adv Studio - Printmaking (V 1-3)
ART 487 Adv Studio - Sculpture (V 1-3)
ART 488 Adv Studio - Computer Art (V 1-3)
ART 489 Adv Studio - Glassblowing (V 1-3)

Total Minimum Credits Required for Degree.....128

See Catalog Course Descriptions for prerequisites.

The Bachelor's Degrees-BS: Secondary Education

Suggested Plan of Study

Bachelor of Science in Education Degree,
Teaching Major in Art K-12

Freshman Year	F	S
ART 141	3	
ART 143	3	
COMS 101	3	
ED 120	2	
ENG 101	3	
Gen Ed Behav/Soc Sci	3	
ANTH 105/PSY 100/SOC 115		3
ART 221		3
ENG 131		3
FA 101		3
HHP 241/245/256		3
MATH 104		3
Total	17	18
Sophomore Year		
ART 225	3	
Art Core 2-D Studio	3	
Gen Ed Behav/Soc Sci	3	
Gen Ed Natural Sci	3-4	
Course in Minor	3	
Art Core 2-D Studio		3
ART 231		3
ED 250		3
ED 255		3
English Course (see Prof Ed Requirements, page 82)		3
Gen Ed Natural Science		3-4
Total	15-16	18-19
Junior Year		
ART 411	3	
Art Elective	3	
Gen Ed Arts/Humanities	3	
Courses in Minor	9	
ART 371		3
ART 412		3
ART 431		3
Art Elective		3
Courses in Minor		6
Total	18	18
Senior Year		
ART 351	3	
ED 331	3	
ED 341	2	
ED 425	3	
HHP 231	1	
Meth/Mater of Minor	3	
Course in Minor	3	
ED 474 Stu Teaching K-12		10-15
Total	18	10-15

Art K-12

General Education Requirements, page 55 33-35 cr.

Professional Education Requirements, page 82 35-44 cr.

Note: "()" in Major/Minor column indicates a degree requirement that must be completed as part of the General Education core, Professional Education Requirements, a degree course option, or an elective.

	Major	Minor
FOUNDATIONS CORE:		
ART 141 Basic Drawing	3	3
ART 143 2-D Design/Color Theory	3	3
ART 221 3-D Design/Crafts	3	3
ART 225 Art & Technology	3	
ART 411 Art History I	3	3 OR
ART 412 Art History II	3	3
ART 351 Methods & Materials of Art	(3)	(3)
Subtotal Foundations Core	18	12
ART CORE:		
One of the following two:		
ART 242 Figure Drawing (3)		
ART 343 Printmaking (3)	3	3
One of the following two:		
ART 361 Watercolor (3)		
ART 367 Oil Painting (3)	3	3
ART 231 Ceramics	3	3 OR
ART 371 Sculpture	3	3
ART 431 Art Thesis & Exhibit (3-4)	3	3-4
Subtotal Art Core	15	12-13
ARTELECTIVES:		
Select two courses (6 credits) in consultation with advisor:		
ART 232 Ceramics (3)		
OR		
ART 484 Advanced Studio - Ceramics (3)		
ART 242 Figure Drawing (if not taken above) (3)		
ART 343 Printmaking (if not taken above) (3)		
ART 347 Glass Blowing (3)		
ART 361 Watercolor (if not taken above) (3)		
ART 367 Oil Painting (if not taken above) (3)		
ART 370 Photography (3)		
ART 380 Artist Blacksmithing (3)		
ART 381 Art Media Workshop (3)		
ART 422 Jewelry (3)		
ART 432 Jewelry (3)		
ART 447 Fibers (3)		
FA 301 Contemporary Arts Issues (3)		
Subtotal Art Electives	6	
Art K-12 Major/Minor TOTAL Credits Required	39-40	24 -25

Total Minimum Credits Required for Degree.....128

See Catalog Course Descriptions for prerequisites.

The Bachelor's Degrees-BS: Secondary Education

Suggested Plan of Study

Bachelor of Science in Education Degree,
Teaching Major in Biology

Freshman Year	F	S
BIO 151	4	
COMS 101	3	
ED 120	2	
ENG 101	3	
MATH 110	3	
ANTH 105/PSY 100/SOC 115		3
BIO 152		3
ENG 131		3
English Course (see Prof Ed Requirements, page 82)		3
Gen Ed Behav/Soc Sci		3
Course in Minor		2
Total	15	17
Sophomore Year		
BIO 371	4	
CHEM 131	4	
ED 255	3	
Gen Ed Arts/Humanities	3	
MATH 232**	4	
BIO 372		3
CHEM 132		4
ED 250		3
HHP 241/245/256		3
Gen Ed or Elective in Minor		4
Total	18	17
Junior Year		
BIO 262	4	
ED 255	3	
ED 331	3	
ED 341	2	
ED 425	3	
Minor Course	3	
BIO 341		4
BIO 343		4
GSCI 401		3
HHP 231		1
Course in Minor (UL)		4-5
Total	18	16-17
Senior Year		
BIO 477	4	
BIO 400	1-5	
Courses in Minor (UL)	6	
Gen Ed Behav/Soc Sci	3	
ED 471 (optional)**		2
ED 473 Stu Teach Secondary		10-15
Total	14-19	10-17

Biology

General Education Requirements, page 55 33-35 cr.

Professional Education Requirements, page 82 35-44 cr.

Note:“()” in the Major/Minor column indicates a degree requirement that must be completed as part of the General Education core, Professional Education Requirements, a degree course option, or an elective.

	Major	Minor
BIO 151 Zoology	4	4
BIO 152 Botany (4)		
OR		
BIO 351 Systematic Botany (3)	3-4	3-4
BIO 341 Cell & Molecular Biology	4	4
BIO 262 Microbiology	4	-
BIO 343 Genetics & Evolution	4	4
BIO 371 Human Anatomy & Physiology	4	4
BIO 372 Human Anatomy & Physiology	3	3
BIO 477 Ecology	4	4
CHEM 131 General Chemistry	4	
CHEM 132 General Chemistry	4	
ED 355 Methods & Materials of Experiential Science Education	(3)	(3)
Biology Major/Minor TOTAL Credits Required	38-39	26-27

Total Minimum Credits Required for Degree.....128

See Catalog Course Descriptions for prerequisites.

The Bachelor's Degrees-BS: Secondary Education

Suggested Plan of Study

Bachelor of Science in Education Degree,
Teaching Major in Business & Computer
Applications Broadfield

Freshman Year	F	S
COMS 101	3	
ENG 101	3	
ENG 131	3	
MATH 110	3	
Elective	3	
ANTH 105/PSY 100/SOC 115		3
COMS 135		3
ED 120		2
Gen Ed Arts/Humanities		3
Gen Ed Natural Sci		3
Gen Ed or Elective in Minor		3
Total	15	17

Sophomore Year		
BUS 201	3	
BUS 241	3	
COMS 205	3	
COMS 236	3	
HHP 241/245/256	3	
English Course (see Prof Ed Requirements, page 82)	3	
BUS 217		3
BUS 242		3
COMS 210		3
ECON 252		3
ED 250		3
Gen Ed Natural Sci		3
Total	18	18

Junior Year		
BUS 281	3	
COMS 126	4	
COMS 234/339, 387, etc.	5-6	
COMS 387	3	
ED 255	3	
BUS 202/325/347/HTR 204		6
Gen Ed Requirement		3
COMS 234/339/387 etc.		3
BUS 410		2
COMS 403		3
Total	18-19	17

Senior Year		
BUS 351	2	
COMS 234/339/387, etc.	3	
COMS 351	3	
ED 331	3	
ED 341	2	
ED 425	3	
HHP 231	1	
ED 473 Stu Teach Secondary		10-15
Total	17	10-15

BS: Business & Computer Applications Broadfield (No Minor Required)

General Education Requirements, page 55 33-35 cr.

Professional Education Requirements, page 82 35-44 cr.

Note: "()" in the credit column indicates a degree requirement that must be completed as part of the General Education core, Professional Education Requirements, a degree course option, or an elective.

BUS 201 Entrepreneurship	3
BUS 217 Business & Electronic Communications	3
BUS 241 Financial Accounting	3
BUS 242 Managerial Accounting	3
BUS 281 Business Law I (3)	

OR

BUS 282 Business Law II (3)	3
BUS 351 Methods & Materials of Business Theory Subjects	(2)
BUS 410 Career Planning Seminar	2
COMS 126 Networking Fundamentals (CISCO I)	4
COMS 135 Microcomputer Applications	3
COMS 205 Business Information Systems	3
COMS 210 Computer Hardware & Software Management	3
COMS 236 Advanced Microcomputer Applications	3
COMS 351 Methods & Materials of Computer Application	(2)
COMS 403 Systems Analysis and Design	3
ECON 252 Principles of Microeconomics	3

Two of the following four:

BUS 202 Customer Service (3)	
BUS 325 Management & Organizational Behavior (3)	
BUS 347 Marketing Principles & E-Commerce (3)	
HTR 204 Leadership (3)	6

Three of the following eight:

COMS 176 Introduction to Router Technology (CISCO II) (4)	
COMS 234 Multimedia (3)	
COMS 339 Advanced Database Management (3)	
COMS 387 Telecommunications (3)	
COMS 111 Programming Fundamentals (3)	
COMS 420 Certifications in Hardware, Software & Networking (2-6) (3 credits maximum for Major or Minor)	
COMS 270 Fundamentals of Yearbook Layout (2)	
OR	
COMS 370 Publication Layout & Yearbook Design (3)	7-9

Business & Computer Applications Broadfield

TOTAL Credits Required 52-54

Business & Communications Broadfield TOTAL Credits Required128

See Catalog Course Descriptions for prerequisites.

The Bachelor's Degrees-BS: Secondary Education

Suggested Plan of Study

Bachelor of Science in Education Degree,
Teaching Major in Business & Computer
Applications

Freshman Year	F	S
ENG 101	3	
Gen Ed Behav/Soc Sci	3	
COMS 101	3	
MATH 110	3	
ANTH 105/PSY 100/SOC 115	3	
ED 120		2
English Course (see Prof Ed Requirements, page 82)		3
Gen Ed Natural Sci	3	
COMS 135	3	
ENG 131	3	
Gen Ed History	3	
Total	15	17
Sophomore Year		
BUS 201	3	
BUS 217	3	
BUS 241	3	
COMS 281	3	
COMS 210	3	
HHP 241/245/256	3	
BUS 242		3
ED 250		3
COMS 236		3
ECON 252		3
Gen Ed Arts/Humanities		3
Gen Ed Natural Science		3
Total	18	18
Junior Year		
BUS 325 or 347	3	
COMS 205	3	
COMS 310	3	
ED 255	3	
Courses in Minor	6	
COMS 234/339/387, etc.		6
Courses in Minor		12
Total	18	18
Senior Year		
BUS 351	2	
BUS 410	2	
COMS 351	2	
ED 331	3	
ED 341	2	
ED 425	3	
HHP 231	1	
Courses in Minor	3	
ED 473 Stu Teach Secondary		10-15
Total	18	10-15

Business & Computer Applications

General Education Requirements, page 55 33-35 cr.

Professional Education Requirements, page 82 35-44 cr.

Note: "()" in Major/Minor columns indicates a degree requirement that must be completed as part of the General Education core, Professional Education Requirements, a degree course option, or an elective.

	Major	Minor
BUS 201 Entrepreneurship	3	3
BUS 217 Business & Electronic Communications	3	
BUS 241 Financial Accounting	3	3
BUS 242 Managerial Accounting	3	
One of the following two:		
BUS 281 Business Law I (3)		
BUS 282 Business Law II (3)	3	
One of the following two:		
BUS 325 Management & Organizational Behavior (3)		
BUS 347 Marketing Principles & E-Commerce (3)	3	
BUS 351 Methods & Materials of Business Theory Subjects	(2)	(2)
BUS 410 Career Planning Seminar	2	2
COMS 135 Microcomputer Applications	3	3
COMS 205 Business Information Systems	3	3
COMS 210 Computer Hardware & Software Management	3	3
COMS 236 Advanced Microcomputer Applications	3	3
COMS 351 Methods & Materials in Computer Applications	(2)	(2)
ECON 252 Principles of Microeconomics	3	3
Two of the following seven:		
COMS 234 Multimedia (3)		
COMS 339 Advanced Database Management (3)		
COMS 387 Telecommunications (3)		
COMS 111 Programming Fundamentals (3)		
COMS 420 Certifications in Hardware, Software & Networking (2-6) (3 credits maximum for Major or Minor)		
COMS 270 Fundamentals of Yearbook Layout (2)		
OR		
COMS 370 Publication Layout & Yearbook Design (3)	6	6
Business & Computer Applications TOTAL		
Credits Required	41	29

Total Minimum Credits Required for Degree.....128

See Catalog Course Descriptions for prerequisites.

The Bachelor's Degrees-BS: Secondary Education

Suggested Plan of Study

Bachelor of Science in Education Degree,
Teaching Major in English

Freshman Year	F	S
COMS 101	3	
ENG 101	3	
ENG 131	3	
ENG 280	3	
Gen Ed Arts/Humanities	3	
ANTH 105/PSY 100/SOC 115		3
ED 120		2
English Course (see Prof Ed Requirements, page 82)		3
Gen Ed Behav/Soc Sci		3
Gen Ed Mathematics		3
Gen Ed Natural Sci		3-4
Total	15	17-18
Sophomore Year		
DR 241	3	
ENG 264 or 274	3	
HHP 241/245/256	3	
Gen Ed Behav/Soc Sci	3	
Gen Ed Natural Sci	3	
Courses in Minor	3	
ED 250		3
ED 255		3
ENG 265 or 275		3
ENG 313		3
Courses in Minor		6
Total	18	18
Junior Year		
ENG 452	3	
ENG 453	3	
ENG 479	3	
Courses in Minor	6	
ENG 215	3	
ENG 320		3
ENG 360		3
ENG 413		3
ENG 455		3
Courses in Minor		3
Approved Course in Major/Elective		3
Total	18	18
Senior Year		
ED 331	3	
ED 341	2	
ED 425	3	
ED 445	2	
ENG 351	3	
HHP 231	1	
Meth & Mat in Minor	3	
ED 473 Stu Teach Secondary		10-15
Total	17	10-15

English

General Education Requirements, page 55 33-35 cr.

Professional Education Requirements, page 82 35-44 cr.

Note: "()" in Major/Minor columns indicates a degree requirement that must be completed as part of the General Education core, Professional Education Requirements, a degree course option, or an elective.

	Broadfield & Major	Minor
ED 445 Content Area Reading & Writing	3	3
One of the following two:		
ENG 215 Journalism (3)		
ENG 216 Journalism (3)	3	-
ENG 280 Visions of America	3	3
ENG 313 Writing for Publication	3	3
ENG 320 Literature in Translation	3	3
ENG 351 Teaching Composition & Literature	(3)	(3)
ENG 360 Young Adult Literature	3	3
ENG 413 History, Structure, & Nature of Language	3	3
ENG 452 Seminar in Literary Period	3	
ENG 453 Genre Seminar	3	-
ENG 455 Shakespeare	3	3
ENG 479 Seminar in Literary Theory	3	-
DR 241 Play Production	3	-
Two of the following eight:		
ENG 263 Early American Voices (3)		
ENG 264 American Romance (3)		
ENG 265 Realists, Naturalists, Modernists (3)		
ENG 266 Generations & Conflicts (3)		
ENG 273 The Oral Tradition (3)		
ENG 274 The Manuscript Tradition (3)		
ENG 275 The Print Culture (3)		
ENG 276 The Declining Empire (3)	6	6
English Major & Minor TOTAL Credits Required	42	27

For English Broadfield only:

Advisor Approved (6 credits in Drama or Oral Communication, plus 4-5 other credits approved by advisor) 10-11

English Broadfield TOTAL Credits Required 52-53 cr.

Total Minimum Credits Required for Degree.....128

See Catalog Course Descriptions for prerequisites.

The Bachelor's Degrees-BS: Secondary Education

Suggested Plan of Study

Bachelor of Science in Education Degree,
Teaching Major in General Science
Broadfield

Freshman Year	F	S
BIO 151	4	
CHEM 131	4	
Gen Ed Arts/Humanities	3	
ENG 101	3	
ANTH 105/PSY 100/SOC 115	3	
CHEM 132		4
MATH 152		5
COMS 101		3
BIO 152		4
Total	17	16
Sophomore Year		
ED 120	2	
HHP 241/245/256	3	
English Course (see Prof Ed Requirements, page 82)	3	
Gen Ed Behav/Soc Sci	6	
PHYS 233	4	
PHYS 234		4
GEOL 101 or 150		3-4
BIO 343		4
ED 250		3
ED 255		3
Total	18	18
Junior Year		
ENG 131	3	
CHEM 331	4	
GEOL 226	4	
PHYS 235	3	
BIO 341		4
GSCI 401		3
Gen Ed Behav/Soc Sci		3
CHEM 332		4
GEOL 432 (OY)		4
Total	17	18
Senior Year		
ED 331	3	
ED 341	2	
ED 355	3	
ED 425	3	
HHP 231	1	
PHYS 240 (EY)	3	
Science Elective	3	
ED 473 Stu Teach Secondary		10-15
Total	18	10-15

(OY) = odd-numbered years
(EY) = even-numbered years

General Science Broadfield (No Minor Required)

General Education Requirements, page 55 33-35 cr.

Professional Education Requirements, page 82 35-44 cr.

Not all courses are taught every year or every semester; it may be necessary to modify the sequence to correspond with the year a particular class is being taught.

Note: "()" in credit column indicates a degree requirement that must be completed as part of the General Education core, Professional Education Requirements, a degree course option, or an elective.

BIO 151 Zoology	4
One of the following two:	
BIO 152 Botany (4)	
BIO 351 Systematic Botany (3)	3-4
BIO 341 Cell & Molecular Biology	4
BIO 343 Genetics & Evolution	4
CHEM 131 General Chemistry	4
CHEM 132 General Chemistry	4
CHEM 331 Organic Chemistry	4
CHEM 332 Organic Chemistry	4
ED 355 Methods & Materials of Experiential Science Education	(3)
One of the following two:	
GEOL 101 Introduction to Geology (3)	
GEOL 150 Environmental Geology (4)	3-4
GEOL 226 Rocks, Minerals & Resources	4
GEOL 432 Depositional Environments	4
GSCI 401 History & Philosophy of Science	3
MATH 152 Calculus I	(5)
PHYS 233 General Physics	4
PHYS 234 General Physics	4
PHYS 235 General Physics	3
PHYS 240 Astronomy	3

General Science Broadfield TOTAL Credits Required 59-61

Total Minimum Credits Required for Degree.....128

See Catalog Course Descriptions for prerequisites.

The Bachelor's Degrees-BS: Secondary Education

Health & Human Performance K-12

General Education Requirements, page 55 33-35 cr.

Professional Education Requirements, page 82 35-44 cr.

Note: "()" in credit column indicates a degree requirement that must be completed as part of the General Education core, Professional Education Requirements, a degree course option, or an elective.

	HHP Minor	PE Major	**Health Major	**Broadfield
BIO 371 Human Anatomy & Physiology	(4*)	(4*)	(4*)	(4*)
BIO 372 Human Anatomy & Physiology	-	-	3	3
HHP 102 Fitness for Life	3	3	3	3
HHP 140 Foundations of Health & Human Performance	2	2	2	2
HHP 142 Fundamentals of Human Movement	2	2	2	2
HHP 201 Team Sport Methods & Techniques	3	3	3	3
HHP 202 Individual & Dual Sport Methods & Techniques	3	3	3	3
HHP 231 First Aid & Safety	1	1	1	1
HHP 241 Personal & Community Health	3	3	3	3
HHP 315 Anatomical & Mechanical Kinesiology	4	4	4	4
HHP 317 Physiological & Psychological Kinesiology	-	4	-	4
HHP 347 Organization & Administration of Health Enhancement	3	3	3	3
HHP 351 Methods & Materials in Health Enhancement	(3)	(3)	(3)	(3)
HHP 361 Methods & Materials of Teaching Health	-	-	(2)	(2)
HHP 364 Nutrition	-	-	3	3
HHP 374 Elementary School Health & Human Performance	2	2	2	2
HHP 375 Elementary/Secondary Practicum	-	1	-	1
HHP 416 Conditioning Program Development	-	2	-	2
HHP 454 Adapted Physical Education	-	3	-	3
HHP 475 Contemporary Issues in Health	-	-	3	3

Select one of the following two for the Minor; Students in the Major must take both:

HHP 204 Aquatic & Fitness Methods & Techniques (2)	2 or	2	2 or	2
HHP 205 Dance/Rhythm Methods & Techniques (2)	2	2	2	2

Students in the PE Major and the Health Major must take one of the following as a Professional Ed Requirement; Students in the Health Major must take the second as a degree requirement in the Major:

HHP 245 Human Sexuality (3)	-	(3) or 3	3 or (3)	3 or (3)
		OR	AND	AND
HHP 256 School & Community Health & Safety (3)	-	3 or (3)	(3) or 3	(3) or 3

TOTAL Credits Required **28** **40** **40** **52**

Total Minimum Credits Required for Degree.....128

See Catalog Course Descriptions for prerequisites.

Coaching Option (Transcript notation available with **any** Major or Minor).....**20 credits**

Note: Students completing the Coaching Option are also encouraged to take HHP 410 Athletic Training II.

BIO 371 Hum Anat & Physiol I	***(4)	Techniques Core:
HHP 102 Fitness for Life	3	Select two of the following
HHP 142 Fund of Human Movement	2	HHP 352 Coach/Offic Basketball (3)
HHP 311 Athletic Training I	4	HHP 353 Coach/Offic Track/Field (3)
HHP 350 Coaching: Pedag/Admin/Ethics	3	HHP 354 Coach/Offic Baseball/Softball (3)
HHP 416 Conditioning Prog Devel	2	HHP 355 Coach/Offic Football (3)
		HHP 356 Coach/Offic Wrestling (3)
		HHP 357 Water Safety Instructor (3)
		HHP 358 Coach/Offic Volleyball (3)

***Required; can/should be taken as part of General Education Core.

**Pending Montana Board of Education approval for licensure.

The Bachelor's Degrees-BS: Secondary Education

Suggested Plan of Study					
Bachelor of Science in Education Degree, Teaching Major in Health & Human Performance K-12					
			Total	18	17
Freshman Year	F	S	Junior Year	F	S
COMS 101	3		HHP 315	4	
ED 120	2		HHP 347	3	
ENG 101	3		Minor Course	9	
ENG 131	3		HHP 317		4
Gen Ed Arts/Humanities	3		HHP 351		3
Gen Ed Hist 100/200 level	3		HHP 374		2
Gen Ed Math 104 or higher		3-5	HHP 375		1
ANTH 105/PSY 100/SOC 115		3	HHP 416		2
HHP 102		3	Minor Course		6
HHP 140		2	Total	16	18
HHP 142		2	Senior Year		
Gen Ed Nat Sci (non-BIO)		3	ED 331	3	
Total	17	16-18	ED 341	2	
Sophomore Year			ED 425	3	
BIO 371	4		HHP 231	1	
ED 250	3		HHP 454	3	
ED 255	3		Methods Course in Minor	3	
HHP 201	3		Minor Course	3	
HHP 204	2		ED 276 5th/6th Grade Observ		1-2
English Course (see Prof Ed Requirements, page 82)	3		ED 473 Stu Teach Sec (7-15) OR		
HHP 202		3	ED 474 Stu Teach K-12 (7-15)		7-15
HHP 205		2	Total	18	8-17
HHP 241		3			
Gen Ed Arts/Humanities		3			
Gen Ed Behav/Soc Sci		3			
Minor Course		3			

The Bachelor's Degrees-BS: Secondary Education

Suggested Plan of Study

Bachelor of Science in Education Degree,
Teaching Major in History

Freshman Year	F	S
ED 120	2	
ENG 101	3	
HIST111	3	
Gen Ed Arts/Humanities	3	
Gen Ed Math	3	
ANTH 105/PSY 100/SOC 115		3
COMS 101		3
ENG 131		3
HIST 112		3
Gen Ed Natural Sci		3-4
Total	14	14-15
Sophomore Year		
ED 250	3	
HHP 241/245/256	3	
HIST 101	3	
English Course (see Prof Ed Requirements, page 82)	3	
Approved History Elective	3	
Minor Courses	3-5	
ED 255		3
Gen Ed or Course in Minor		3
Approved History Elective		3
Gen Ed Natural Sci		3-4
Minor Course		3
HIST 240		3
Total	18-19	18-19
Junior Year		
HIST 351	3	
HIST 371	3	
HIST 380	3	
Minor Courses	6	
ED 331		3
ED 341		2
ED 425		3
HIST 381		3
Minor Courses		3
Total	15	14
Senior Year		
HHP 231	1	
HIST 441	3	
Approved History Electives	5	
Minor Courses	9	
ED 473 Stu Teach Secondary		10-15
Total	18	10-15

History

General Education Requirements, page 55 33-35 cr.

Professional Education Requirements, page 82 35-44 cr.

Note:“()” in the Major/Minor column indicates a degree requirement that must be completed as part of the General Education core, Professional Education Requirements, a degree course option, or an elective.

	Major	Minor
HIST 101 Western Civilization I	3	3 OR
HIST 102 Western Civilization II	3	3
HIST 111 American History to the Civil War	3	3 OR
HIST 112 American History Since Reconstruction	3	3
HIST 351 Methods & Materials of Social Science	(3)	(3)
HIST 371 Montana and the American West	3	3
HIST 441 Historiography	3	-
One of the following two:		
HIST 225 Latin America, Africa, & Middle East (3)		
HIST 240 History of the Far East (3)	3	3
One of the following two		
HIST 452 European Intellectual History (3)		
HIST 456 U. S. Cultural History (3)	3	3
Select three electives from the following for the History Major;	9	-
Select two electives from the following for the History Minor:	-	6
HIST 320 Modern Germany I (3)		
HIST 321 Modern Germany II (3)		
HIST 325 History of the Mass Media (3)		
HIST 360 History of Eastern Europe (3)		
HIST 362 African-American History (3)		
HIST 363 The United States Since 1945 (3)		
HIST 380 19th Century Europe (3)		
HIST 381 20th Century Europe (3)		
HIST 452 European Intellectual History (if not used above) (3)		
OR		
HIST 456 U. S. Cultural History (if not used above) (3)		
HIST 462 Centennial America (3)		
POLS 321 Comparative Government (3)		
POLS 413 American Diplomacy (3)		
History Major & Minor TOTAL Credits Required	33	21

Total Minimum Credits Required for Degree.....128

See Catalog Course Descriptions for prerequisites.

The Bachelor's Degrees-BS: Secondary Education

Suggested Plan of Study

Bachelor of Science in Education Degree,
Teaching Major in Industrial Technology

Freshman Year	F	S
ED 120	2	
ENG 101	3	
IT 120	3	
IT 130	3	
Gen Ed Behav/Soc Sci	3	
Gen Ed Mathematics*	3	
(*MATH 110 recommended)		
ANTH 105/PSY 100/SOC 115		3
HHP 241/245/256		3
IT 140		3
Gen Ed Arts/Humanities		3
Gen Ed Science (PHYS 101)		3
Total	17	15
Sophomore Year		
ENG 131	3	
IT 220	3	
IT 240	3	
Gen Ed Behav/Soc Sci	3	
Courses in Minor	6	
ED 250		3
ED 255		3
IT 230		3
English Course (see Prof Ed Requirements, page 82)		3
Gen Ed Natural Sci (CHEM 101)		3
Total	18	15
Junior Year		
IT 241	2	
IT 311	2	
COMS 210	3	
COMS 340	3	
Courses in Minor /Electives	8	
IT 320		3
IT 350		4
IT 351		3
IT 440		3
Courses in Minor/Electives		3
Total	18	16
Senior Year		
ED 331	3	
ED 341	2	
ED 425	3	
HHP 231	1	
Methods Course in Minor	3	
Courses in Minor/Electives	6	
ED 473 Stu Teach Secondary		10-15
Total	18	10-15

Industrial Technology

(Major or Minor in Another Discipline Required)

General Education Requirements, page 55 33-35 cr.

NOTE: Industrial Technology Majors must take PHYS 101 Intro to Physics, and CHEM 101 Intro to Chemistry, for the two science courses required in the General Education core.

Professional Education Requirements, page 82 35-44 cr.

NOTE: In addition to required Major courses, students must also complete requirements for a Minor in another discipline.

Note:“()” in the Major/Minor column indicates a degree requirement that must be completed as part of the General Education core, Professional Education Requirements, a degree course option, or an elective.

	Major	Minor
CHEM 101 Introduction to Chemistry	(3)*	
COMS 210 Computer Hardware & Software Management	3	
COMS 340 Automated Systems	3	
IT 120 Power, Energy, & Transportation Fundamentals	3	3
IT 130 Technical Graphic Communication	3	3
IT 140 Material Processing	3	3
IT 220 Applied Electricity & Electronics	3	3
IT 230 Computer Aided Design & Modeling	3	3
IT 240 Wood & Synthetic Product Systems	3	3
IT 241 Metal Product Systems	2	2
IT 311 Technology Laboratory Management	2	2
IT 320 Communication Electronics	3	
IT 350 Structural Analysis & Construction Technology	4	4
IT 351 Methods & Materials in Industrial Technology	(3)	(3)
IT 440 Manufacturing Technology	3	
PHYS 101 Introduction to Physics	(3)*	
Industrial Technology Major/Minor		
TOTAL Credits Required	37	26

*Required, taken as part of General Education Science Core.

Total Minimum Credits Required for Degree.....128

See Catalog Course Descriptions for prerequisites.

The Bachelor's Degrees-BS: Secondary Education

Suggested Plan of Study

Bachelor of Science in Education Degree,
Teaching Major in Mathematics

Freshman Year	F	S
COMS 101	3	
ENG 101	3	
Gen Ed Arts/Humanities	3	
HHP 241/245/256	3	
MATH 110	3	
Course in Minor/Elective	3	
ENG 131		3
Gen Ed Behav/Soc Sci		3
ANTH 105/PSY 100/SOC 115		3
MATH 151		5
Course in Minor/Elective		3
Total	18	17

Sophomore Year		
ED 120	2	
MATH 152	5	
MATH 210	3	
PHYS 233	4	
English Course (see Prof Ed Requirements, page 82)	3	
ED 250		3
Gen Ed Behav/Soc Sci		3
MATH 153		4
MATH 232		4
ED 255		3
Total	17	17

Junior Year		
Gen Ed Natural Sci	3	
MATH 251	4	
MATH 331	3	
Courses in Minor/Elective (UL)	6-8	
ED 331		3
ED 341		2
ED 425		3
MATH 351		3
MATH 361 (3) AND MATH 363 (OY) (4)		
OR		
MATH 460 Hist of Math (EY) (2)	2-7	
Courses in Minor/Elect (UL)	2-4	
Total	16-18	17-18

Senior Year		
ED 473 Stu Teach Secondary	10-15	
HHP 231		1
MATH 361 (3) AND MATH 363 (OY) (4)		
OR		
MATH 460 (EY) (2)	2-7	
Meth & Mat in Minor		3
Courses in Minor/Elect (UL)	7-10	
Total	10-15	16-18

(OY)=odd-numbered years
(EY)=even-numbered years

Mathematics

General Education Requirements, page 55 33-35 cr.

Professional Education Requirements, page 82 35-44 cr.

NOTE: courses are not taught every year or every semester; it may be necessary to modify the sequence to correspond with the year a particular class is being taught.

Students must complete a minimum average of 16 semester credits each term to complete the required minimum of 128 credits to graduate with a BS degree in four (4) years.

Note: "()" in Major/Minor column indicates a degree requirement that must be completed as part of the General Education core, Professional Education Requirements, a degree course option, or an elective.

	Major	Minor
MATH 110 Probability & Linear Mathematics	3	3
MATH 151 Prealculus	5	5
MATH 152 Calculus I	5	5
MATH 153 Calculus II	4	-
MATH 210 Computer Mathematics	3	3
MATH 232 Fundamentals of Statistics	4	4
MATH 251 Calculus III	4	-
MATH 331 College Geometry	3	3
MATH 351 Methods & Materials in Mathematics	(3)	(3)
MATH 361 Foundations of Higher Mathematics	3	3
MATH 363 Linear Algebra	4	-
MATH 460 History of Mathematics	2	2
PHYS 233 General Physics	(4)	(4)
Mathematics Major/Minor		
TOTAL Credits Required	40	28

All mathematics courses for the Major or Minor require the use of an appropriate graphing calculator. Students should contact the Mathematics Department for information regarding the recommended calculator.

Total Minimum Credits Required for Degree.....128

See Catalog Course Descriptions for prerequisites.

The Bachelor's Degrees-BS: Secondary Education

Music K-12

General Education Requirements, page 55 33-35 cr.

Professional Education Requirements, page 82 35-44 cr.

Note: "()" in Major/Minor column indicates a degree requirement that must be completed as part of the General Education core, Professional Education Requirements, a degree course option, or an elective.

	<i>*Major</i>	<i>Minor**</i>
<i>*Check with Vice Chancellor for Academic Affairs regarding continuing availability of the Major in Music.</i>		
ED 379 Music for Elementary Teachers	(2)	(2)
ED 380 Classroom Instruments	(1)	(1)
MUS 115 Beginning Guitar	2	2
MUS 131 Music Theory I	2	2
MUS 132 Music Theory II	2	2
MUS 141 Applied Musicianship I	2	2
MUS 142 Applied Musicianship II	2	2
MUS 162 Voice in Class	2	2
MUS 187 Performance Seminar	1	1
MUS 387 Performance Seminar	-	1
Credits from the following with Advisor Approval:		
MUS 114/314 Orchestral Instruments		
MUS 153/353 Piano		
MUS 163/363 Voice		
MUS 187/387 Performance Seminar	4	2
MUS 202 Introduction to Music Literature	3	3
MUS 209 String Methods	1	1
MUS 212 Woodwind Methods	1	1
MUS 213 Brass Methods	1	1
MUS 214 Percussion Methods	1	1
MUS 233 Music Theory and Ear Training III	3	-
MUS 351 Methods & Materials in Music	(3)	(3)
MUS 372 Conducting	3	3
MUS 374 Arranging	3	-
MUS 461 Music History	3	-
Music Major/Minor TOTAL Credits Required	36 cr.*	26 cr.**

**Students must complete a Major with a Music K-12 Minor.

Ensemble participation is expected of Music K-12 Majors and Minors each semester of full-time attendance except the student teaching semester. Also, there are piano and voice requirements for the Music K-12 Major and Minor. Consult with Music faculty for details.

Total Minimum Credits Required for Degree.....128**

See Course Descriptions for prerequisites and corequisites.

**See Suggested Plan of Study for Music Major and Minor
on the following page.**

The Bachelor's Degrees-BS: Secondary Education

Suggested Plan of Study

Bachelor of Science in Education Degree, Teaching Major* in Music K-12

**Check with Vice Chancellor for Academic Affairs
regarding continuing availability of Major in Music.*

This outline begins in the Fall Semester of an even-numbered calendar year. If student begins coursework in any Spring Semester or Fall of odd-numbered calendar year, sequence will vary.

Freshman (even year)		F	S	Junior Year		F	S
COMS 101	3			ED 255	3		
ENG 101	3			ED 379	2		
Gen Ed Arts/Hum	3			MUS 380	1		
Gen Ed Math	3			MUS 162	2		
MUS 131	2			MUS 209	1		
MUS 141	2			Music Ensemble	1		
Music Ensemble	1			Applied Lesson	1		
MUS 187 OR Appl Music Lesson		1		Gen Ed Natural Sci	3		
ED 120		2		Course in Minor	3		
ENG 131		3		ED 331			3
ANTH 105/PSY 100/SOC 115		3		ED 341			2
Gen Ed Natural Sci		3		ED 425			3
MUS 132		2		MUS 213			1
MUS 142		2		MUS 351			3
MUS 187		1		Courses in Major/Electives			5
Music Ensemble		1		Music Ensemble			1
Total	17	17		Total	17		18
Sophomore Year (odd year)				Senior Year (odd years)			
English Course (see Prof Ed Requirements, page 82)	3			MUS 214	1		
HHP 241/245/256	3			MUS 372	3		
MUS 202	3			Applied Lesson	1		
MUS 233	3			Music Ensemble	1		
Applied Music Lesson	1			Courses in Major/Electives	12		
Music Ensemble	1			ED 473 Stu Teach K-12/Sec			10-15
Gen Ed Behav/Soc Sci	3			Total	18		10-15
Music Ensemble		1					
ED 250		2					
MUS 115		2					
MUS 212		1					
Gen Ed Behav/Soc Sci		3					
Courses in Major		9					
Total	17	18					

Suggested Plan of Study

Bachelor of Science in Education Degree,
Teaching Minor in Music K-12

Fall Semester

(even- and/or odd-numbered years)

MUS 101	3
MUS 202	3
Theory/Ear Training	4
Brass	1
Percussion	1
Choir/Band	4
Voice in Class	2
ED 379/380	1-2

Spring Semester

(even- and/or odd-numbered years)

MUS 351	3
Theory/Ear Training	4
Choir/Band	4
Strings	1
Conducting	3
Woodwinds	1
ED 379/380	1-2

The Bachelor's Degrees-BS: Secondary Education

Suggested Plan of Study

Bachelor of Science in Education Degree,
Teaching Major in Physical Science

Freshman Year	F	S
CHEM 131	4	
ENG 101	3	
Gen Ed Behav/Soc Sci	3	
Gen Ed Arts/Humanities	3	
Courses in Minor/Elective	3	
ANTH 105/PSY 100/SOC 115		3
CHEM 132		4
COMS 101		3
ED 120		2
ENG 131		3
HHP 241/245/256		3
Total	16	18
Sophomore Year		
MATH 152	5	
PHYS 233	4	
Gen Ed/Courses in Minor	6	
English course (see Prof Ed Requirements, page 82)	3	
ED 250		3
ED 255		3
GEOL 101 (3)		
OR		
GEOL 150 (4)		3-4
PHYS 234		4
Gen Ed Behav/Soc Sci		3
Total	18	16-17
Junior Year		
CHEM 331	4	
Minor Course/Elective	3	
GEOL 226	4	
GSCI 351	3	
PHYS 235	3	
ED 331		3
ED 341		2
ED 425		3
PHYS 401		3
Meth & Mat in Minor		3
Gen Ed		3
Total	17	17
Senior Year		
HHP 231	1	
PHYS 340 (3)		
OR		
CHEM 355 (4)	3-4	
Minor Courses/Electives	9-12	
ED 473 Stu Teach Secondary		10-15
Total	13-17	10-15

Physical Science

*Check with Vice Chancellor for Academic Affairs regarding continuing availability of this Major.

General Education Requirements, page 55 33-35 cr.

Professional Education Requirements, page 82 35-44 cr.

Not all courses are taught every year or every semester. It may be necessary to modify the sequence to correspond with the year a particular class is being taught.

Note: "()" in the credit column indicates a degree requirement that must be completed as part of the General Education core, Professional Education Requirements, a degree course option, or an elective.

CHEM 131 General Chemistry	4
CHEM 132 General Chemistry	4
CHEM 331 Organic Chemistry	4
ED 355 Methods & Materials of Experiential Science Education	(3)

One of the following two:

GEOL 101 Introduction to Geology (3)	
GEOL 150 Environmental Geology (4)	3-4
GEOL 226 Rocks, Minerals & Resources	4
MATH 152 Calculus I	(5)
PHYS 233 General Physics	4
PHYS 234 General Physics	4
PHYS 235 General Physics	3
PHYS 340 Topics in Modern Physics: Mechanics	3

One of the following two:

CHEM 355 Physical Chemistry (4)	
PHYS 401 Topics in Modern Physics: Quantum Mechanics (3)	3-4

Physical Science TOTAL Credits Required 36-38

Total Minimum Credits Required for Degree.....128

See Catalog Course Descriptions for prerequisites.

The Bachelor's Degrees-BS: Secondary Education

Suggested Plan of Study

Bachelor of Science in Education Degree,
Teaching Major in Social Science Broadfield

Freshman Year	F	S
COMS 101	3	
ED 120	2	
ENG 101	3	
Gen Ed Mathematics	3	
HIST 111	3	
ANTH 105/PSY 100/SOC 115	3	
ENG 131		3
HHP 241/245/256		3
HIST 112		3
Gen Ed Natural Sci		3-4
Gen Ed Arts/Humanities		3
Total	17	15-16
Sophomore Year		
ECON 251	3	
ED 250	3	
ED 255	3	
POLS 121	3	
Gen Ed Natural Sci	3-4	
Approved Broadfield Elective	3	
ECON 252		3
English Course (see Prof Ed Requirements, page 82)		3
SOC 203		3
Gen Ed &/or Broadfield Electives		9
Total	18-19	18
Junior Year		
Approved Broadfield Electives	12	
GEOG 241	3	
Elective	3	
Approved Broadfield Electives		9
HIST 371		3
Approved Elective		3
HIST 240		3
Total	18	18
Senior Year		
ED 341	2	
HHP 231	1	
ED 331	3	
ED 341	2	
ED 425	3	
HIST 351	3	
Approved Broadfield Elective	3	
ED 473 Stu Teach Secondary		10-15
Total	17	10-15

Social Science Broadfield (No Minor Required)

General Education Requirements, page 55 33-35 cr.

Professional Education Requirements, page 82 35-44 cr.

Note:“()” in the Major/Minor column indicates a degree requirement that must be completed as part of the General Education core, Professional Education Requirements, a degree course option, or an elective.

<i>Economics: 6 credits</i>		<i>History: 24 credits</i>	
ECON 251 Principles of Macroeconomics	3	Upper Division HIST Elective	3
ECON 252 Principles of Microeconomics	3	HIST 274 World History	3
		HIST 371 Montana & The American West	3
<i>Geography/Culture: 6 credits</i>		One of the following two:	
GEOG 241 Human Geography	3	HIST 101 Western Civilization I (3)	
One of the following three:		HIST 102 Western Civilization II (3)	3
ANTH 201 Amer Indian Ethnography (3)		One of the following two:	
ANTH 202 Amer Indian Acculturation (3)		HIST 111 Amer History to Civil War (3)	
SOC 425 Indigenous People/20th Cent (3)	3	HIST 112 Amer History to Present (3)	3
<i>Methods: 3 credits</i>		One of the following two:	
HIST 351 Meth & Materials of Social Science	3	HIST 225 History of Africa, Latin America & Middle East (3)	
		HIST 240 History of the Far East (3)	3
<i>Political Science: 15 credits</i>		One of the following two:	
POLS 121 American Government	3	HIST 380 19th Century Europe (3)	
POLS 313 American Diplomacy	3	HIST 381 20th Century Europe (3)	3
POLS 321 Comparative Government	3	One of the following two:	
POLS 373 State & Local Government	3	HIST 452 European Intellectual Hist (3)	
Upper Division POLS Elective (3)	3	HIST 456 U.S. Cultural History (3)	3
Select one of the following Options:			
Economics Option: 12 credits		Sociology Option: 12 credits	
ECON 251 Macroeconomics	3	SOC 115 Intro to Sociology	3
ECON 252 Microeconomics	3	SOC 203 Social Problems	3
Two of the following three:		Two of the following six:	
ECON 357 Money & Banking (3)		SOC 310 Social Movements (3)	
ECON 358 Intnatl Trade & Finance (3)		SOC 315 Political Sociology (3)	
Upper Division ECON Elective (3)	6	SOC 450 Social Stratification (3)	
		SOC 475 Cultural Ecology (3)	
		SOC 485 Gender/Econ/Social Change (3)	
		SOC 425 Indig People/20th Century (3)	6

Social Science Broadfield TOTAL Credits Required..... 57-63

Total Minimum Credits Required for Degree.....128

See Catalog Course Descriptions for prerequisites.

The Bachelor's Degrees-BS: Secondary Ed Minors

Academic Minors for Secondary Education

In addition to the following list of Minors (the requirements of which are listed in the block with that respective Major), Western offers the Minors outlined on the following pages (*check Course Descriptions for prerequisites*):

- Art K-12
- Business & Computer Applications
- Biology
- English
- Health & Human Performance K-12
- History
- Industrial Technology
- Mathematics
- Music K-12
- Special Education K-12

Chemistry Minor* 28 cr.

**Check with the Vice Chancellor for Academic Affairs for availability of this Minor.*

CHEM 131 Gen Chemistry	4
CHEM 132 Gen Chemistry	4
CHEM 251 Quantitative Analysis	4
CHEM 331 Organic Chemistry	4
CHEM 332 Organic Chemistry	4
CHEM 355 Physical Chemistry	4
BIO 341 Cell & Molecular Bio	4
GSCI 351 Meth & Mat in Exper Sci	(3)
MATH 152 Calc & Analyt Geometry	(5)

Computer Science

K-12 Minor 29-31 cr.

COMS 111 Progr Fundamentals	3
COMS 210 Comp Hard/Softwr Mgt	3
COMS 215 Intro to Comp Progr	3
COMS 339 Adv Database Mgt	3
COMS 387 Telecommunications	3
COMS 351 Meth/Mat Comp Appl*	(2)
COMS 403 Syst Analys & Design	3

Three of the following six:

COMS 126 Network Fund (CISCO I)	(4)
COMS 176 Intro/Router Tech (CISCO II)	(4)
COMS 226 Rout/Switching (CISCO III)	(4)
COMS 276 Netwrk Design (CISCO IV)	(4)
MATH 151 Precalculus	(5)
MATH 210 Computer Mathematics	(3)

**NOTE: COMS 351 Methods & Materials in Computer Applications, listed in Secondary Education Requirements, is needed to fulfill State licensure for the Computer Science K-12 Minor.*

Drama Minor* 26-28 cr.

**Check with the Vice Chancellor for Academic Affairs for availability of this Minor.*

Required Courses:

DR 101 Drama Fundamentals	2
DR 241 Play Production	3
DR 243 Stagecraft	2
DR 276 Acting	3
DR 441 Drama/Theatre History	3
ENG 453 Genre Seminar	3
FA 101 Intro to Creat & Perfor Arts	3

19 cr.

Elective Courses:

7-9 cr.

DR 217 Theatre Practicum (2-3)
DR 346 Theatre for Youth (2)
DR 401 Creative Dramatics (2)
DR/ENG 455 Shakespeare (3)
DR 490 IS Directing (1-3)
ED 466 Storytelling (2)
ENG 304 Playwrit/Scriptwrit Wkshop (3)

Earth Science Minor .. 25-26 cr.

CHEM 131 Gen Chemistry	(4)
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One of the following two:

GEOL 101 Intro to Geology	(3)
GEOL 150 Envir Geology	3-4
GEOL 226 Rocks, Min, & Resources	4
GEOL 330 Structure & Tectonics	4
GEOL 378 Surficial Processes	4
GEOL 432 Depositional Environ	4
GSCI 351 Meth & Mat in Science	(3)
PHYS 239 Physical Meteorology	3
PHYS 240 Astronomy	3

NOTE: CHEM 131 is a prerequisite to some of the courses listed above; it must be successfully completed; however, the credits do not count as part of the 25 hours required for the Minor.

The Bachelor's Degrees-BS: Secondary Ed Minors

Library K-12 Minor 29 cr.

Required Professional Courses 17

LIB 460 Libr Collection Develop	2
LIB 461 Libraries & Curriculum	3
LIB 462 Acq & Org of Libr Mater	2
LIB 463 Libraries & Technology	2
LIB 464 Libr Information Sources	2
LIB 465 Libr Administration	3
LIB 469 Superv Practic in Libraries	3

Required Supporting Courses 6

ED 360 Children's Literature	3
ENG 360 Young Adult Literature	3

Approved Electives 6

Minimum of **6 credits** selected from the following course list, or from special offerings approved by the department.

ART 370 Photography (3)
ART 485 Adv Studio Photography (3)
BUS 202 Customer Service (3)
BUS 217 Bus & Electron Comm (3)
BUS 325 Mgt & Org Behavior (3)
COMS 234 Multimedia (3)
COMS 339 Adv Database Mgt (3)
COMS 287 Telecommunications (3)
COMS 210 Comp Hard/Softwr Mgt (3)
DR 346 Theatre for Youth (2)
DR 401 Creative Dramatics (2)
ED 270 Literacy & Language (3)
ED 445 Content Area Read/Writ (3)
ED 466 Storytelling (2)
ENG 201 Studies in Media (3)
ENG 350 Professional Speaking (3)
ENG 479 Literary Criticism (3)

Reading K-12 Minor ... 27-29 cr.

EE-indicates a course required for an Elementary Education Major and the Reading Minor.

E-indicates a course required for an English Major and the Reading Minor.

Required Core 25-26

ED 270 Literacy & Language (EE)	3
ED 381 Literacy & Assessment (EE)	3
ED 341 Exceptional Learner (EE,E)	2
ED 435 Curric for Diverse Learners	2
ED 445 Content Area Read/Writing	3
ED 446 Diagn & Instr for Literacy Var	4
ED 440 Org/Admin Sch Literacy Prog	3
One of the following two	3
ED 360 Children's Lit (EE) (3)	
ENG 360 Young Adult Lit (E) (3)	
One of the following two	2-3
ED 372 Elem Sch Lang Arts Prog (EE) (2)	
ENG 351 Teach Compt & Lit (E) (3)	

Approved Electives 2-3

A minimum of **2-3 credits** from:

ENG 413 History, Structure & Nature of Language (E) (3)
ED 448 Reading & Writing Lab (3)
PSY 437 Psychology of Personality (3)
ED 419 Directed Study (1-3)
PSY 360 Learning & Memory (3)

Special Education

K-12 Minor 29 cr.

Prerequisites to Special Education

Block 20

ED 242 Meet Needs of Family	2
ED 243 Meet Needs of Family Lab	1
ED 201 Intro to Special Education	2
ED 343 Persons with Disabilities	3
*ED 435 Curric for Diverse Learners	2
ED 445 Content Area Reading & Writing	3
*ED 446 Diag/Instr for Literacy Var	4
*PSY 438 Abnormal Psychology	3

Special Education Block 9

(includes ongoing field experience and 2-week practicum)

ED 431 Meth & Mater in Special Ed	3
ED 434 Mgt of Except Learners	3
ED 436 Assess Learners w/Special Needs	3
ED 474 Stu Teach Special Ed	**

**Prerequisites for these courses are:*

ED 435 - Prereq: Ed 341

ED 446 - Prereq: TEP and c/i

PSY 438 - Prereq: PSY 100

***All Special Education Minors are required to complete a student teaching experience within the 15-week student teaching experience required of all Education Majors. For students returning to complete the Special Education Endorsement, an 8-week student teaching experience or internship is required.*

BS: Advising Protocol-Single Major Endorsement Secondary Ed Certification

**ADVISING PROTOCOL FOR SINGLE-MAJOR ENDORSEMENT
SECONDARY EDUCATION LICENSURE
(for Students in BA: Environmental Sciences Degree Program)**

The following is for students planning to obtain a BA: Environmental Sciences, with related areas in Biology or Applied Mathematical Science and who also wish to be licensed to teach in secondary schools in the single discipline of their Related Area. Students considering this option should review their career goals and progress at Western with their faculty advisor in the degree program and also with the Education Office. The student should contact the Education Office as soon as the decision is made to participate in this program.

NOTE: This option does not lead to a degree in Education. The degree is in Environmental Sciences (in the chosen Related Area) with educator licensure and endorsement in a single field with a Major or Broadfield.

Admission to Teacher Education Program (TEP) is required. Contact the Education Office as early as possible.

For all participating students:

General Education Requirements..... 6 cr.

- ENG (choose one) 204/230/235/262/263/
264/265/266/273/274/275/276/279/280 3
- One** of the following three 3
 - ANTH 105 Intro to Anthro (3)
 - PSY 100 Gen Psychology (3)
 - SOC 115 Intro to Sociology (3)

Requirements for Teacher Certification 30-35 cr.

- One** of the following two 3
 - ED 355 Meth & Mat of Exper Science Ed (3)
 - MATH 351 Meth & Mat in Math (3)
- One** of the following three 3
 - HHP 241 Personal & Community Health (3)
 - HHP 245 Human Sexuality (3)
 - HHP 256 School & Comm Health & Safety (3)
- HHP 231 First Aid/Safety (or certificate) 1
- ED 120 Intro to Education 2
- ED 250 Child & Adolescent Growth & Develop 3
- ED 331 Ed Psych, Mgt & Assess 3
- ED 341 Exceptional Learner 2
- ED 425 Cultr/Schools/Commun 3
- ED 472 *Stu Teach Secondary 10-12

**Student Teaching substitutes for BA Internship/Thesis*

Related Area: Applied Mathematical Science

- Courses for Mathematics Endorsement 8 cr.**
- MATH 210 Comptr Mathematics 3
 - MATH 331 College Geometry 3
 - MATH 460 Hist of Mathematics 2

Related Area: Biology

- Courses for Biology Endorsement 11 cr.**
- BIO 262 Microbiology (if not taken for BA) 4
 - BIO 371 Hum Anat & Physiology 4
 - GSCI 401 Hist & Phil of Science 3

BS: Advising Protocol-5th Year in Business

ADVISING PROTOCOL
FOR FIFTH YEAR IN BUSINESS & COMPUTER EDUCATION
*(for students pursuing Educator Licensure in
 Business & Computer Applications)*

Required:

1. Bachelor's Degree in Business;
2. **One** of the following three taken in undergraduate program:
 - ANTH 105 Intro to Cultural Anthropology (3)
 - PSY 100 General Psychology (3)
 - SOC 115 Intro to Sociology (3)
3. ED 120 and ED 250 or equivalent courses;
4. Must meet the following minimum requirements for entrance into TEP:
 - a. 2.50 overall GPA in undergraduate Business program;
 - b. completion of TEP application form;
 - c. satisfactory completion of Pre-Professional Skills Test (PPST) or Computer-Based Test (CBT);
 - d. successful development and completion of a portfolio; and
 - e. satisfactory completion of the portfolio interview.

Course Sequence:

Fall Semester	18
BUS 351 Meth & Mater in Business	2
COMS 236 Adv Microcomptr Appl	3
COMS 351 Meth & Mater/Comp Appl .	2
ED 331 Ed Psych & Assessment	3
ED 341 Exceptional Learner	2
ED 425 Cultrs/Schools/Communities	3
One of the following three	3
COMS 210 Comp Hdwr/Sftwr Mgt (3)	
COMS 234 Multimedia (3)	
COMS 339 Adv Database Mgt (3)	
Spring Semester	15
ED 473 Stu Tchng-Secondary	15

The Associate Degrees- General Information

The Associate Degrees

Associate degrees are granted upon successful completion of a prescribed two-year program comprising a minimum of 60 semester credits of college/university coursework. Programs of study are available leading to the following degrees:

- Associate of Arts
- Associate of Science
- Associate of Science: Business Administration 2+2
- Associate of Applied Science: Business (with Options)
- Associate of Applied Science: Early Childhood Education
- Associate of Applied Science: Education Studies
(Paraprofessional Program)
- Associate of Applied Science: Equine Studies
- Associate of Applied Science: Tourism & Recreation

Associate Degree General Graduation Requirements:

1. Maintain at least a 2.00 grade point average (GPA) in all courses/credits required for the specific degree and a 2.00 Western GPA (see pages 35 and 40).
2. Successful completion of all courses required for the degree pursued. Courses must be part of the curriculum outlined in this section or be approved by the student's advisor. Approvals must be on file prior to applying for graduation (see the following suggested outline for associate degree programs).
3. Students must complete their last semester of study and a minimum of 16 credits while in residence at Western (see Residency Requirement for Degrees).

Candidates for a second associate degree* must successfully complete all courses required for each associate degree or complete 16 additional credits beyond the 64 credits required for the first degree, whichever is greater. General Education requirements used to satisfy requirements for the first associate degree may be used to satisfy General Education requirements for the second degree with advisor and department approval only.

Students completing associate degrees at Western may wish to continue their education toward a baccalaureate degree. Because of accreditation and other institutional standards, associate degree graduates may need to complete more than two years of additional coursework to meet all requirements for a BS or BA degree at Western or a bachelor's degree at other colleges/universities. Students who plan to continue their studies toward a baccalaureate degree should choose coursework carefully to meet requirements for the associate degree while taking courses that will satisfy as many as possible of the freshman and sophomore level course requirements of the baccalaureate degree they will pursue.

**See General Graduation Requirements for more information about graduation requirements and procedures.*

The Associate Degrees- Associate of Arts, Associate of Science

Associate of Arts

The Associate of Arts degree is recommended for students who expect to transfer to a four-year program and work toward an "arts"-related bachelor's degree. It is also recommended for students who do not expect to work toward a baccalaureate degree but who wish an extension of their general education. A student in good standing in the Associate of Arts degree program may transfer to a four-year program with little, if any, loss of time. Students who intend to transfer into a bachelor's degree program at Western or another college/university should plan their program carefully. Students are encouraged to determine their education goal and the institution to which they will transfer as early as possible and request a copy of the transfer institution's catalog for use in course selection at Western. The courses to be included in this program must be chosen carefully by the individual in consultation with and approval by the Western faculty advisor and the admissions staff at the institution to which the student will transfer. Students who complete the entire General Education core required for bachelor's degrees at Western will have met the General Education requirements at any/all Montana University System institutions. The suggested program of study for an Associate of Arts degree follows.

Associate of Arts Degree Requirements

1. General Education Requirements (page 55).
2. Interest Area: a total of 22 semester hours from **no more than two** of the following: Anthropology, Art, Business, Drama, Education, English, Fine Arts, Geography, History, Music, Psychology, Sociology.
3. Electives approved by advisor, for a total of at least 60 degree credits.

Associate of Arts Total Credits Required 60

Suggested Plan of Study

Associate of Arts Degree

Freshman Year	F	S
ENG 101 Freshman Comp	3	
Arts/Humanities Gen Ed	3	
Behavioral/Soc Sci Gen Ed	3	
Interest Area Course/Appr Elect	3	
COMS 101 Intro to Computers	3	
MATH 110 Prob & Linear Math		3
Behavioral/ Soc Sci General Ed		3
ENG (choose one) 204/230/235/259 262/263/264/265/266/273/274/275/ 276/279/280		3
Natural Sciences Gen Ed		3-4
Interest Area Courses/Appr Elect		4
Total	15	16-17

Sophomore Year	F	S
Interest Area Courses	9	
Natural Sciences Gen Ed	3-4	
ENG 131 Oral Communication	3	
Behavioral/Soc Sci Gen Ed		3
Arts/Humanities Gen Ed		3
Interest Area Course	6	
Interest Area Course/Appr Elect		3
Total	15	15

Associate of Science

The Associate of Science degree is similar to the Associate of Arts degree, primarily intended for transfer into a "sciences"-related bachelor's degree, and requires focused coursework in one or two subject areas or academic disciplines.

Associate of Science Degree Requirements

1. General Education Requirements (p. 55).
2. Interest Area: a total of 22 semester hours from **no more than two** of the following areas: Biology, Business, Chemistry, Computer Science, Economics, Education, English, Environmental Science, Geology, Health & Human Performance, History, Industrial Technology, Mathematics, Physics, Political Science, Psychology, Sociology.
3. Electives approved by advisor, for a total of at least 60 degree credits.

Suggested Plan of Study

Associate of Science Degree

Freshman Year	F	S	Sophomore Year	F	S
ENG 101 Freshman Comp	3		Natural Sciences Gen Ed	3-4	
Arts/Humanities Gen Ed	3		Interest Area Courses/Electives	9	
Behavioral/Soc Sci Gen Ed	3		ENG 131 Oral Communication	3	
Interest Area Course/Elective	3		Behavioral/Soc Sci Gen Ed		3
COMS 101 Intro to Computers	3		Arts/Humanities Gen Ed		3
MATH 110 Prob & Linear Math		3	Interest Area Courses/Electives		9
Behavioral/Soc Sci Gen Ed		3	Total	15-16	15
ENG (choose one) 204/230/235/259 262/263/264/265/266/273/274/275/ 276/279/280		3			
Natural Sciences Gen Ed		3-4			
Interest Area Courses/Elective		3			
Total	15	15-16			

Associate of Science Total Credits Required 60

The Associate Degrees-

AS: Business Administration 2+2, AAS: Business

Associate of Science: Business Administration 2+2

The Associate of Science in Business Administration 2+2 degree provides Western graduates the opportunity to transfer to The University of Montana-Missoula's Bachelor of Science in Business program without losing credit. The course of study is rigorous with little flexibility but affords the student a good base of business knowledge and the General Education requirements needed for graduation with any bachelor's degree from Western or UM-Missoula. Students should work closely with their advisors to make sure courses have been articulated with The University of Montana-Missoula and that they have met all UM-Western General Education Requirements.

Suggested Plan of Study				
Associate of Science Degree Business Administration 2+2				
Freshman Year	F	S	Sophomore Year	
ENG 101 Freshman Comp	3		BUS 201 Entrepreneurship	3
PSY 100 Gen Psychology	3		BUS 241 Financial Accounting	3
SOC 115 Intro to Sociology (3)			BUS 281 Business Law I	3
OR			COMS 205 Bus Info Syst	3
ANTH 104 Intro/Ctrln Anthro (3)	3		ECON 251 Prin of Macroecon	3
COMS 101 Intro to Computers	3		BUS 242 Managerial Accounting	3
Approved Gen Ed Courses	6		ECON 252 Prin of Microeconomics	3
COMS 135 Microcmpr Applic		3	MATH 232 Fund of Statistics	4
ENG (choose one) 204/230/235/259/ 262/263/264/265/266/273/274/275/ 276/279/280		3	Gen Ed Nat Science	3
ENG 131 Oral Communication		3	Approved Business Electives	3
MATH 110 Prob & Linear Math		3	Total	15 16
Gen Ed Nat Science		3		
Total	18	15		

AS: Business Administration 2+2 Total Credits Required 67-69

Associate of Applied Science: Business

The Associate of Applied Science: Business degree provides a variety of program Options to suit the student's career plans. The broadly based program provides the opportunity to develop, improve, or update knowledge and skills, as well as specialize in a chosen area of emphasis. Students can choose from specialty Options including Human Resources, Information Processing, Office Systems Technology, or Business Management. This is an articulated degree through Tech Prep.

General Education Core 18
Business Core 18
Option Area 31-33

AAS General Education Core 18 cr.

One of the following two 3
 ANTH 105 Intro to Cultrln Anthro (3)
 SOC 115 Intro to Sociology (3)
 PSY 100 Gen Psychology 3
 COMS 101 Intro to Computers 3
 MATH 110 Prob & Linear Math
 (or higher level Math) 3
 ENG 101 Freshman Composition 3
 ENG 131 Oral Composition 3

AAS Business Core 18 cr.

BUS 201 Entrepreneurship 3
 BUS 217 Bus & Electronic Comm 3
 BUS 241 Financial Accounting 3
 BUS 281 Business Law I 3
 COMS 135 Microcomputer Appl 3
 ECON 252 Prin of Microeconomics 3

AAS: Business Option Area 31-33 cr.

Select **one** Option on the following page.

AAS: Business Total Credits Required 67-69

The Associate Degrees-

Associate of Applied Science: Business, Options

Business Management

Option 33 cr.

BUS 242 Managerial Accounting	3
BUS 282 Business Law II	3
BUS 325 Mgt & Org Behavior	3
BUS 347 Marketing Prin & E-Commerce	3
ECON 251 Prin of Macroeconomics	3
BUS Elect (BUS/COMS/ECON/HTR) .	15
General Electives	3

Human Resource Management

Option 33 cr.

BUS 202 Customer Service	3
BUS 347 Mrkting Prin & E-Commerce	3
BUS 329 Human Resource Mgt	3
COMS 234 Multimedia	3

One (1) of the following two

COMS 205 Bus Info Systems (3)	3
COMS 236 Adv Microcmp Appl (3)	3
ECON 251 Prin of Macroeconomics	3
HTR 204 Leadership	3
SOC 115 Intro to Sociology (<i>can't use as part of Gen Ed core</i>)	3
General Electives	9

Information Processing

Option 31-33 cr.

COMS 111 Prog Fundamentals	3
COMS 126 Network Fund (CISCO I)	4
COMS 176 Intro/Router Technol (CISCO II)	4
COMS 210 Comp Hard/Softwr Mgt	3
COMS 226 Routing & Switching (CISCO III)	4
COMS 276 Network Design (CISCO IV)	4
COMS 339 Advanced Database Mgt	3
COMS 387 Telecommunications	3
General Electives	3-5

Office Systems Technology

Option 31-33 cr.

COMS 205 Business Info Systems	3
COMS 210 Comptr Hrdwr/Softwr Mgt ..	3
COMS 234 Multimedia	3
COMS 236 Adv Microcomputer Appl	3
COMS 339 Advanced Database	3

One of the following two

COMS 270 Fund/Yrbk Layout (2) Design (3)	2-3
COMS 370 Publ Layout/Yrbk Design (3)	2-3
BUS 200 Coop Ed	2-3
BUS/ECON/COMS/HTR Electives	9
General Electives	3

Suggested Plan of Study

Associate of Applied Science: Business

Freshman Year	F	S
ENG 101	3	
MATH 110 (or higher level Math)	3	
COMS 101	3	
PSY 100	3	
Option Courses	3	
ENG 131		3
COMS 135		3
BUS 217		3
Option Courses		9
Total	15	18
Sophomore Year		
BUS 201	3	
BUS 241	3	
BUS 281	3	
ECON 252	3	
Option Courses	6	
ANTH 105 (3) OR *SOC 115 (3)		3
Option Courses		13-15
Total	18	16-18

The Associate Degrees- AAS: Early Childhood Education

Associate of Applied Science: Early Childhood Education

Western's Associate of Science in Early Childhood Education program prepares early childhood practitioners to meet the unique needs of children from birth through age eight and their families in a variety of early childhood settings including child care homes and centers, Head Starts, pre-schools, Resource and Referrals, etc. The program features a lab with each early childhood course, allowing ample opportunity to "learn through doing". Students also have many opportunities to interact with peers and professionals in the field. This is an articulated degree through Tech Prep. Courses are offered in Billings, Bozeman, Butte, Dillon, Great Falls, Hamilton, Havre, Helena, and Missoula. See BS: Early Childhood Education, page 74, for an advanced educational opportunity in early childhood.

Students must maintain a 3.00 average in the Early Childhood Core courses with no grade lower than a "C" (ED 142/143, ED 144/145, ED 240/241, ED 242/243, ED 246/247, ED 250/251, ED 320/321, ED 324/325).

Professional Electives:

(5 credits from this group required or other credits approved by ECE Department)

ED 200 Early Childhood Internship	6
ED 326 Infant/Toddler Development & Group Care	4
ED 341 Exceptional Learner	2
ED 421 Creativity & the Young Child: Exploring Reggio Emilia & the Project Approach	3
ED 435 Curriculum for Diverse Learners	2

NOTE: To increase employability, students are urged to select electives to develop an area of emphasis. For example, if the student's goal is to establish a child care center, students might pursue an emphasis in Business. Other desirable areas of emphasis include Spanish (foreign languages), Special Needs/Exceptional Child, Music, Art, Humanities, and/or Drama. Students should contact their faculty advisor for courses that could be used to complete an area of emphasis. Students who intend to eventually complete a bachelor's degree should concentrate on taking courses that meet General Education requirements as electives.

Suggested Plan of Study

Associate of Applied Science:
Early Childhood Education

Freshman Year	F	S	Sophomore Year	F	S
ENG 101 Freshman Comp	3		HHP 102 Adult Wellness (2)		
ED 142 Intro to Early Child	1		OR		
ED 143 Intro Early Child Lab	1		HHP 231 First Aid/Safety (1)	1-2	
ED 250 Child Grwth/Dev	3		ED 242 Meet Needs Family	2	
ED 251 Child Grwth/Dev Lab	1		ED 243 Meet Needs Fam Lab	1	
ENG 161/162/163/164/165/ 166/167/168 (3)			ED 320 Early Child Curric I	2	
OR			ED 321 Early Child Curric I Lab	1	
ED 360 Children's Lit (3)	3		ED 466 Storytelling (2)		
MUS/HUM/ART/DR Requir	4-6		OR		
Gen Ed Mathematics		3	ENG 131 Oral Comm (3)	2-3	
ED 144 Creat Env Learning		2	Approved Electives	6-7	
ED 145 Creat Env Learning Lab		1	ED 246 Early Child Profess		2
ED 240 Positive Child Disc		2	ED 247 Early Child Prof Lab		1
ED 241 Positive Child DiscLab		1	ED 324 Early Child Curric II		2
PSY 100 Gen Psychology		3	ED 325 Early Child Curric II Lab		1
Gen Ed Natural Science		3-4	Approved Electives		3-7
Total	16-18	15-16	Total	15-18	14-18

The Associate Degrees- AAS: Education Studies

Associate of Applied Science: Education Studies (Paraprofessional Program)

This degree program combines carefully selected general education, professional education, and technology coursework with hands-on field experiences that provide the paraprofessional (teacher's aide) with the expertise to effectively offer support and assistance in instruction to students under the supervision of the classroom teacher. Most coursework will take place on campus, but some coursework will be available at off-campus sites or via the Internet. Field experiences must take place at approved off-campus sites.

The design of this degree allows students the option to continue in a curriculum that leads to a BS in Elementary or Secondary Education.

AAS: Education Studies Total Credits Required.....65

Suggested Plan of Study

Associate of Applied Science:
Education Studies

Freshman Year		F	S	Sophomore Year		F	S
ED 120 Intro to Education		2		ED 255 Cntmp Amer Indian Ed		3	
COMS 101 Intro to Comptrs		3		ED 270 Literacy & Lang		3	
ENG 101 Freshman Comp		3		Gen Sci Course w/Lab		3	
MATH 100 Intermed Algebra (or higher level Math)		3		HHP 231 First Aid/Safety		1	
One of the following two:				Electives		3	
ART 101 Fund of Art (2)				One of the following:			
MUS 101 Music Fund (2)		2		ED 242 Meet Needs/Fam (2)			
One of the following two:				AND			
PSY 100 Gen Psych (3)				ED 243 Meet Needs/Fam Lab (1)			
SOC 115 Intro to Sociol (3)		3		OR			
ED 201 Intro to Special Ed			2	ED 281 Prtnrshps/Collaboration (3)	3		
ED 240 Positive Child Discipline			2	ED 283 Strateg/Tutor Lang Arts/Math			3
ED 250 Child Growth & Dev			3	ED 285 Stu with Severe Disabilities			3
ENG 131 Oral Communication			3	ED 289 Paraprof Internship			6
One of the following three:				Electives			3
COMS 135 Microcmpr Appl (3)				One of the following four:			2-3
COMS 234 Multimedia (3)				HHP 241 Personal/Comm Health (3)			
ED 234 Tech Ed/Elem Tchrs (3)			3	HHP 245 Human Sexuality (3)			
One of the following three:				HHP 256 Sch/Comm Health/Safety (3)			
MATH 104 Math for Lib Arts (3)				HHP 454 Adapted Physical Ed (2)			
MATH 110 Prob/Linear Math (3)				Total		16	17-18
MATH 115 Math/Elem Tchrs (5)			3-5				
Total		16	16-18				

The Associate Degrees- AAS: Equine Studies

Associate of Applied Science: Equine Studies

The Equine Studies program provides students with a venue for their passion for horses. Students are introduced to widely accepted equine management principles, and may choose an emphasis in either Equine Science or Equine Management. For more information about this degree, please contact Iola Else, (406) 683-7539, or John Xanthopoulos, (406) 683-7018. This is an articulated degree through Tech Prep.

AAS: Equine Studies Degree Requirements

AAS General Education Core 20
 POLS 121 American Government 3
 BUS 210 Career Planning 2
 BUS 217 Bus & Electr Comm 3
 COMS 101 Intro to Computers 3
 ENG 101 Freshman Composition 3
 ENG 131 Oral Communication 3
 MATH 104 Math for Liberal Arts
 or higher level Math* 3
 *MATH 100 recommended

AAS Equine Studies Core 22
 EQST 101 Intro to Equine Studies 3
One of the following two 3
 EQST 102 Equine Sel/Judg-Western (3)
 EQST 104 Equine Sel/Judg-English (3)
 EQST 200 Internship 4
 EQST 201 Prin of Equine Nutrition 3
 EQST 202 Physiol/Equine Reprod I 3
 EQST 203 Physiol/Equine Reprod II 3
 EQST 204 Farm & Ranch Mgt 3

Equine Option 30
 Select **one** Option Area

**AAS: Equine Studies
Total Credits Required 72 cr.**

AAS: Equine Studies Options

Equine Management Option 30 cr.
Equine Management Option Core 18
 BUS 201 Entrepreneurship 3
 BUS 202 Customer Service 3
 BUS 241 Financial Accounting 3
 BUS 281 Business Law I 3
 BUS 347 Mrkting Prin & E-Commerce 3
 ECON 252 Prin of Microeconomics 3

**Equine Management
Professional Electives 12**
12 credits from the following:
 ANTH 105 Intro to Anthropology (3)
 ART 380 Artist Blacksmithing (3)
 BUS 242 Managerial Accounting (3)
 BUS 282 Business Law II (3)
 COMS 135 Microcomputer Appl (3)
 COMS 234 Multimedia (3)
 COMS 236 Adv Microcomp Appl (3)
 ENVS 260 Wildlands Skills (2-4)
 HHP 231 First Aid & Safety (1)
 HTR 112 Fundamentals of Tourism (3)
 HTR 143 Intro to Leisure Services (3)
 HTR 204 Leadership (3)
 PSY 100 Gen Psychology (3)
 SPAN 101 Elementary Spanish I (5)
 Electives: Any EQST course not taken in
 Equine Studies Core

Equine Science Option 30 cr.
Equine Science Option Core 18
 BIO 101 Intro to Life Science 3
 BIO 151 Zoology 4
 BIO 262 Microbiology 4
 BIO 351 Systematic Botany 3
 CHEM 131 General Chemistry 4

**Equine Science
Professional Electives 12**
12 credits from the following:
 BIO 150 Conservation Biology (4)
 BIO 152 Botany (4)
 CHEM 132 General Chemistry (4)
 ENVS 260 Wildlands Skills (2-8)
 GEOL 150 Environ Geology (4)
 GEOL 226 Rocks/Min/Resources (4)
 GEOL 230 Geol of Amer West (4)
 HHP 231 First Aid & Safety (1)
 PHYS 101 Intro to Physics (3)
 PHYS 239 Physical Meteorol (3)
 PHYS 240 Astronomy (3)
 Electives: Any EQST course not taken in
 Equine Studies Core

See Suggested Plan of Study for AAS: Equine Studies
with Equine Management Option and
Equine Science Option on the following page.

The Associate Degrees- AAS: Equine Studies

Select one from the following two Equine Option Areas:

Suggested Plan of Study			Suggested Plan of Study		
Associate of Applied Science: Equine Studies, Equine Management Option			Associate of Applied Science: Equine Studies, Equine Science Option		
Freshman Year	F	S	Freshman Year	F	S
COMS 101	3		COMS 101	3	
ENG 101	3		ENG 101	3	
EQST 101	3		ENG 131	3	
MATH 104 or higher*	3		EQST 101	3	
*MATH 110 recommended			MATH 104 or higher	3	
BUS 201	3		(MATH 110 recommended)		
Equine Mgt Prof Elect	2		Equine Sci Prof Elect	3	
ENG 131		3	BIO 101		3
EQST 102 or 104		3	EQST 102 or 104		3
EQST 201		3	EQST 201		3
POLS 121		3	POLS 121		3
BUS 202		3	Equine Sci Prof Elect		6
Equine Mgt Prof Elect		2	Total	18	18
Total	17	17			
Summer*			Summer*		
EQST 200 Internship.....4 cr.			EQST 200 Internship.....4 cr.		
Sophomore Year			Sophomore Year		
BUS 217	3		BIO 151	4	
BUS 241	3		BIO 262	4	
BUS 281	3		CHEM 131	4	
ECON 252	3		EQST 202	3	
Equine Mgt Prof Elect	2		BIO 351	3	
EQST 202	3		BUS 210		2
BUS 210		2	EQST 203		3
EQST 203		3	EQST 204		3
EQST 204		3	Equine Sci Prof Elect		6
BUS 347		3	Total	15	17
Equine Mgt Prof Elect		3			
Total	17	17			

**Internship may be completed during
Fall or Spring Semester of sophomore year
with the approval of the
Dean of Education, Business & Technology.*

The Associate Degrees-AAS: Tourism & Recreation

Associate of Applied Science: Tourism & Recreation

The degree program in Tourism & Recreation provides career preparation for the large and rapidly expanding leisure services industry. Occupational settings for graduates of this program include park facilities, resorts, dude ranches, hotels, convention centers, museums, historic sites, and visitor information centers. This is an articulated degree through Tech Prep.

Associate of Applied Science: Tourism & Recreation Degree Requirements

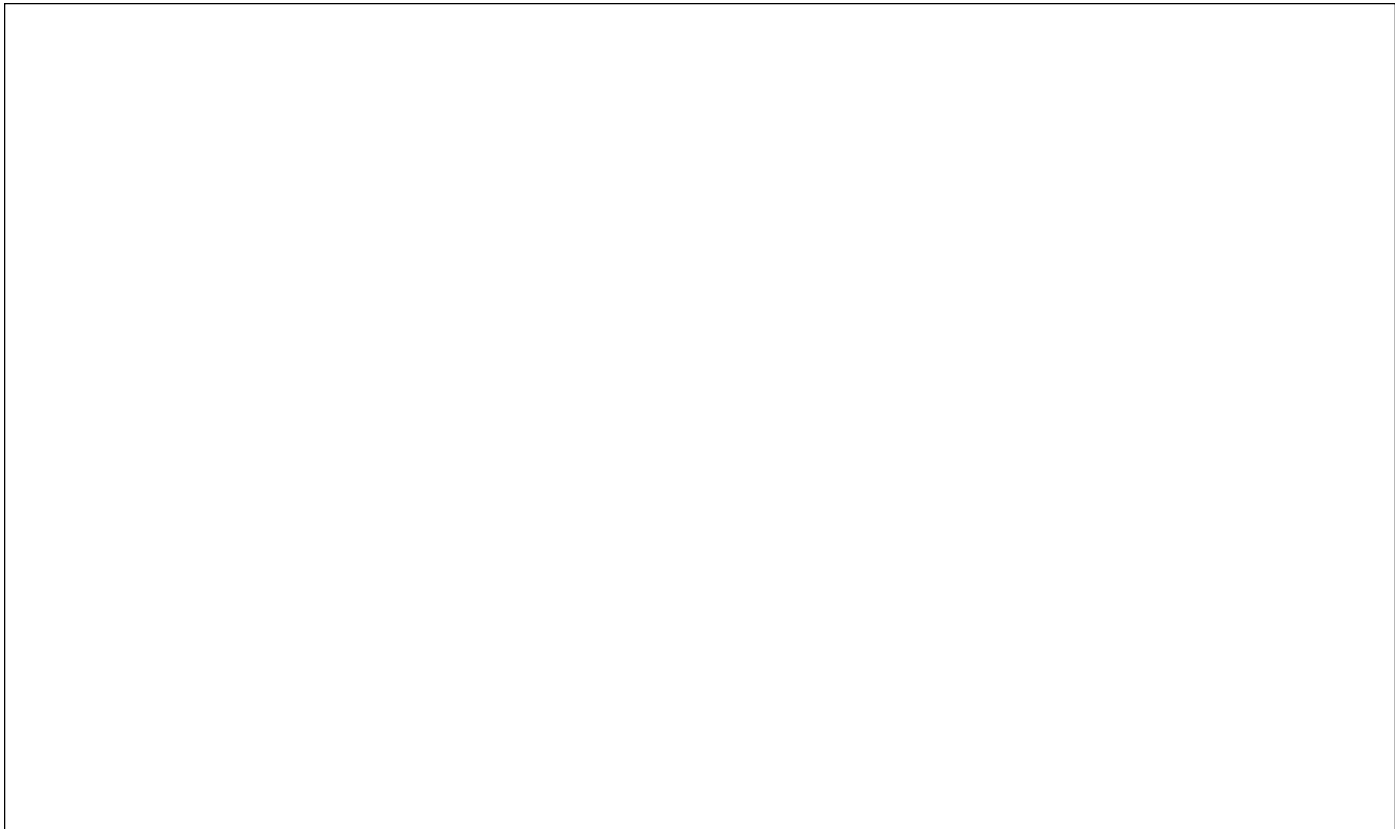
BUS 202 Customer Service	3	Professional Electives	14
BUS 210 Career Planning Seminar	2	Electives	6
BUS 217 Bus & Electronic Comm	3	8 credits from the following	8
BUS 241 Financial Accounting	3	BUS 201 Entrepreneurship (3)	
BUS 347 Mrket Prin & E-Commerce	3	BUS 242 Managerial Accounting (3)	
COMS 101 Intro to Computers	3	ENVS 260 Wildlands Skills (2)	
COMS 135 Microcomp Appl	3	HHP 208 Outdoor Recreation (2)	
ECON 252 Prin of Microeconomics	3	HTR (all courses except HTR 200,	
ENG 101 Freshman Composition	3	HTR 400, and no more than	
ENG 131 Oral Communication	3	3 credits from courses numbered	
GEOG 102 Human Geography	3	between 300 and 499)	
HTR 101 Intro to Hospitality	3		
HTR 112 Fund of Tourism	3		
HTR 204 Leadership	3		
HTR 222 Group Travel	3		
HTR 200 Internship	6		
One of the following two	2		
HTR 211 Dest Geog-Domestic (2)			
HTR 212 Dest Geog-Intnatl (2)			

AAS: Tourism & Recreation Total Credits Required.....66

Suggested Plan of Study

Associate of Applied Science:
Tourism & Recreation

Freshman Year	F	S
COMS 101	3	
ENG 101	3	
GEOG 102	3	
HTR 112	3	
BUS 222		3
COMS 135		3
ENG 131		3
HTR 101		3
HTR 204		3
Total	15	15
Sophomore Year		
BUS 210	2	
BUS 241	3	
ECON 252	3	
BUS 217	3	
Professional Electives	4	
BUS 202		3
BUS 347		3
HTR 211 or 212		2
Professional Electives		3
Electives		3
Total	15	15
Summer		
HTR 200 Internship		6 cr.



Kelly in center front with Craig High School Volleyball Team on an Alaskan glacier

Kelly Carras

Salem, Oregon
BS: Secondary Education, English Major,
Special Education K-12 Minor

Why did you choose Western?

Western offered me the opportunity to meet my two major goals: become an educator and play volleyball at the competitive level.

Favorite people at Western?

I purposely chose English classes with Di Francis knowing that my grade wouldn't be very high, but that she would always challenge me. No matter what my final grade was, it was worth all of the new information that I would walk away with.

Jenny Peterson welcomed me on her team with a scholarship that made my goals really possible. She was a great role model and a mentor who held me accountable for my commitment in school as well as extracurricular activities.

Mark Krank was a great mentor that I could get advice from. He gave me so many resources that I couldn't walk away and blame anyone but myself if I chose not to achieve them. I planned on teaching in Alaska when I was a sophomore in college and he pushed me through student teaching and through all of the paperwork of selling my talents until I got hired. His support academically and athletically fed my confidence and kept me strong.

Ricki Jones helped me, not just once, but repeatedly to solve problems with my loans and make sure I was able to stay at Western and pay my bills. She does her job well and when I thought there was no answer for me to stay in school, she always found a way to solve the issue.

Favorite memories at Western?

Playing volleyball at the competitive level, receiving training as an educator at the Yellowstone Boys & Girls Ranch in Billings for two weeks; living on campus--the unity of my floor in Mathews Hall, of late night chats, singing in the shower, and everyone's door always open if I wanted to hang out and chat or just migrate to another room because my room was getting boring.

Honors, Awards, Scholarships, and Recognition at Western?

Dean's List 2001
Frontier Conference All Conference Selection Volleyball
First Team 1998, 2000
Second Team 1999
Patty Bennett Memroail Scholarship 2000
Full Athletic Scholarship 1998, 1999, 2000
Team Captain 2000
MVP 2000

Course Descriptions

Course Descriptions

The following course descriptions are approved offerings at UM-Western. Western reserves the right to add to, discontinue, cancel, or change offerings listed in this publication as authorized by the Montana University System Board of Regents.

In addition to the specific courses listed in each rubric, the following course numbers are reserved in all departments for general use as indicated by the title of the course:

219 or 419	Directed Study (see following description) (1-5 semester credits)
290 or 490	Independent Study (see following description) (1-3 semester credits)
498	Senior Project/Thesis (1-15 semester credits)
200	Cooperative Education/Internship* (1-12 semester credits)
400	Cooperative Education/Internship* (1-15 semester credits)
191, 291, 391, 491	Experimental Courses (Titles vary)* (1-5 semester credits)

**Refer to Special Fees section of this Catalog and to current Yearly Course Schedule for special/lab fees.*

These courses, and accompanying course descriptions, are indicated in some of the department listings that follow, especially those departments in which the courses are offered on a regular basis.

Sequential course numbers may indicate courses of more than one semester under the same title. When stated in the description, the first course indicated is a prerequisite for the second.

The credits for the course are listed after the title and generally denote the number of lecture hours per week required for the course. The letter “**V**” indicates *variable credit*. An “**R**” indicates that the course may be *repeated for credit*; for example, R-3 indicates that the course may be taken a total of 4 times--the initial attempt plus three (3) repeats for credit. Equal or equivalent courses are indicated by the equal sign (=).

The parenthetical phrase at the end of the course description indicates when the course is normally scheduled to be taught. If there is no parenthetical phrase, the course is scheduled to be offered both fall and spring semesters each year. Western reserves the right to cancel classes for reasons of low enrollment or if budgetary, scheduling, or other problems arise. Western officials will make every effort to inform students of schedule changes; students should regularly review class schedule addendum information, which is normally posted prior to the start of classes for a term or contact their advisor for updated class schedule changes.

Lab fees listed are those in effect at the time of printing. *Western reserves the right to change fees by authorization of the Montana University System Board of Regents.*

Seminars and Practicums - Any seminar or practicum must be approved by the Vice Chancellor for Academic Affairs. A copy of the academic requirements and completion of these requirements must be filed with the Registrar at the end of the semester.

Directed Study (DS) - All students taking Directed Study courses must sign a written statement, prepared jointly by the student and the instructor of record, outlining the course objectives, the intended outcomes or product, and the method of evaluation. The written, signed proposal will then be approved by the appropriate Dean or the Vice Chancellor for Academic Affairs. There are two levels of Directed Study: lower division (219) and upper division (419). Directed Study is available for one to 1-5 students and the course of study may duplicate catalog courses which are not regularly scheduled classes during the term in question. DS courses can be from 1-5 credits.

Independent Study (IS) - All students taking Independent Study courses must sign a written statement, prepared jointly by the student and the instructor of record, outlining the course objectives, the intended outcomes or product, and the method of evaluation. The written, signed proposal will then be approved by the appropriate Dean or the Vice Chancellor for Academic Affairs. There are two levels of independent study: lower division (290) and upper division (490). Independent Study will be limited in such a manner as to exclude regularly scheduled courses being taken on an individual basis. However, it may be possible to provide for the substitution of an Independent Study for a regular catalog course. If the course is to be substituted for a regular catalog course, prior approval of an instructor who regularly teaches that course must be obtained. A limit of 3 Independent Study courses will be applicable to graduation. IS courses can be from 1-3 credits.

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Corequisite (Coreq) - A course that must be taken concurrently with the course containing the corequisite listing.

Prerequisites (Prereq) - Requirements or conditions that must be completed prior to enrollment in a course or program, or continuation in a program. Prerequisites for admission to certain courses are indicated by symbols as follows:

2.5 (or any other minimum) GPA - Minimum cumulative grade point average required for admission.

Sophomore, Junior, Senior - Minimum class standing, as determined by earned credits.

TEP - Admission to the Teacher Education Program required.

c/SEBT - Consent of Dean of School of Education, Business & Technology required.

c/VC - Consent of Vice Chancellor for Academic Affairs required.

c/i - Consent of instructor required.

c/pc - Consent of program or department chair required.

c/dfe - Consent of Director of Field Experiences required.

department and course number - Identifies a course or courses that must be satisfactorily completed before attempting the more advanced course requiring the prerequisite(s).

ANTHROPOLOGY

ANTH 105 INTRODUCTION TO CULTURAL ANTHROPOLOGY (3)

An introduction to the fundamental concepts of cultural anthropology as well as a discussion of the origins and development of several contemporary societies. Primary topics include: (a) social, political, and subsistence patterns; (b) intellectual, technical, aesthetic, and cultural structures; and (c) this will further be used to study how the environmental, technological, economic core is related to all other aspects of any society including cultural, political, spiritual, or ideological. In addition we will look at how societies are integrated into ever larger units of social relationships, particularly integration into a world market economy in the 19th and 20th centuries. Students will demonstrate understanding of course content through written critiques and directed examinations. Lecture and small group discussions. (fall/odd-numbered years)

ANTH 201 AMERICAN INDIAN ETHNOGRAPHY (3)

This will be a survey of the many American Indian cultures in Canada, United States, and Mexico from the first contact with the Europeans to the present. (fall/odd-numbered years)

ANTH 202 AMERICAN INDIAN SOVEREIGNTY & CULTURAL PRESERVATION (3)

The struggle of the American Indians to preserve their cultures in the face of the Dominant Culture's attempt to acculturate and eliminate the Indigenous cultures of the United States. The issues of sovereignty and colonialism will be discussed, as well as the relationships between the tribes and the Dominant Culture, the Bureau of Indian Affairs, Tribal governments, and the United States government. The changing Indigenous civilizations, including the economic, political, social, and cultural conditions affecting the everyday lives of the Native Peoples of the U.S. will be examined. Students will exhibit an empirical understanding of

content through written critiques and directed examinations. The course will include lectures, class discussions, small group activities, extensive reading, research, and written assignments. (fall/even-numbered years)

ANTH 219 DIRECTED STUDY (V 1-3)

Selected topics under faculty supervision. Prereq: ANTH 105, c/i, and c/VC. (fall/spring)

ANTH 290 INDEPENDENT STUDY (V 1-3)

Directed research or study. Prereq: ANTH 105, c/i, and c/VC. (fall/spring)

ANTH 305 COMMUNITY ETHNOGRAPHY (3)

This course is designed to provide students with the necessary skills to conduct oral histories and ethnographic interviews. Students will demonstrate their understanding and ability to critically apply course content through extensive writing assignments and field-based directed practical experiences. Lecture and small group discussions. Prereq: ANTH 105 and PSY/SOC 220, or c/i. (fall/even-numbered years)

ANTH 400 COOPERATIVE EDUCATION/INTERNSHIP (V 1-15)

This option is intended to provide students with an opportunity to incorporate an appropriate extended field experience into their academic program. Field placement options to include all facets of the helping professions. Prereq: ANTH 105, PSY/SOC 220, c/i, and c/VC. (fall/spring)

ANTH 409 SEMINAR (V 1-3)

Selected topics of interest. Prereq: ANTH 105 and PSY/SOC 220. (on demand)

Course Descriptions

ANTH 419 DIRECTED STUDY (V 1-5)

Selected topics under faculty supervision. Prereq: PSY/SOC 220, c/i, and c/VC. (on demand)

ANTH 425 ECONOMIC ANTHROPOLOGY (3)

Economic Anthropology begins with the examination of (1) pre-capitalist societies (non-market economies); (2) incorporation into a world market economy; (3) imperialism; (4) the co-existence of two or more economic systems today in most small communities; (5) success or failure of current development strategies; and (6) the growth of the informal economy worldwide. Prereq: ANTH 105 and PSY/SOC 220, or c/i. (fall/odd-numbered years)

ANTH 490 INDEPENDENT STUDY (V 1-3)

Advanced directed research or study. Students are expected to critically evaluate, analyze, and synthesize selected topics through authorship of an extensive course paper requiring independent research skills. Prereq: ANTH 105, PSY/SOC 220, c/i, and c/VC. (fall/spring)

ANTH 498 SENIOR PROJECT/THESIS (V 1-15)

This course is intended as a culminating experience for the social science degree. Working with a faculty advisor, the student will generate a product that demonstrates a competent, independent application of basic social science research skills. Prereq: ANTH 105, PSY/SOC 220, c/i, and c/VC. (fall/spring)

ART

ART 101 FUNDAMENTALS OF ART (2)

A beginner's art course that includes the introduction to the study of color, principles of design and drawing, as well as various art media and art techniques. This course is designed for Elementary Education majors. \$5 lab fee.

ART 141 BASIC DRAWING (3)

Upon successful completion of this course students will possess and exhibit rendering skills that include the ability to use perspective and chiaroscuro. Students will also exhibit competence in the use of wet and dry drawing media. Coreq: ART 143. (fall)

ART 143 2-D DESIGN/COLOR THEORY (3)

Upon successful completion of this course students will be able to apply the theories of design, color relationship theory, spatial control, and figure/ground control to a series of design problems. Coreq: ART 141. (fall)

ART 192 COMPUTER LAYOUT & DESIGN I (3)

Upon successful completion of this course students will possess and exhibit skills using Typography, grid based page design, and page layout software for visual communication. Prereq: ART 141 and 143. (fall)

ART 219 DIRECTED STUDY (V 1-5)

Selected topics under faculty supervision. Prereq: c/i, and c/VC. (fall/spring)

ART 221 3-D DESIGN/CRAFTS (3) R

Theoretical and practical studies of form, mass, and space as they relate to ceramics, sculpture, and crafts. Materials and processes are explored through a variety of media. \$20 lab fee. Prereq: ART 143. (spring)

ART 225 ART & TECHNOLOGY (3)

Upon successful completion of this course students will possess an introductory understanding of software and digital devices suitable for the creation of original art, software for the creation of web pages and digital presentations, and the operation of digital input and storage devices. These understandings will be demonstrated by the proper and appropriate use of software and hardware presented in class in the completion of course assignments. \$25 lab fee. Prereq: ART 141 and 143, or c/i. (fall)

ART 231 CERAMICS (3) R

Hand building and beginning wheel techniques. \$30 lab fee. Prereq: c/i. (fall/spring)

ART 232 CERAMICS (3) R

Throwing on the potter's wheel, decorating, and glazing. \$30 lab fee. Prereq: ART 231, and c/i. (fall/spring)

ART 241 CALLIGRAPHY I (2)

An introduction to calligraphy including brush, pen, and layout. \$5 lab fee.

ART 242 FIGURE DRAWING (3) R

Upon successful completion of this course students will possess and exhibit figurative rendering skills that include the ability to use foreshortening and chiaroscuro. Students will also exhibit competence in the use of various dry and wet drawing media. \$30 lab fee. Prereq: ART 141 and 143, or c/i. (spring)

ART 254 THREE-DIMENSIONAL DESIGN (3)

Theory of visual design with the application of the elements and principles as they relate to sculptural forms. Prereq: ART 101 and 143, or c/i. (spring/odd-numbered years)

ART 290 INDEPENDENT STUDY (V 1-3)

Directed research or study on an individual basis. Prereq: c/i, and c/VC. (fall/spring)

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ART 300 EXPRESSIVE ARTS (3)

This “expressive arts” course will focus upon student involvement in the process of art creation and the experiences of the art maker. After successful completion of this course students will also be able to demonstrate an understanding of selected topics and methods for incorporating arts-related experiences into regular classrooms, community settings, and situations requiring special needs. Students will successfully demonstrate ways to integrate process-oriented activities within the creative and expressive arts. This course will benefit the prospective teacher. (on demand)

ART 331 BOOK ARTS (3)

Introduces both the conceptual and technical issues involved in creating and fabricating one-of-a-kind and limited edition books. Topics include page and image flow, the book as a physical object, exploring the relationship of word to image reproduction methods, and binding books without specialized equipment. Prereq: ART 141 and 143, or c/i.

ART 341 CALLIGRAPHY II (2)

An in-depth study of creative lettering and techniques used from inception of lettering to the present. \$5 lab fee. Prereq: ART 241.

ART 343 PRINTMAKING (3) R

A survey of basic printmaking media. Fundamental procedures in relief, intaglio, and serigraphic printmaking techniques. \$25 lab fee. (fall)

ART 347 GLASS BLOWING (3) R

Off-hand glass blowing, creating objects with glass. The class includes lectures on constructing tools and equipment and sources of materials. \$25 lab fee. Prereq: c/i. (fall)

ART 351 METHODS & MATERIALS OF ART (3)

Methods, materials, and current research relating to the development of effective art education programs at elementary and secondary levels; Professional Education field experience required (see Professional Education section of this Catalog). \$15 lab fee. Prereq: ART 221, TEP. (fall)

ART 361 WATERCOLOR (3) R

Upon successful completion of this course students will possess and exhibit introductory skills in a variety of watercolor painting techniques as applied to varied subject matter and compositions. Prereq: ART 141 and 143, or c/i. (spring)

ART 367 OIL PAINTING (3) R

Introduction to painting techniques using opaque pigments and the development of personal themes. \$25 lab fee. Prereq: ART 141 and 143. (fall)

ART 370 PHOTOGRAPHY (3) R

A basic black and white photography class. Camera handling, developing, enlarging, creative darkroom techniques, composition, and presentation are practiced. \$25 lab fee. (fall)

ART 371 SCULPTURE (3) R

Bas-relief, wood, and stone carving. \$10 lab fee. Prereq: ART 141 and 143, and c/i. (spring).

ART 372 SCULPTURE (3) R

Clay modeling and casting of clay, plaster, or cement. \$10 lab fee. Prereq: ART 371, and c/i. (spring)

ART 380 ARTIST BLACKSMITHING (3)

Basic techniques in creative blacksmithing. The course will include the history of blacksmithing, forging techniques, use of tools, and sources of equipment. \$30 lab fee. Prereq: c/i. (fall)

ART 381 ART MEDIA WORKSHOP (V 1-3)

Experimental media course focusing on new media or specialized techniques.

ART 400 COOPERATIVE EDUCATION/INTERNSHIP (V 1-15)

Incorporation of an appropriate work experience into the student’s academic preparation. Prereq: Senior standing, and c/i. (fall/spring)

ART 409 SEMINAR (V 1-3)

Selected topics of interest. Prereq: c/i, and c/pc. (on demand)

ART 411 ART HISTORY (3)

Painting, sculpture, architecture, and the minor arts from prehistoric times to the Renaissance. Prereq: college-level art course, or c/i. (fall/even-numbered years)

ART 412 ART HISTORY (3)

Painting, sculpture, architecture, and the minor arts from the Renaissance to the modern period. Prereq: college-level art course, or c/i. (spring/odd-numbered years)

ART 419 DIRECTED STUDY (V 1-5)

Selected topics under faculty supervision. Prereq: c/i, and c/VC. (on demand)

ART 422 JEWELRY (3) R

Fabrication and stone setting. \$10 lab fee. Prereq: ART 143, and c/i. (fall)

ART 423 JEWELRY (3) R

Casting and surface decoration. \$10 lab fee. Prereq: ART 422, and c/i. (fall)

ART 431 ART THESIS & EXHIBIT (V 3-4)

Upon completion of this course, students will possess an introductory level understanding of art criticism as it pertains to contemporary art and to their own art, will write a thesis, will exhibit a body of their own art work, and will create a portfolio. Understandings in Art Criticism will be demonstrated in class discussions and in the written thesis that discusses the student’s own work in the context of historical and contemporary art. To complete the exhibit and portfolio requirement students must

Course Descriptions

properly prepare their artwork for exhibition, mount an exhibition in cooperation with other students in the class, and create an organized and functional portfolio. Prereq: FA 101, and Junior/Senior standing. (spring)

ART 443 ADVANCED GRAPHICS (V 1-3) R

An intermediate course that builds on the conceptual and technical framework established in ART 343 Printmaking. Emphasis is placed upon individual exploration of the media and development of personal imagery. \$25 lab fee.

ART 446 STAINED GLASS (V1-3) R

Basic techniques in stained glass, glass cutting, grozing, pattern making, soldering, and the use of copper foil and lead came. \$8 lab fee. Prereq: c/i. (fall)

ART 447 FIBER ARTS (3) R

Introduction to the realm of fiber arts, the basics of spinning and dyeing, simple loom construction, and beginning weaving techniques. History, pattern drafting, and setting up the floor loom are also covered. \$20 lab fee. (spring)

ART 472 RURAL ARTMOBILE (3)

Designed for the elementary and other K-12 majors. Experience is provided in preparing lessons, teaching classes, adapting to limited facilities, space, and materials. May be used in place of ED 277. (spring)

ART 475 ART APPRENTICESHIP (V 3-12)

Actual work experience in the studio area selected. The number of credits received is determined by the length of the apprenticeship. (on demand)

NOTE: Advanced Studio courses are designed for students who wish further experimentation and exploration in media studies beyond the introductory courses.

Enrollment in any Advanced Studio (ART 478-489) course requires instructor consent. Lab fees may be charged for these courses.

ART 478 ADVANCED STUDIO-WATERCOLOR (V 1-3)

ART 479 ADVANCED STUDIO-ARTIST BLACKSMITHING (V 1-3)
\$30 lab fee.

ART 480 ADVANCED STUDIO-FIBERS (V 1-3)

ART 481 ADVANCED STUDIO-CRAFTS (V 1-3)
\$30 lab fee.

ART 482 ADVANCED STUDIO-DRAWING (V 1-3)

ART 483 ADVANCED STUDIO-PAINTING (V 1-3)

ART 484 ADVANCED STUDIO-CERAMICS (V 1-3)
\$30 lab fee.

ART 485 ADVANCED STUDIO-PHOTOGRAPHY (V 1-3)

ART 486 ADVANCED STUDIO-PRINTMAKING (V 1-3)

ART 487 ADVANCED STUDIO-SCULPTURE (V 1-3)
\$30 lab fee.

ART 488 ADVANCED STUDIO-COMPUTER ART (V 1-3)

ART 489 ADVANCED STUDIO-GLASSBLOWING (V 1-3)
\$30 lab fee

ART 490 INDEPENDENT STUDY (V 1-3)

Directed research or study on an individual basis. Prereq: c/i, and c/VC. (fall/spring)

ART 498 SENIOR PROJECT/THESIS (V 1-15)

An individual project or thesis closely associated with the student's academic program and career goals. Project/thesis election subject to approval of project or thesis advisor. Prereq: Senior standing, and c/i. (fall/spring)

Note: The department reserves the right to exhibit and reproduce students' work submitted for credit.

Most art classes require lab/studio fees.

Course Descriptions

BIOLOGICAL SCIENCES

A prerequisite for any course with a BIO rubric is documented mathematical ability equivalent to MATH 100 Intermediate Algebra. Ability can be demonstrated by appropriate college/university credit or UM-Western Math Placement Exam score.

BIO 101 INTRODUCTION TO LIFE SCIENCE (3)

Unifying features of living organisms; diversity of life forms; history and relevance of the study of biology within human society. Lab included. \$20 lab fee. Prereq: equivalent of MATH 100 or higher.

BIO 150 CONSERVATION BIOLOGY (4)

The impact of stochastic processes (environmental, catastrophic, genetic, and demographic) on small populations (i.e. threatened and endangered species) will be examined. Discussions cover habitat and population fragmentation, corridors, biodiversity and its measurement, endangered species policy and law, and case studies extinction; for the latter, ultimate and proximate causal factors of extinction will be discussed. \$20 lab fee. Students without a background in high school biology may want to consider taking BIO 101 before enrolling in this course. Prereq: equivalent of MATH 100 or higher, or c/i. (spring)

BIO 151 ZOOLOGY (4)

Survey of development, physiology, behavior, ecology, and evolution of representative phyla within the animal kingdom. Lab included. \$25 lab fee. Students without a background in high school biology may want to consider taking BIO 101 before enrolling in this course. Prereq: equivalent of MATH 100 or higher, or c/i. (fall)

BIO 152 BOTANY (4)

Upon successful completion of this course, students will be familiar with the basic morphology, physiology, cytology, ecology, and taxonomy of plants and algae. They will also exhibit competence in plant laboratory techniques including experimental design, statistical analysis, and scientific report writing. Lab included. \$35 lab fee. Students without a background in high school biology may want to consider taking BIO 101 before enrolling in this course. Prereq: equivalent of MATH 100 or higher, or c/i. (spring)

BIO 153 SURVEY OF MONTANA WILDLIFE & HABITATS (4)

This course is a lower-division survey course of the wildlife species found in Montana. The course intends to introduce students to Montana wildlife, their habitats, field sign and other identification features, vulnerabilities, behavior, and rare and endangered species. (spring)

BIO 219 DIRECTED STUDY (V 1-5)

Selected topics under faculty supervision. Prereq: c/i, and c/VC. (fall/spring)

BIO 262 MICROBIOLOGY (4)

Survey of the bacteria, fungi, and viruses; infectious diseases of humans and other organisms; use and control of microorganisms; use of the microscope; culturing and identification techniques. Lab included. \$25 lab fee. Students without a background in high school biology may want to consider taking BIO 101 before enrolling in this course. (fall)

BIO 273 ENTOMOLOGY (4)

Taxonomy, morphology, behavior, and ecology of representative families of insects. Collection required; students should consult with instructor prior to summer session. Prereq: BIO 151, or c/i. Lab included. \$10 lab fee. (fall/odd-numbered years)

BIO 290 INDEPENDENT STUDY (V 1-3)

Directed research or study on an individual basis. Prereq: c/i, and c/VC. (fall/spring)

BIO 341 CELL & MOLECULAR BIOLOGY (4)

Cell organelles and their functions, molecular biology of the cell, cell differentiation and functioning. Lab included. \$30 lab fee. Prereq: BIO 151 and 152, or c/i. (spring)

BIO 343 GENETICS & EVOLUTION (4)

Fundamentals of heredity and the processes and products of evolution. \$20 lab fee. Prereq: BIO 151 and 152. (spring)

BIO 351 SYSTEMATIC BOTANY (3)

Techniques of collecting, preserving, and mounting of vascular plants; use of taxonomic keys, principles of nomenclature, and consideration of taxonomic literature. Includes extensive field and lab work. \$55 lab fee. Students without a background in high school biology may want to consider taking BIO 101 before enrolling in this course. (summer/odd-numbered years)

BIO 371 HUMAN ANATOMY & PHYSIOLOGY (4)

Structure and function of body tissues and the circulatory, skeletal, muscular, and nervous systems. Lab included. \$25 lab fee. Students without a background in high school biology may want to consider taking BIO 101 before enrolling in this course. (fall)

BIO 372 HUMAN ANATOMY & PHYSIOLOGY (3)

Structure and function of the endocrine, respiratory, digestive, urinary, and reproductive systems. Students without a background in high school biology may want to consider taking BIO 101 before enrolling in this course. Prereq: BIO 371, or c/i. (spring)

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BIO 400 COOPERATIVE EDUCATION/INTERNSHIP

(V 1-15)

Incorporation of an appropriate work experience into the student's academic preparation. Prereq: Senior standing, and c/i. (fall/spring)

BIO 409 SEMINAR (V 1-3)

Selected topics of interest. \$25 lab fee. Prereq: c/i, and c/pc. (on demand)

BIO 419 DIRECTED STUDY (V 1-5)

Selected topics under faculty supervision. Prereq: c/i, and c/VC. (on demand)

BIO 471 WILDLIFE ECOLOGY & MANAGEMENT (4)

This course will provide students with a foundation in the science of wildlife biology. The theory portions of the course will cover the fundamentals of wildlife science including the following: population growth models, experimental design of field studies, data collection and analysis, habitat management and alteration, wildlife laws (including mandates, the Code of Federal Regulations, and the realities of implementation), wildlife administration and planning (including habitat conservation plans [HCP's]), farm and rangeland management with respect to wildlife, forest management and wildlife, national park and refuge management and wildlife, urban wildlife, exotic species, endangered species management of game and non-game species, wildlife exploitation (including hunting, trapping, and illegal take), and the economics of wildlife. The field portions of the course will include projects designed to provide students with a look at the realities, the difficulties, and sometimes the thrill of field research in wildlife biology. An additional and significant goal of the course will be to expose students to the primary wildlife literature. \$40 lab fee. Prereq: BIO 150, 151, 152, and MATH 152, 232. (fall/even-numbered years)

BIO 473 ORNITHOLOGY (3)

Taxonomy, morphology, physiology, ecology, behavior, and evolution of birds. Labs include study of anatomy and techniques of field identification. \$40 lab fee. Prereq: BIO 151. (spring/even-numbered years)

BIO 475 MAMMALOLOGY (3)

Taxonomy, morphology, physiology, ecology, behavior, and evolution of mammals. Field and lab study included. Prereq: BIO 151. \$40 lab fee. (fall/even-numbered years)

BIO 477 ECOLOGY (4)

Interrelationships between organisms and their environment; properties of populations, communities, and ecosystems. Field and lab study included. \$40 lab fee. Prereq: BIO 151 and 152. (fall/odd-numbered years)

BIO 479 VERTEBRATE ZOOLOGY (3)

Taxonomy, morphology, physiology, ecology, behavior, and evolution of representative vertebrate groups. Lab included. \$10 lab fee. Prereq: BIO 151. (spring/odd-numbered years)

BIO 490 INDEPENDENT STUDY (V 1-3)

Directed research or study on an individual basis. Prereq: c/i, and c/VC. (fall/spring)

BIO 498 SENIOR PROJECT/THESIS (V 1-15)

An individual project or thesis closely associated with the student's academic program and career goals. Project/thesis election subject to approval of Biology department advisor. Prereq: Junior/Senior standing, and c/i. (fall/spring)

Course Descriptions

BUSINESS

BUS 121 BEGINNING KEYBOARDING (1)

Presentation of alphabetic and numeric keyboard, speed and accuracy development on microcomputers, and the basics of using word processing software. (on demand)

BUS 200 COOPERATIVE EDUCATION (V 1-12)

An elective for those business students who wish to incorporate within their academic education an appropriate industry work experience. No more than 6 credits in cooperative education will qualify as business electives. \$5 fee per credit hour. Prereq: Sophomore standing, and c/i.

BUS 201 ENTREPRENEURSHIP (3)

The student will define the concept of entrepreneurship, identify basic types of start-up ventures, define approaches firms use to make themselves unique, discuss the process of filing for legal protection of ideas, explore legal issues surrounding starting or expanding businesses, define and create a business plan. The student will participate in discussions and group projects, as well as use the Internet and other sources to gather information for business planning. Activities will be reality-based and students will gather all projects and material in a portfolio. (fall)

BUS 202 CUSTOMER SERVICE (3)

Emphasizes the development of good customer service policies and strategies, training personnel for customer service program implementation, evaluation of service procedures, and resolving customer problems and complaints. Customs and manners of foreign cultures will also be addressed. (spring)

BUS 210 CAREER PLANNING (2)

Taken before the associate degree internship, this course is designed to ease transition into professional field experience and to prepare for career entry following graduation. Students will create resumes and application letters, practice interview techniques, learn job search strategies, and write goals and objectives. They will research contemporary issues in the workplace, use the World Wide Web as a job search tool, and prepare a career portfolio. Students will be evaluated by a lifetime career database, a career portfolio, a practice interview, and participation in class activities. Prereq: Sophomore standing.

BUS 217 BUSINESS & ELECTRONIC COMMUNICATIONS (3)

In this course, students will write messages for the business setting, including letters, memos, short reports, and e-mail messages. They will prepare and present messages orally, incorporating electronic audio/visual support. Students will also explore the role of the Internet in communication (including e-commerce) and learn techniques for improving international/intercultural communication. Students will be evaluated by a

writing portfolio, oral presentations, collaborative writing assignments, examinations, a practice job interview, and participation in class activities. Prereq: COMS 101, ENG 101, and ENG 131.

BUS 219 DIRECTED STUDY (V 1-5)

Selected topics under faculty supervision. Prereq: c/i, c/SEBT, c/VC. (on demand)

BUS 241 FINANCIAL ACCOUNTING (3)

Introductory accounting emphasizing both the conceptual and procedural frameworks of financial accounting. An effort is made to integrate accounting theory and uses of accounting information through practical application. Preparation of the balance sheet, income statement, and statement of owner's equity for a sole proprietorship, and the accounting rules leading up to the preparation of these statements are studied. Prereq: MATH 100 or equivalent; and Sophomore standing is advised.

BUS 242 MANAGERIAL ACCOUNTING (3)

Further development of fundamental accounting principles. Topics include concepts in financial accounting, coverage of the liability and equity side of the balance sheet, the statement of cash flows, time value of money, and financial statement analysis. Students will participate in group discussions and projects and use the Internet and other sources to develop a comprehensive written report on current business activity. Prereq: BUS 241 and MATH 110, or concurrent enrollment.

BUS 281 BUSINESS LAW I (3)

Introduction to the legal process and concepts associated with business in domestic and international transactions. Topics discussed: Contracts, UCC, Equity, Torts, Criminal, Constitutional and Employment Law. Prereq: Sophomore standing. (fall)

BUS 282 BUSINESS LAW II (3)

Continuation of Business Law I. Topics covered: Agency and Partnership, Corporations, Real Estate, Securities, Bankruptcy, Wills, Trusts, and Ethics. Prereq: Sophomore standing. (spring)

BUS 290 INDEPENDENT STUDY (V 1-3)

Directed research or study on an individual basis. Prereq: c/i, c/SEBT, and c/VC. (fall/spring)

BUS 311 INCOME TAX ACCOUNTING (3)

Study of the tax laws applicable to individuals, proprietorships, and partnerships in filing returns and determining taxable income, exemptions, deductions, and credits. Prereq: BUS 241. (on demand)

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BUS 321 INTERMEDIATE ACCOUNTING I (3)

Brief overview of elementary financial accounting principles with concentrated study of theory and practice relating to assets and liabilities. Prereq: BUS 242. (on demand)

BUS 322 INTERMEDIATE ACCOUNTING II (3)

Financial accounting theory and concepts; concentrated study of problems arising in applying these concepts to assets and liabilities, and owner's equity. Prereq: BUS 321. (on demand)

BUS 325 MANAGEMENT & ORGANIZATIONAL BEHAVIOR (3)

Coverage of fundamentals of planning, organizing, directing, and controlling a business organization. Theories, techniques, and practices used in formulating strategies, policies, procedures, and goals of a business. This course also covers application of behavioral science concepts to strategic team leadership and organizational excellence. Prereq: ECON 251 or 252.

BUS 327 RISK MANAGEMENT & INSURANCE (3)

Analysis and treatment of property and liability risks facing firms and consumers. Major emphasis is on recognizing and managing these risks and on utilizing insurance as a financial device. (on demand)

BUS 329 HUMAN RESOURCE MANAGEMENT (3)

The course covers strategic human resource planning, job analysis, selection and recruitment, evaluating performance, compensation systems and governmental regulations, behavioral tools and techniques dealing with personnel problems, employee stress management, technostress, and organizational burnout. The course also covers contemporary issues of human resource management, including global human resource management. Prereq: BUS 325, or c/i.

BUS 341 BUSINESS FINANCE (3)

This course covers elements of the finance function of the organization as well as the financial analysis of decisions, including working capital management, acquisition of capital, capital budgeting, cost of capital, and theories of valuation. Prereq: BUS 241 and MATH 232, or concurrent enrollment. (fall)

BUS 347 MARKETING PRINCIPLES & E-COMMERCE (3)

This course covers marketing concepts as well as e-commerce and e-business models. Topics include strategic marketing planning, product, price, distribution, promotion, marketing research, segmenting and targeting markets, service, and international marketing. Direct and online marketing including but not limited to e-commerce strategies, technological and ethical issues, and the role of CEO's and marketing managers in developing an e-business model relevant to the Internet economy is also covered. Prereq: BUS 241 and ECON 252.

BUS 351 METHODS & MATERIALS OF BUSINESS THEORY SUBJECTS (2)

Methods of lesson and unit planning and presentation including student assessment, test design, evaluation, audio/visual technology, and curriculum planning for general business, economics, business law, accounting, career planning, business communications, and business mathematics. Professional Education field experience required (see Professional Education section of this Catalog). \$15 lab fee. Prereq: TEP, and Junior standing. (fall)

BUS 353 QUANTITATIVE MANAGEMENT ANALYSIS (3)

Survey of quantitative techniques employed by management in business decision-making. Specific topics include linear programming, decision theory, PERT, queuing theory, inventory control, and forecasting methods. Prereq: MATH 232 and BUS 325. (spring)

BUS 364 BUSINESS ETHICS (3)

This course covers the significance of ethical and regulatory considerations affecting business decisions including the conceptual and practical understanding of a "win-win" interest-based framework for dealing with ethical decision-making in business. Topics include social and legal values in business ethics, development of an effective ethics program, conflict resolution, global business ethics, and the role of leadership in managing business ethics. Prereq: Junior standing. (spring)

BUS 371 COST ACCOUNTING (3)

Elements of product cost including job, process, standard, and variable costing systems and procedures. A managerial emphasis is added through inclusion of cost-volume-profit relationship, budgeting techniques, and other selected topics. Prereq: BUS 322. (on demand)

BUS 377 INVESTMENTS (3)

Stocks, bonds, and other investment vehicles and corresponding market institutions. Topics include the institutional structure of the market, current issues in financial markets, investment analysis, portfolio analysis, and modern portfolio theory. Prereq: BUS 241. (fall)

BUS 400 COOPERATIVE EDUCATION/INTERNSHIP (V 1-12)

Incorporation of an appropriate work experience into the student's academic preparation. Students will develop a learning contract in conjunction with their employer, will maintain a portfolio of their work experience, and will make a final presentation of their internship to the business faculty as part of their exit interview. \$5 fee per credit hour. Prereq: Senior standing, and c/i. (fall/spring)

BUS 402 ORGANIZATION & ADMINISTRATION OF BUSINESS EDUCATION PROGRAMS (1)

Organization and operation of distributive and business education programs at the secondary and community college levels. Prereq: c/i. (on demand)

Course Descriptions

BUS 403 CURRICULUM CONSTRUCTION IN BUSINESS EDUCATION & INDUSTRIAL TECHNOLOGY (2)

Principles of selecting, evaluating, and presenting curriculum materials for business education and industrial technology. Prereq: *c/i*. (on demand)

BUS 409 SEMINAR (V 1-3)

Selected topics of interest. Prereq: *c/i*, and *c/SEBT*. (on demand)

BUS 410 CAREER PLANNING (2)

Taken before the bachelor degree internship, this course is designed to ease transition into professional field experience and to prepare for career entry following graduation. Students will create resumes and application letters, practice interview techniques, learn job search strategies, and write goals and objectives. They will research contemporary issues in the workplace, use the World Wide Web as a job search tool, and prepare a career portfolio. Students will be evaluated by a lifetime career database, a career portfolio, a practice interview, short reports, and participation in class activities. Prereq: Junior standing.

BUS 419 DIRECTED STUDY (V 1-5)

Selected topics under faculty supervision. Prereq: *c/i*, *c/SEBT*, and *c/VC*. (fall/spring)

BUS 425 TEAMWORK & ORGANIZATIONAL CHANGE (3)

The course will provide an in-depth understanding of team formation, team development, team leadership, and strategic organization change. Course focuses on the process of organization development as a foundation for teamwork, covering diagnosis, analysis, design interventions, management, and evaluation of change. A variety of strategic team leadership and people-oriented change intervention strategies are covered with special reference to recent trends such as strategic alliances, acquisitions, restructuring, and mergers. Applications in local, national, and global companies are covered. The course will be centered around creating a learning environment that encourages students to develop their skills from focused active, facilitated discussion, and hands-on field study-oriented projects. Prereq: BUS 325, and junior standing. (fall/odd-numbered years)

BUS 461 SMALL BUSINESS MANAGEMENT & STRATEGIC PLANNING (3)

Analysis of the operation of small businesses and the roles they play in the economy. The following topics are included: planning, marketing, financial, production, franchising, distribution, management, legal, raising capital, and developing a business plan. Prereq: BUS 241 and ECON 252, or *c/i*. (spring)

BUS 465 LABOR-MANAGEMENT RELATIONS (3)

Relationships between management and organized groups of employees, including labor unions and professional associations, with analysis and evaluation of collective bargaining issues, factors contributing to conflict, and methods of dispute settlement. Prereq: Senior standing, or *c/i*. (fall/even-numbered years)

BUS 488 FOUNDATIONS OF VOCATIONAL EDUCATION (2)

Provides an understanding of the history of vocational education and philosophy, relates the philosophy of vocational education to the goals and methods used in business and industrial technology instruction, and presents strategies for developing partnerships with business/industry. (spring)

BUS 490 INDEPENDENT STUDY (V 1-3)

Directed research or study on an individual basis. Prereq: *c/i*, *c/SBET*, and *c/VC*. (fall/spring)

BUS 498 SENIOR PROJECT/THESIS (V 1-15)

An individual project or thesis closely associated with the student's academic program and career goals. Project/thesis election is subject to approval by project or thesis advisor. Students will make a final presentation of their senior project/thesis to the business faculty as part of their exit interview. Prereq: Senior standing, and *c/i*. (fall/spring)

Course Descriptions

CHEMISTRY

A prerequisite for any course with a CHEM rubric is documented mathematical ability equivalent to MATH 100 Intermediate Algebra. Ability can be demonstrated by appropriate college credit or UM-Western Math Placement Exam score.

CHEM 101 INTRODUCTION TO CHEMISTRY (3)

Fundamental principles of chemistry. Designed primarily for non-science majors. Major areas of emphasis include atomic structure, chemical bonding, acids and bases, chemical reactions, thermodynamics, and solutions. Each of these areas are studied on a fundamental basis as well as relating them to the chemistry that surrounds us in our everyday lives. \$30 lab fee. Prereq: equivalent of MATH 100 or higher.

Lab included. \$25 lab fee. Prereq: CHEM 132 and 331, or c/i. (spring)

CHEM 131 GENERAL CHEMISTRY (4)

Fundamental principles of modern chemistry. Major areas of emphasis include stoichiometry, gas laws, thermochemistry, atomic structure and periodicity, chemical bonding, molecular geometry, and solutions. Lab included. \$25 lab fee. Prereq: equivalent of MATH 100 or higher. (fall)

CHEM 355 PHYSICAL CHEMISTRY (4)

Advanced theoretical study of chemistry. Thermodynamic and kinetic principles will be used to better understand the major conceptual aspects of biochemistry and inorganic and organic chemistry. An attempt will be made to synthesize chemical knowledge obtained in a variety of courses. Prereq: CHEM 132, or c/i. (spring/odd-numbered years)

CHEM 132 GENERAL CHEMISTRY (4)

Fundamental principles of modern chemistry. Major areas of emphasis include acid-base and oxidation-reduction reactions, kinetics, chemical equilibrium, solubility, thermodynamics, nuclear chemistry, organic, and biochemistry. Lab included. \$25 lab fee. Prereq: CHEM 131. (spring)

CHEM 400 COOPERATIVE EDUCATION/INTERNSHIP (V 1-15)

Incorporation of an appropriate work experience into the student's academic preparation. Prereq: Junior/Senior standing, and c/i. (fall/spring)

CHEM 219 DIRECTED STUDY (V 1-5)

Selected topics under faculty supervision. Prereq: c/i, and c/VC. (fall/spring)

CHEM 409 SEMINAR (V 1-3)

Selected topics of interest. Prereq: c/i, and c/pc. (on demand)

CHEM 251 QUANTITATIVE ANALYSIS (4)

Course in analytical chemistry emphasizing laboratory skills which include gravimetric, volumetric, and spectro photometric techniques. Lab included. \$30 lab fee. Prereq: CHEM 132. (fall/even-numbered years)

CHEM 419 DIRECTED STUDY (V 1-5)

Selected topics under faculty supervision. Prereq: c/i, and c/VC. (on demand)

CHEM 290 INDEPENDENT STUDY (V 1-3)

Directed research or study on an individual basis. Prereq: c/i, and c/VC. (fall/spring)

CHEM 431 ENVIRONMENTAL GEOCHEMISTRY (4)

Students will examine and learn about the chemical and geological principles and reactions in natural systems: aquatic, marine, terrestrial, and atmospheric, and the effect and fate of contaminants in the environment. This is a field- and laboratory-oriented class, with computer analysis of data. Students successfully completing the class will demonstrate their knowledge of geochemical sampling and analysis techniques in one or more research projects. Students will evaluate their own and/or published data according to concepts studied in the class and present their research in papers and oral reports. May include exams and multi-discipline teamwork. May have a service-learning component. \$40 lab fee. Prereq: GEOL 101 or 150, and CHEM 131 and 132. (spring/odd-numbered years)

CHEM 331 ORGANIC CHEMISTRY (4)

Organic compounds and their reactions as the basis of life. Particular attention is paid to nomenclature for the major classes of organic compounds, reaction mechanisms, and a survey of laboratory methods including synthesis and instrumentation. Lab included. \$25 lab fee. Prereq: CHEM 132, or c/i. (fall)

CHEM 490 INDEPENDENT STUDY (V 1-3)

Directed research or study on an individual basis. Prereq: c/i, and c/VC. (fall/spring)

CHEM 332 ORGANIC CHEMISTRY (4)

Organic compounds and their reactions as the basis of life. Particular attention is paid to nomenclature for the major classes of organic compounds, reaction mechanisms, and a survey of laboratory methods including synthesis and instrumentation.

CHEM 498 SENIOR PROJECT/THESIS (V 1-15)

An individual project or thesis closely associated with the student's academic program and career goals. Project/thesis election subject to approval of project or thesis advisor. Prereq: Junior/Senior standing, and c/i. (fall/spring)

Course Descriptions

COMPUTER SCIENCE

COMS 101 INTRODUCTION TO COMPUTERS (3)

The student will have access to hardware and software in this hands-on introductory course to learn the following technologies: graphical interface, word processing, spreadsheets, databases, telecommunications, and graphics. In addition, students will learn terminology for the software used, as well as for general concepts applicable to all technologies. Students will become informed consumers of hardware and software products, learn basic functions to communicate through technology, explore legal, social, and ethical computer issues, and explore their future in the information age. This course is articulated through Tech Prep.

COMS 111 PROGRAMMING FUNDAMENTALS (3)

This course reviews the problem-solving techniques and strategies utilized in computer programming. Visual BASIC is the primary language employed, but students may also work with other languages. Students will design applications, use variables and constants, create selection and repetition structures, use dialog boxes, random access files, database access, and variable arrays. This course may also be offered as an online course. This course is articulated through Tech Prep. Prereq: COMS 101 and MATH 110, or concurrent enrollment. (fall)

COMS 112 ADVANCED PROGRAMMING (3)

Continuation of useful programming techniques using a variety of languages. Prereq: COMS 111. (on demand)

COMS 126 NETWORKING FUNDAMENTALS (CISCO I) (4)

This course is an introduction to networking fundamentals with both lecture and hands-on activities. Topics include the OSI model and industry standards, network topologies, IP addressing (including subnet masks), and basic network design. This is the first course in a four-course series that leads toward certification in both the ComTIA Network+ and CCNA (Cisco Certified Networking Associate). This course is articulated through Tech Prep. Prereq: COMS 101.

COMS 135 MICROCOMPUTER APPLICATIONS (3)

In this hands-on course students will develop a working knowledge of word processing, spreadsheet, and database management software applications. During this course students will use Windows and DOS commands for file and disk management, they will use e-mail to communicate with the instructor and other class members, and they will use the Internet to research assigned topics. Students will be evaluated by hands-on assignments, examinations, and a final portfolio. This course is articulated through Tech Prep. Prereq: COMS 101.

COMS 176 INTRODUCTION TO ROUTER TECHNOLOGY (CISCO II) (4)

This course covers router theory and router technologies with both lecture and hands-on activities. Topics include beginning router configurations, routed and routine protocols, and introduction to LAN switching. This is the second course in a four-course series that leads toward certification in both the ComITA Network+ and CCNA (Cisco Certified Networking Associate). This course is articulated through Tech Prep. Prereq: COMS 126.

COMS 201 COMPUTER PROGRAM APPLICATION (V 1-2)

Special problems in programming. Prereq: COMS 111. (on demand)

COMS 205 BUSINESS INFORMATION SYSTEMS (3)

Students will explore a variety of ways information systems can be used for problem-solving. Some of the topics covered include distributed data processing, using technology to engage in electronic commerce, applying the systems approach, ethical implications of information technology, MIS, EIS, and database management. Students will be evaluated by oral and written assignments, examinations, and a final portfolio. \$10 lab fee. Prereq: COMS 135. (fall)

COMS 210 COMPUTER HARDWARE & SOFTWARE MANAGEMENT (3)

The study of how a computer operates, communicates, and uses storage devices is the primary focus of this course. Special emphasis is given to topics relating to computer architecture and operating systems. Students will gain hands-on experience troubleshooting, configuring, upgrading, and maintaining both personal PCs and networked systems. At the end of the course, students will have covered the competencies required in the A+ core exam. \$15 lab fee. Prereq: COMS 135.

COMS 215 INTRODUCTION TO C PROGRAMMING (3)

Students in this course examine the C programming language and its rise in popularity as one of the leading structured languages. Topics include data types and structures, design of library functions, file interfacing, pointers, and control of program flow. Students will also compare C with other languages utilizing similar syntax. Prereq: COMS 111.

COMS 219 DIRECTED STUDY (V 1-5)

Selected topics under faculty supervision. Prereq: c/i, c/SEBT, and c/VC. (fall/spring)

COMS 226 ROUTING & SWITCHING (CISCO III) (4)

This course covers advanced router configurations with both lecture and hands-on activities. Topics include LAN switching, network management, and advanced network design. This is the

Course Descriptions

third course in a four-course series that leads toward certification in both the ComITA Network+ and CCNA (Cisco Certified Networking Associate). This course is articulated through Tech Prep. Prereq: COMS 176.

COMS 230 COMPUTER AIDED DESIGN & MODELING (3)

This course provides an introduction to the concepts in computer aided drafting and design (CADD). The course builds upon the basic drafting and design content learned in IT 130. Students will develop an understanding of the features and considerations associated with the computer as a drafting/design tool. The course presents step-by-step instruction about CAD commands, mode settings, drawing aids, shortcuts, and other valuable characteristics of CAD. Prereq: IT 130. (spring)

COMS 234 MULTIMEDIA (3)

Students will use a variety of template-driven software to create web pages and a variety of other publications. A variety of hardware, software, and input/output media are used to complete hands-on projects. Students demonstrate competency through hard copy portfolios and electronic media presentations. Competencies for presentation graphics are covered at the expert level. This course is articulated through Tech Prep. \$25 lab fee. Prereq: COMS 101.

COMS 236 ADVANCED MICROCOMPUTER APPLICATIONS (3)

In this hands-on course students will further develop their competence using word processing and electronic spreadsheet features and functions, including macros, merges, desktop publishing features, large document creation and editing, financial and trigonometric functions, data tables, and charts/graphs. Students will also explore computer accounting and integration of computer applications. At the conclusion of the course students will have covered the expert competencies for the MOUS exams in Excel and Word. Students will be evaluated by hands-on assignments, special projects, exams, and a final portfolio. Prereq: COMS 135, MATH 110, or concurrent enrollment.

COMS 270 FUNDAMENTALS OF YEARBOOK LAYOUT (2)

Students will be introduced to the fundamentals of creating a yearbook including but not limited to the basics of 35mm photography, designing, creating, and editing yearbook layouts, using the basic functions of PageMaker, and conducting an advertising campaign. Yearbook editors must be enrolled in this course. Prereq: COMS 101 or equivalent. (fall)

COMS 276 NETWORK DESIGN (CISCO IV) (4)

This course is a project-based course in network design. Topics include advanced network design projects and advanced network management projects. This is the final course in a four-course series that leads toward certification in both the ComITA Network+ and CCNA (Cisco Certified Networking Associate). This course is articulated through Tech Prep. Prereq: COMS 226.

COMS 290 INDEPENDENT STUDY (V 1-3)

Directed research or study on an individual basis. Prereq: c/i, c/SEBT, and c/VC. (fall/spring)

COMS 302 DATA STRUCTURES (3)

Examination of software for file processing, searches and sorts, data retrieval, stacks, linked lists, trees, graphics, and generalized database structures. Prereq: COMS 111 and 112. (on demand)

COMS 306 BUSINESS INFORMATION SYSTEMS LAB (V 2-6)

Students further develop their expertise in maintaining computer hardware and software by working in a networked computer lab. Students must develop an independent contract with their instructor, which further develops their hardware and software expertise. Prereq: COMS 210, and c/i. (fall/spring/summer) (arrange with instructor)

COMS 339 ADVANCED DATABASE MANAGEMENT (3)

In this hands-on course students will further develop their competence using database management software, including creating, searching, querying, and editing database tables, as well as creating reports, on-screen forms, and macros. Students will also explore integration of databases with other application software and creation of Web-enabled information from a database. During this course students will learn about relational databases and the basics of database design. Students will be evaluated by hands-on assignments, examinations, and a final project. Prereq: COMS 135. (spring)

COMS 340 COMPUTER AIDED MANUFACTURING SYSTEMS (3)

Computers are being used in a wide variety of manufacturing applications. This course covers fundamentals underlying the contemporary information-based technologies in manufacturing. Special attention will be given to the inherent relationship between computer-aided design and computer-aided manufacturing. The course will emphasize a project-based learning approach. \$10 lab fee. Prereq: IT 120, IT 230, and COMS 310. (fall)

COMS 351 METHODS & MATERIALS IN COMPUTER APPLICATIONS (2)

Methods of lesson planning, presentation, skill building, and assessment in computer subjects such as database management, spreadsheets, desktop publishing, telecommunications, word processing, presentation graphics, multimedia, computerized accounting, and programming. Students will demonstrate subject competency through their portfolios and a variety of micro-teaching experiences. Class discussion, team projects, micro-teaching, lecture, and electronic media. Professional Education field experience required (see Professional Education section of this Catalog). \$20 lab fee. Prereq: TEP, and Junior standing. (fall)

Course Descriptions

COMS 370 YEARBOOK DESIGN & PUBLICATION LAYOUT

(3)

Students will use a variety of publication layouts to complete Western's yearbook. Students will complete photo analyses, use photo enhancing software to edit images, study the basics of publication layout and design, and use the advanced features of PageMaker. Yearbook editors must be enrolled in this course. Prereq: COMS 270, or c/i. (spring)

COMS 387 TELECOMMUNICATIONS (3)

This course covers the essential components found in telecommunication systems including content relating to data transmission, signal propagation, encoding and decoding, multiplexing, channel capacity, microwave and satellite communication, and computer networking. Students will also be able to utilize the Internet for research and communication purposes including home page development, e-mail transactions, and development of e-commerce strategies. Prereq: COMS 210. (fall)

COMS 400 COOPERATIVE EDUCATION/INTERNSHIP

(V 1-15)

This option is intended to provide students with an opportunity to incorporate an appropriate extended field experience into their academic program. Prereq: Senior standing, and c/i. (fall/spring)

COMS 403 SYSTEMS ANALYSIS & DESIGN (3)

This course emphasizes a practical approach to learning system analysis and design by requiring students to solve a variety of realistic system scenarios using the five-phases systems development life cycle approach. Students are evaluated on the basis of performance on examinations, case studies, and

completion of a systems project for a selected business/institution. \$10 lab fee. Prereq: COMS 210, COMS 236 or COMS 339, and Senior standing. (spring)

COMS 409 SEMINAR (V 1-3) R

Selected topics of interest. Prereq: c/i, and c/SEBT. (on demand)

COMS 419 DIRECTED STUDY (V 1-5)

Selected topics under faculty supervision. Prereq: c/i, c/SEBT, and c/VC. (fall/spring)

COMS 420 CERTIFICATIONS IN HARDWARE, SOFTWARE & NETWORKING (V 2-6)

Students will work closely with their instructor to identify and review nationally recognized hardware, software, and networking exams. Software exams must be at the expert level; hardware and networking exams may be at the core level. Students must pass one exam for each credit taken, and are responsible for all exam fees. (arrange with instructor)

COMS 490 INDEPENDENT STUDY (V 1-3)

Directed research or study on an individual basis. Prereq: c/i, c/SEBT, and c/VC. (fall/spring/summer)

COMS 498 SENIOR PROJECT/THESIS (V 1-15)

An individual project or thesis closely associated with the student's academic program and career goals. Student works with one selected faculty member. Prereq: Senior standing, c/i, and c/SEBT. (fall/spring/summer)

DRAMA

DR 101 DRAMA FUNDAMENTALS (2)

The basics of all drama--including formal theatre, improvisation drama, and narrative film--are story, place, audience, and actor. Students will learn to actively explore relationships between these fundamental elements in a lab setting, create dramas based on literary and historical sources or current events and social issues, explore scripted drama, and perform and analyze creations. (spring/odd-numbered years)

DR 217 THEATRE PRACTICUM (V 1-2) R-3

Hands-on experience for those interested in becoming involved with performance, technical, and box-office duties within the campus production program. Projects must be designed in consultation with the faculty member in charge. \$5 lab fee. (fall/spring)

DR 219 DIRECTED STUDY (V 1-5)

Under faculty supervision students study selected topics in drama. Upon successful completion of the course, students exhibit fundamental competencies, through written

documentation or participation in performance/production, of one or more areas of drama such as stage management or dramaturgy. Prereq: c/i, and c/VC. (fall/spring)

DR 241 PLAY PRODUCTION (3) R

Students prepare a work of dramatic literature for the stage, learning processes of theatre performance through hands-on practice and study. Upon successful completion of this course students demonstrate basic knowledge and skills in script selection and analysis, casting, rehearsal, performance, and the collaborative nature of theatre. \$5 lab fee. (fall/spring)

DR 243 STAGECRAFT (2)

In this introduction to theories of and practice in scene design and construction--including lighting, stage make-up, costuming, and other backstage problems--students develop knowledge of and basic skills in a variety of stage arts. Those who successfully complete the course exhibit competencies in identifying stagecraft problems, devising potential solutions and putting solutions into practice. \$5 lab fee. (fall/odd-numbered years)

Course Descriptions

DR 276 ACTING (3)

An introductory study of character creation, stage movement, script analysis, and performance theory. \$5 lab fee. (fall/even-numbered years)

DR 290 INDEPENDENT STUDY (V 1-3)

Directed research or study is conducted on an individual basis. Students design projects in such areas as play analysis, stage design, or theatre history with individual faculty members who guide the research and help the student formulate individualized learning outcomes. Prereq: c/i, and c/VC. (fall/spring)

DR 346 THEATRE FOR YOUTH (2)

With theoretical knowledge and practical training in the selection, staging, and performance of theatrical productions for children and youth, students will demonstrate abilities in locating scripts and resources, devising materials and techniques appropriate to young artists and audiences, and producing theatre in school and community settings. \$5 lab fee. (on demand)

DR 400 COOPERATIVE EDUCATION/INTERNSHIP (V 1-15)

This experience incorporates an appropriate work experience into the student's academic preparation. Students exhibit knowledge and skills in linking their academic training to the "real world". Prereq: Senior standing, and c/i. (fall/spring)

DR 401 CREATIVE DRAMATICS (2)

Theories, procedures, and materials for creative drama in educational and recreational settings are studied and practiced. Students will demonstrate knowledge and practical skills in improvisational drama as an art form as well as drama's use as a means to explore history, literature, social issues, and other topics. (on demand)

DR 409 SEMINAR (V 1-3) R

Selected topics of interest are explored in seminar fashion. Student learning outcomes are dependent upon the topics of exploration and arranged by individual students in consultation with the faculty member in charge. Prereq: c/i, and c/pc. (on demand)

DR 419 DIRECTED STUDY (V 1-5)

Topics are selected and study is organized according to needs of 1-5 students; the study may duplicate a catalog course that is NOT being offered that particular term. Learner outcomes are devised according to the topic and determined in accordance with the needs and interests of the student. Prereq: c/i, and c/VC. (on demand)

DR 441 DRAMA/THEATRE HISTORY (3)

Students who successfully complete this course will be able to demonstrate knowledge of drama's heritage, from ancient beginnings in ritual and dance through classic times to the present, with particular emphasis on Western forms. (spring/even-numbered years)

DR 455 SHAKESPEARE (3)

Through a variety of strategies such as reading, discussion, lecture, and enactment of scenes, learners study several of Shakespeare's plays and a number of his sonnets. Students are assessed according to their ability to interpret meaning, analyze literary elements such as character and theme, draw connections to the milieu in which Shakespeare wrote, and consider critical responses. Students may be asked to demonstrate competencies through written work, oral presentations, and/or "traditional" examinations. (spring)

DR 490 INDEPENDENT STUDY (V 1-3)

Directed research or study by an individual student that extends beyond the scope of the listed catalog offerings. The study is devised by the student in collaboration with a Drama department advisor. Learner outcomes are determined on a case-by-case basis according to the individual student's needs and interests as well as the topic of study. Prereq: c/i, and c/VC. (fall/spring)

DR 498 SENIOR PROJECT/THESIS (V 1-15)

An individual project or thesis closely associated with the student's academic program and career goals. Learner outcomes are devised collaboratively by the student with the project or thesis advisor. Project/thesis election is subject to approval of the project/thesis advisor. Prereq: Senior standing, and c/i. (fall/spring)

Course Descriptions

ECONOMICS

ECON 151 INTRODUCTION TO ECONOMICS (3)

This course will provide the background necessary to understand the operation of the U.S. economy. Topics will include an understanding of decision-making processes for the consumer, the firm, the market, and the overall economy. The methodology for application of these concepts to personal and social issues will be emphasized. The method of delivery will include lecture, group interaction and discussion, computerized simulations, and the use of the Internet as a means of gaining access to information sources. (*This course will not substitute for ECON 251 or ECON 252 for the Social Science Broadfield or Business Education degrees*) (on demand)

ECON 219 DIRECTED STUDY (V 1-5)

Selected topics under faculty supervision. Prereq: c/i, and c/VC. (fall/spring)

ECON 251 PRINCIPLES OF MACROECONOMICS (3)

An introduction to macroeconomics: national income analysis, unemployment, price stability, and growth, monetary and fiscal policies, international trade and finance. Students will be expected to analyze current economic issues using a macroeconomic model. The method of delivery will include lecture, group interaction and discussion, computerized simulations, and the use of the Internet as a means of gaining access to information sources. Students will be assessed by means of essay examinations, research papers, and computerized simulations. Prereq: Sophomore standing, or c/i. (fall/spring)

ECON 252 PRINCIPLES OF MICROECONOMICS (3)

An introduction to microeconomics: theory of the firm and household, market price determination, theory of production, elements of value, and distribution theory. Students will be expected to apply microeconomic theory to personal and business decision-making. The method of delivery will include lecture, group interaction and discussion, computerized simulations, and the use of the Internet as a means of gaining access to information sources. Students will be assessed by means of essay examinations, research papers, and computerized simulations. Prereq: Sophomore standing, or c/i. (fall/spring)

ECON 290 INDEPENDENT STUDY (V 1-3)

Directed research or study on an individual basis. Prereq: c/i, c/SEBT, and c/VC. (fall/spring)

ECON 334 ECONOMICS OF TOURISM & RECREATION (3)

Analysis of the economic role of tourism at the state, regional, national, and international levels. Students will be able to analyze the economic role of the firm engaged in tourism and will be able to assess the impacts of tourism by means of input/output analysis. The method of delivery will include lecture, group interactions and discussion, computerized simulations,

and use of the Internet as a means of gaining access to information sources. Students will be assessed on the basis of group projects and essay examinations. Prereq: ECON 251, 252, or c/i. (fall)

ECON 357 MONEY & BANKING (3)

Nature, evolution, and functions of money; the role of depository institutions; structure of financial markets; principles of central banking; monetary theory and the instruments of monetary policy; the role of money in the international economy. The method of delivery will include lecture, group interaction and discussion, computerized simulations, and use of the Internet as a means of gaining access to information sources. Students will be able to demonstrate how individual and central banks operate to facilitate personal, business, and international transactions while maintaining national stability. Students will be assessed by means of essay examinations, research papers, and computerized simulations. Prereq: ECON 251, and Junior standing. (spring/even-numbered years)

ECON 358 INTERNATIONAL TRADE & FINANCE (3)

Principles of trade and finance in a world economy. Analysis of comparative advantage, impediments to trade, and international financial systems. The method of delivery will include lecture, group interaction and discussion, computerized simulations, and use of the Internet as a means of gaining access to information sources. Students will be able to demonstrate the advantages and problems of trade on an international level, institutions developed to facilitate trade and finance, and the functioning of major international financial institutions. Students will be assessed by means of essay examinations, research papers, and computerized simulations. Prereq: ECON 252. (fall/spring)

ECON 400 COOPERATIVE EDUCATION/INTERNSHIP (V 1-15)

This option is intended to provide students with an opportunity to incorporate an appropriate extended field experience into their academic program. Prereq: Senior standing, and c/i. (fall/spring)

ECON 409 SEMINAR (V 1-3) R

Selected topics of interest. Prereq: c/i, and c/SEBT. (on demand)

ECON 419 DIRECTED STUDY (V 1-5)

Selected topics under faculty supervision. Prereq: c/i, c/SEBT, and c/VC. (on demand)

ECON 434 RESOURCE ECONOMICS (3)

Analysis of methods of resource valuation, trade-offs involved in their preservation or development, and application of these methods to land-use planning. Analysis of policy implications of environmental legislation. Students will be able to

Course Descriptions

demonstrate their understanding of the principles in the development of land-use plans and environmental impact statements. The method of delivery will include lecture, group interaction and discussion, computerized simulations, and use of the Internet as a means of gaining access to information sources. Students will be assessed by means of essay examinations, research papers, and computerized simulations. Prereq: ECON 252. (on demand)

ECON 455 PUBLIC FINANCE & BUDGETING (3)

Principles of taxation and expenditure at all levels of government. Particular emphasis given to implication of deficits to national resource allocation policy. Students will be able to demonstrate their understanding of national, state, and local budget development and methods of taxation. The method of delivery will include lecture, group interaction and discussion,

computerized simulations, and use of the Internet as a means of gaining access to information sources. Students will be assessed by means of essay examinations, research papers, use of the Internet, and computerized simulations. Prereq: ECON 251. (on demand)

ECON 490 INDEPENDENT STUDY (V 1-3)

Directed research or study on an individual basis. Prereq: c/i, c/SEBT, and c/VC. (fall/spring)

ECON 498 SENIOR PROJECT/THESIS (V 1-15)

An individual project or thesis closely associated with the student's academic program and career goals. Student works with one selected faculty member. Prereq: Senior standing, and c/i. (fall/spring)

EDUCATION

ED 120 INTRODUCTION TO EDUCATION (2)

This course provides prospective educators with a historical and social overview of education that will assist students exploring teaching as a profession. The course examines education within its contemporary and comparative context, current trends, state and national standards, and professional development. The course also examines the requirements and uniqueness of Western's Teacher Education Program (TEP). A field observation at the elementary and/or secondary level is required. Assessment involves readings, class discussions, journals, examinations, and a field experience report. (fall/spring)

ED 142 INTRODUCTION TO EARLY CHILDHOOD (1)

Provides an overview of the early childhood education issues, practices and methodology. In addition students learn about CDA functional areas, indicators, activities, and training and assessment steps. \$5 lab fee. This course is articulated through Tech Prep. (fall)

ED 143 INTRODUCTION TO EARLY CHILDHOOD LAB (1)

Focus is on becoming acquainted with program policies and philosophies, exposure to a variety of learning areas, and implementation of activities with small groups of children. Students also become more familiar with their own learning styles and professional goals. \$8 lab fee. This course is articulated through Tech Prep. (fall)

ED 144 CREATING AN ENVIRONMENT FOR LEARNING (2)

Explores the developmentally appropriate environment and its effect on the learner in the physical, cognitive, and social domains. It also deals with planning for learning: units, scheduling, transitions, lesson planning, children's safety, nutrition, and health. \$5 lab fee. (spring)

ED 145 CREATING AN ENVIRONMENT FOR LEARNING LAB (1)

Designing and implementing developmentally appropriate classroom arrangements, learning centers, schedules, lesson plans, and transitions. \$8 lab fee. (spring)

ED 195 CAREER PLANNING: TAKE HOLD OF YOUR FUTURE (2)

Assessment of student's interests and abilities leads to investigation of various occupational areas. Emphasis on lifelong processes such as making decisions, understanding self, and planning strategies for successful goal attainment.

ED 200 EARLY CHILDHOOD INTERNSHIP (6)

Participate 20 hours a week in a supervised early childhood setting. With the instructor, students design an individualized training plan that outlines goals, activities, and assessment for the internship based upon the student's needs, interests, and demonstration of competence in working with children, families, and staff members. (fall/spring)

ED 201 INTRODUCTION TO SPECIAL EDUCATION (2)

An introduction to the current mandates of state and federal governments regarding the education and services to children with disabilities. The students will discuss IDEA, Section 504 of the Vocational Rehabilitation Act, current delivery service systems to education, and how this affects those identified with disabilities. A 30-hour field experience is required.

ED 219 DIRECTED STUDY (V 1-5)

Selected topics under faculty supervision. Prereq: c/i, c/SEBT, and c/VC. (fall/spring)

Course Descriptions

ED 234 TECHNOLOGY EDUCATION FOR ELEMENTARY TEACHERS (3)

Designed to prepare elementary teachers with skills and activities that can be integrated with other areas of instruction. Special emphasis will be directed toward the areas of communication, production, and transportation. Activities will be designed to aid in developing problem-solving and decision-making skills in elementary school children. \$15 lab fee.

ED 240 POSITIVE CHILD DISCIPLINE (2)

Focuses on developing skills in using positive guidance techniques while enhancing children's self concept and developing children's pro-social skills. \$5 lab fee. (spring)

ED 241 POSITIVE CHILD DISCIPLINE LAB (1)

Demonstration of skills in using positive guidance, establishing a pro-social environment, and implementing lessons that enhance self-concept and social skills. \$8 lab fee. (fall)

ED 242 MEETING THE NEEDS OF THE FAMILY (2)

Introduction of benefits, barriers, foundations, and techniques for encouraging parent-teacher partnerships. Students also explore family structures and dynamics, both functional and dysfunctional. \$5 lab fee. (fall)

ED 243 MEETING THE NEEDS OF THE FAMILY LAB (1)

Focus on developing and demonstrating skills that encourage parent-teacher partnerships, including sharing information informally, making home visits, participating in parent/teacher conferences, and developing and implementing parent information and workshops. \$5 lab fee. (fall)

ED 246 EARLY CHILDHOOD PROFESSIONAL (2)

Introduction to the early childhood profession, including awareness of value issues and ethical issues in working with children and their families, legal issues, issues of salary and status, staff relations, and the importance of becoming an advocate for upgrading the profession and improving the quality of services for children. Students also identify their own personal early childhood philosophy. \$6 per credit distance learning fee. (spring)

ED 247 EARLY CHILDHOOD PROFESSIONAL LAB (1)

Students and the instructor will develop an individual training plan with goals and activities based upon the student's demonstration of competence in working with young children. \$5 lab fee. (spring)

ED 250 CHILD & ADOLESCENT GROWTH & DEVELOPMENT (3)

Students will examine, analyze and apply research, theories, and issues concerning basic biosocial, cognitive, and psychosocial developmental stages from conception through childhood and adolescence. \$6 per credit distance learning fee. (fall/spring)

ED 251 CHILD & ADOLESCENT GROWTH & DEVELOPMENT LAB (1)

Students use a variety of instruments to observe and interact with individual children as a way of integrating theory and practice. \$8 lab fee.

ED 255 CONTEMPORARY AMERICAN INDIAN EDUCATION (3)

The purpose of this course is to provide training and experience to address the unique needs of contemporary American Indian students. The course fulfills the requirements of MCA (Montana Code Annotated) 20-1-501, intended to enhance the improvement of all federal, tribal, and public schools that serve American Indian students. Students will know about the effects of poverty, high school dropout rates, substance abuse, overrepresentation in special education, teenage pregnancy, and poor employment prospects.

ED 270 LITERACY & LANGUAGE (3)

Upon completion of this course students will have investigated concepts related to the K-8 reading and writing program. Students will have an understanding of language acquisition, holistic and traditional literacy programs, and content area literacy. Participation course requiring inquiry project, literacy assessments, in-class assignments, and readings. Assessment based on written assignments, in-class assignments, assessment of children, tests, and inquiry project. (fall/spring)

ED 276 FIFTH & SIXTH GRADE OBSERVATION (1)

This course is designed to help meet the certification requirement for students completing a 5-12 secondary endorsement. A period of 30 hours or one school week is required in the school. The student acts as a teacher's aide, prepares reports, and consults with the teacher. Prereq: c/dfe. Coreq: ED 473.

ED 277 OBSERVATION & PARTICIPATION (1)

Pre-student teaching laboratory experience in a classroom. A minimum of 30 hours of observation is required. The student observes, acts as a teacher's aide, prepares reports, and consults with the teacher. Prereq: c/dfe.

ED 281 PARTNERSHIPS & COLLABORATION (3)

This course investigates the relationships that exist between professionals, parents, and outside agencies. Students will learn to work effectively with teachers, principals, other school personnel, parents, and agencies. Communication skills, collaboration, and professionalism will be stressed to promote harmonious working conditions to benefit students with differences.

ED 283 STRATEGIES FOR TUTORING LANGUAGE ARTS & MATH (3)

This course is a methodology course that helps students learn strategies for tutoring in an education position. Effective instruction in reading, writing, spelling, phonemic awareness,

Course Descriptions

comprehension skills, and math will be discussed and demonstrated. This course requires a 60-hour tutoring experience in a classroom and/or community-based program. Prereq: All Math requirement(s), and ED 270.

ED 285 STUDENTS WITH SEVERE DISABILITIES (3)

This course is an in-depth study of the theory, education, and care of students with severe disabilities. Extreme cases of autism, multiple disabilities, emotional disorders, cognitive delay, and physical disabilities will be studied. Appropriate handling techniques, education programs, Mandt Training, and behavior strategies will be stressed.

ED 289 PARAPROFESSIONAL INTERNSHIP (6)

This course is the incorporation of an appropriate work experience into the student's academic preparation. Students will develop a learning contract in conjunction with their employer and the Director of Field Experiences, will maintain a portfolio of their work experience, and will make a final presentation of their portfolio/internship experience to the Education faculty. The course requires a minimum of 40 hours of appropriate work experience for each credit earned. Prereq: Sophomore standing, and c/i.

ED 290 INDEPENDENT STUDY (V 1-3)

Directed research or study on an individual basis. Prereq: c/i, c/SEBT, and c/VC. (fall/spring)

ED 320 EARLY CHILDHOOD CURRICULUM I (2)

Focus will be on curriculum content and methods in the areas of physical activity and physical education, literacy and language, and social studies. Students will develop relevant and meaningful curriculum for young children with an emphasis on assessment and providing for the unique needs of each child. Prereq: ED 144, 145, 240, 241, 250, and 251. (fall)

ED 321 EARLY CHILDHOOD CURRICULUM I LAB (1)

Implementation of developmentally appropriate activities and projects for young children which include physical activity and education, literacy and language, and social studies. Prereq: ED 144, 145, 240, 241, 250, and 251. \$5 lab fee. (fall)

ED 324 EARLY CHILDHOOD CURRICULUM II (2)

Focus will be on curriculum content and methods in the areas of mathematics, science and the arts. Students will develop relevant and meaningful curriculum for young children with an emphasis on assessment and providing for the unique needs of each child. Prereq: ED 144, 145, 240, 241, 250, 251, 320, and 321. (spring)

ED 325 EARLY CHILDHOOD CURRICULUM II LAB (1)

Implementation of developmentally appropriate activities and projects for young children which include science, mathematics, and the arts. Prereq: ED 144, 145, 240, 241, 250, 251, 320, and 321. \$5 lab fee. (spring)

ED 326 INFANT/TODDLER DEVELOPMENT & GROUP CARE (4)

Provides a basic developmental foundation for the student, including examining research, theories, issues, developmental stages, and the application of these in relationship to the child from conception through adolescence.

ED 331 EDUCATIONAL PSYCHOLOGY, MANAGEMENT & ASSESSMENT (3)

Students will understand and apply theories and research about learning, development, cognition, assessment, motivation, management, and teaching strategies. Primary activities and assessment include discussion, field experience and journal, role-play, guest speakers, readings, peer teaching, inquiry research, presentations, analysis essays, and in-class writing. Prereq: TEP. (fall/spring/summer)

ED 341 EXCEPTIONAL LEARNER (2)

An introduction to learners with a range of special needs including disabilities, at-risk, gifted, and culturally different. Includes identification, services, inclusion, assessment, curriculum, and behavior management. A field experience is required. Assessment involves readings, class discussions, inquiry, projects, journals, and field experience report. This is one of the Professional Education courses offered by the Education Department. \$20 lab fee. Prereq: TEP, or c/i. (fall/spring/summer)

ED 343 PERSONS WITH DISABILITIES (3)

This course is an in-depth study of the characteristics of persons with disabilities. Causes, current issues surrounding the disability, and trends about these disabilities will be discussed in a seminar format.

ED 346 EARLY LITERACY (3)

Examines language and literacy research, including second language acquisition, bilingualism, and sociopolitical contexts of major language groups. Students critique a variety of curriculum models and strategies based upon research, developmental appropriateness, and national and state standards. Based upon these findings, students will design and implement high quality, meaningful, research-based language and literacy experiences and environments in early childhood settings. Prereq: ED 320, 321, 324, and 325.

ED 348 MATH & SCIENCE FOR EARLY CHILDHOOD (3)

Focus on developmentally appropriate, research-based curriculum, methods, and assessment in early childhood mathematics and science. Examine the integration of technology, state and national standards, and key concepts and skills into science and math curriculum. Develop high quality, meaningful science and math experiences that focus on hands-on exploration and investigation of meaningful content. Prereq: ED 320, 321, 324, and 325.

Course Descriptions

ED 351 SOCIAL ASPECTS OF BEHAVIOR (3)

An introductory study of group processes and collective behavior. (on demand)

ED 352 ENHANCING PHYSICAL SKILLS IN EARLY CHILDHOOD (1)

Examines high quality, meaningful physical activity and physical education experiences across a developmental continuum, including discussion of cultural differences and gender expectations. Prereq: ED 320, 321, 324, and 325.

ED 354 FOSTERING SOCIAL COMPETENCE IN THE EARLY YEARS (3)

The course will examine the development, components, and influences of social competence in the early years and explore common social difficulties. Students will develop and implement plans to enhance social competence through examining the contexts for social development, utilizing effective teaching strategies and practices, and strengthening specific components found to relate to social competence. Prereq: ED 240 and 241.

ED 355 METHODS & MATERIALS OF EXPERIENTIAL SCIENCE EDUCATION (3)

Upon completion of this course students will be familiar with field-based research and problem solving principles. Students will apply these principles to the secondary education classroom or outdoor learning environments. Additionally, students will investigate a rich literature base involving science inquiry, outdoor ecology, performance-based assessment, and decision-making models. Students are assessed through performance-based activities and out-of-class writings. Course available to students interested in outdoor, environmental, and science education. Professional Education field experience required (see Professional Education section of this Catalog). \$10 lab fee. Prereq: *c/i*. (fall)

ED 360 CHILDREN'S LITERATURE (3)

Upon completion of the course students will be familiar with the historical background of children's literature--authors, illustrations, classification, and storytelling. Extensive reading of children's and adolescent literature required. Discussion and participation class. Competency-based assessment. (fall/spring)

ED 371 ELEMENTARY SCHOOL SOCIAL STUDIES PROGRAM (2)

Upon completion of this course, students will be familiar with materials and strategies for teaching social studies in the K-8 program. The course will focus on multicultural topics, technology, and the integration of the language arts. Participation, lecture, and discussion class. Writing intensive course requiring participation, microteaching, field experience, in-class assignments, and readings. Competency-based assessment based on course assignments, microteaching, and field experience. \$15 lab fee (elementary block). Prereq: TEP, ED 360 and 370. Coreq: ED 372, 373, 376, and 378. (fall/spring)

ED 372 ELEMENTARY SCHOOL LANGUAGE ARTS PROGRAM (2)

Upon completion of this course students will be familiar with integrated language arts programs that promote composition, reading and writing, spelling, speech, thinking, and viewing across the curriculum. The course will also focus on multicultural topics and technology. Writing intensive course requiring participation, microteaching, field experience, in-class assignments, and readings. Competency-based assessment based on course assignments, microteaching, and field experience. Prereq: TEP, ED 360 and 370. Coreq: ED 371, 373, 376, and 378. (fall/spring)

ED 373 ELEMENTARY SCHOOL SCIENCE METHODS (2)

Through the process of inquiry, students will explore, design, implement, and evaluate instructional materials for K-8 experiential science instruction. Infused topics include technology, science safety, cooperative learning, assessment, inquiry, environmental education, and multicultural issues. Student assessments involve performance-based techniques including microteaching, writing, lesson and laboratory development, portfolios, and presentation. \$15 lab fee. Prereq: TEP, elementary science requirements. Coreq: ED 371, 372, 376, and 378.

ED 376 ARTS METHODS FOR ELEMENTARY TEACHERS (2)

Students will learn how to integrate the arts and creativity into the elementary curriculum through a variety of methods. Students engage in experiences with the arts, create arts lessons to implement during microteaching and the field experience, document children's understanding through the arts, and use the arts as assessment tools in the classroom. Students are assessed through a variety of methods including classroom practice, papers, discussion, hands-on experiences with arts, and documenting children's thinking through the arts. \$15 lab fee. Prereq: TEP, ART 101, and FA 101. Coreq: ED 371, 372, 373, and 378. (fall/spring)

ED 378 ELEMENTARY SCHOOL MATHEMATICS PROGRAM (2)

Upon successful completion of this course a student should be familiar with current trends in methods and materials used for effective teaching of mathematics in grades K-8. A student will exhibit competence in developing unit and lesson plans that integrate mathematics with social studies, science, language arts, and comprehensive arts. The student will exhibit competence with expository and inquiry-based instruction, forms of professional development, theories of instruction, the appropriate use of technology in instruction, and skills in effective communication with students and peers on mathematical and professional educator topics. Field experience required (see Professional Education section of this Catalog). Prereq: MATH 115 and 116 or equivalent, and TEP. Coreq: ED 371, 372, 373, and 376.

Course Descriptions

ED 379 MUSIC FOR ELEMENTARY TEACHERS (2)

An exploration of techniques and materials relevant to the instruction of music performing, creating, listening, and valuing in the context of the elementary school classroom. Learning will be accomplished via the avenues of lecture, outside reading, and investigation, as well as the creation and presentation of brief lessons in music. These presentations will serve as the basis for student assessment. Students will learn to utilize their own creativity in devising informative and motivational lessons for children. Prereq: MUS 101, and TEP. Coreq: ED 380. (fall/spring, and frequently May Interim).

ED 380 CLASSROOM INSTRUMENTS (1)

A performance/activity-based investigation of some of the musical instruments commonly employed in the music education of elementary school children; the main focus will be the recorder. Students will practice music performance skills both in and out of class. In particular, practice of music reading skills (especially rhythm), creation of short compositions, and performance of traditional classroom song materials will serve as the vehicles for learning. Student assessment will be made on the basis of periodic playing quizzes and attendance. Prereq: MUS 101, and TEP. Coreq: ED 379. (fall/spring, and frequently May Interim).

ED 381 LITERACY AND ASSESSMENT (3)

Upon completion of this course, students will be familiar with assessment and instruction for reading and writing variations in the K-8 program. Through tutoring, students will learn how to apply formal and informal assessment tools and adapt appropriate instructional strategies to the teaching situation. Discussion, lecture, and participation class. Course requires tutoring, readings, assessment projects, and informal evaluations of literacy growth. Prereq: TEP, and ED 370. (fall/spring)

ED 400 COOPERATIVE EDUCATION/INTERNSHIP (V 1-15)

An elective for those education students who wish to incorporate an appropriate work experience within their academic education. Prereq: TEP, ED 331, 341, 425, c/dfe, and Junior standing. (fall/spring)

ED 409 SEMINAR (V 1-3) R

Selected topics of interest. Prereq: c/i, and c/SBET. (on demand)

ED 410 GROUP DYNAMICS & LEADERSHIP (2)

Theory and practice of group process and leadership. The skills required for leading meetings, workshops, committees and guidance, training, and self-help groups. (on demand)

ED 419 DIRECTED STUDY (V 1-5)

Selected topics under faculty supervision. Prereq: c/i, c/SEBT, and c/VC. (on demand)

ED 420 EDUCATIONAL STATISTICS (3)

An introduction to both descriptive and inferential statistics, with an emphasis on educational applications and statistical literacy. Descriptive statistics include measurement of central tendency, variation and relationship. Inferential statistics include z values, t, F, and chi-square distributions.

ED 421 CREATIVITY & THE YOUNG CHILD: EXPLORING REGGIO EMILIA & THE PROJECT APPROACH (3)

Develop and implement methodologies from Reggio and the project approach. Use documentation to develop curriculum, communicate with parents, analyze children's growth, and celebrate children's learning. Research and critically analyze a self-chosen topic related to Reggio or the project approach.

ED 422 FAMILY, COMMUNITIES, CULTURE (3)

Examines characteristics, research, and theories on families and communities, including socioeconomic conditions, family structures, relationships, stresses, supports, home language, cultural values, ethnicity, community resources, cohesiveness, and organization influences.

ED 424 EARLY CHILDHOOD ASSESSMENT & OUTCOMES (3)

Examines the goals, benefits, limitations, characteristics, and uses of assessment for young children, families, staff, and programs. Explore the relationship between assessment and outcomes, examine and critique different assessment tools and strategies, develop and implement assessment plans, and practice skills in collaboration to form assessment partnerships. Prereq: ED 251.

ED 425 CULTURES, SCHOOLS, & COMMUNITIES (3)

The theme of the class is "interconnectiveness" and focuses on the analysis of the philosophical, legal, and ethical issues in the context of education in a pluralistic society. The impact of cultures as well as MCA 20-1-501 on present educational processes, as well as the recognition of the multicultural nature of U.S. society and its impact on learning and teaching will be explored. A field experience is required. Assessment involves readings, class discussions, journals, examinations, and a field experience report. \$30 lab fee. Prereq: TEP.

ED 431 METHODS & MATERIALS IN SPECIAL EDUCATION (3)

Specific methodology for students who have Learning Disabilities, Emotional and Behavior Disorders, Cognitive Disabilities and other learning needs. Students will learn about strategies, methods, and teaching techniques that will help students learn. An ongoing field experience and a 2-week practicum are required of this course. Coreq: ED 434 and 436.

Course Descriptions

ED 434 MANAGEMENT OF EXCEPTIONAL LEARNERS (3)

Upon completion of the course, students will demonstrate knowledge of classroom management practices that foster learning for exceptional children. Effective practices for students with special needs will be included, with a special emphasis on those with behavioral or emotional difficulties. Includes a 3-week practicum. Prereq: TEP. Coreq: ED 431 and 436. (spring)

ED 435 CURRICULUM FOR DIVERSE LEARNERS (2)

Upon completion of this course students will have explored and used a variety of instructional strategies, curricula modifications, and adaptations for specific content areas, as well as formulating student management approaches for individuals with diverse special needs. Students will also recognize and apply curricula decisions that are the result of formal authentic and ecological assessments. Discussion, lecture, and participation course. Competency-based assessment. Prereq: ED 341. (spring)

ED 436 ASSESSMENT OF LEARNERS WITH SPECIAL NEEDS (3)

Upon completion of the course students will demonstrate knowledge of the development, administration, and analysis of a variety of assessment tools that lead to informed instructional decisions for students with special needs, the ability to create short-term and long-term plans based on current research, and gain knowledge of the role that culture plays in assessment and instructional planning. Includes a 3-week practicum. Prereq: TEP. Coreq: ED 431 and 434. (spring)

ED 445 CONTENT AREA READING & WRITING (3)

Upon completion of this course students will be familiar with whole language and traditional techniques that incorporate writing, literature, and instructional materials into the K-12 content areas. Students will be able to accommodate for individual differences by recognizing learning styles, cultural backgrounds, interests, language diversity, and developmental learning. Discussion class. Reading and writing intensive. Prereq: ED 370, and 2.50 cumulative UM-Western GPA. (fall)

ED 446 DIAGNOSIS & INSTRUCTION OF LITERACY VARIABILITIES (4)

This is an advanced assessment class that will explore theories of literacy variabilities and the various forms of literacy assessment and instruction appropriate for K-12 classroom and clinical situations. Standardized tests, performance-based assessment, portfolios, and anecdotal records will be analyzed. Students will apply their knowledge through participation in tutoring, writing case studies, and special projects. Prereq: TEP; for Reading Minors: ED 370 and ED 381; for Special Education students: ED 445. (fall)

ED 448 READING & WRITING LAB (3)

This is an advanced course in which students are expected to tutor an elementary or secondary student and also conduct an inquiry project in the area of literacy. Lab class. Upon completion of this course the student will be familiar with advanced forms of assessment and instruction that are suitable for a clinical situation. Assessment based on inquiry project, participation/attendance, and case study of the tutoring sessions. Prereq: TEP, ED 370, 381, and 445. (spring/even-numbered years)

ED 449 ORGANIZATION & ADMINISTRATION OF THE SCHOOL LITERACY PROGRAM (3)

Upon completion of this course students will be familiar with literacy programs for elementary and secondary schools. Topics include staff development, leadership skills, curriculum, parental and societal influences, and programs for diverse learners. Students will work with the community and/or schools. Discussion class with intensive reading and writing. Competency-based assessment including field work with community and/or schools. Prereq: TEP, ED 370, 381, and 445. ED 381 may be taken concurrently. (spring)

ED 450 RURAL EDUCATION I (2)

Classroom and field exposure to the unique world of the K-8 multi-grade elementary classroom, including professional and community resources available, planning curriculum, instruction and assessment, subject integration, self-directed learning, peer tutoring, and necessary administrative functions of the supervising teacher. (on demand)

ED 451 RURAL EDUCATION II, K-12 (2)

A seminar with guided independent projects designed to enhance the understanding of the interconnectedness of the K-12 rural school and its community and be able to use the resources from both settings to improve the whole. (on demand)

ED 455 CHILD DEVELOPMENT THEORIES & RESEARCH (3)

In-depth examination of theories and current research relating to child development from prenatal to age eight. Prereq: ED 250.

ED 457 COACHING & MENTORING ADULTS (3)

Examines adult learning theory, supervisory and mentoring models, adult development, stages in teacher development, and effective mentoring and coaching skills. Students will practice mentoring skills including relationship building, observation and conferencing, assessing early childhood skills, knowledge, and dispositions, and planning and implementing effective training sessions.

Course Descriptions

ED 466 STORYTELLING (2)

History and methods of storytelling. Teachers and prospective librarians learn to study and tell stories from many cultures. Workshop format. Prereq: ED 360. (on demand)

ED 471 SENIOR SEMINAR (2)

An on-campus seminar in conjunction with the student teaching experience featuring professional educators. Special topics including resume writing, letters of application, philosophy of education, exceptional children, management, and certification are covered.

ED 472 STUDENT TEACHING-ELEMENTARY (V 2-15) R

A full-time, off-campus, supervised activity at a location approved by the Director of Field Experiences. A seminar is incorporated in student teaching. Prereq: c/dfe; Senior standing; must have "C" or better in all ED rubric and methods classes in the Professional Core; 2.5 overall GPA; must have completed the education classes in the degree program in Elementary Education.

ED 473 STUDENT TEACHING-SECONDARY (V 2-15) R

A full-time, off-campus, supervised activity at a location approved by the Director of Field Experiences. A seminar is incorporated in student teaching. Prereq: c/dfe; Senior standing; 2.5 GPA in each teaching field; must have "C" or better in all classes in ED rubric and methods classes in the Professional Core; 2.5 GPA overall; must have completed Professional Education Requirements, Major and Minor methods classes.

ED 474 STUDENT TEACHING K-12 (V 2-15) R

A full-time, off-campus, supervised activity for students pursuing K-12 endorsement programs at a location approved by the Director of Field Experiences (6 weeks required for K-12 Special Education endorsements). A seminar is incorporated in student teaching. Prereq: c/pc; c/ctep; Senior standing; must have "C" or better in all ED rubric and methods classes in the Professional Core; 2.5 GPA overall; must have completed methods classes in ED and K-12 fields.

ED 477 ENRICHMENT PRACTICUM (V 1-2)

Enrichment or expansion of normal student teaching duties in a specific concentration. Extracurricular involvement or specialized experiences concurrent with but above the normal demands of student teaching are provided. Students may choose to register for this practicum under another departmental rubric.

ED 479 TEACHING INTERNSHIP (6)

In approved cases, individuals teaching on a provisional certificate may be allowed to do an internship in place of student teaching provided the following criteria are met: (1) the applicant must have completed all coursework normally required for entry into a student teaching assignment; (2) the internship will generally be done in conjunction with a change in certification from elementary to secondary or vice versa; (3) evidence of successful teaching experience (preferably two years) under the provisional certificate must be produced; (4) internships will be limited to individuals currently employed in the licensure area for which qualification is being sought; and (5) applicants must already have acquired at least a baccalaureate degree. Prereq: c/dfe.

ED 490 INDEPENDENT STUDY (V 1-3)

Directed research or study on an individual basis. Prereq: c/i, c/SBET, and c/VC. (fall/spring)

ED 491 LEARNING ABOUT CULTURE IN SCHOOLS & COMMUNITIES (2)

This course is designed for students who have a bachelor's degree and are pursuing secondary educator licensure in their content area. The class uses ethnography techniques, a series of independent readings, and a concurrent or non-current field experience at an identified "culturally diverse" site that introduces students to the culture of education and the education programs of a particular institution. Students must work closely with their advisor to enroll in this class. Some sessions may be taught as pre-sessions to Fall and Spring Semesters. Prereq: TEP, and bachelor's degree.

ED 496 EARLY CHILDHOOD PRACTICUM (6)

Provides students with a supervised field experience in the area of their emphasis. The practicum will be based upon an individualized training plan that outlines goals and activities for the practicum.

ED 498 SENIOR PROJECT/THESIS (V 1-15)

An individual project or thesis closely associated with the student's academic program and career goals. Student works with one selected faculty member. Prereq: c/SEBT, Senior standing, and c/i. (fall/spring)

Course Descriptions

ENGLISH

ENG 101 FRESHMAN COMPOSITION (3)

Deals with prewriting as well as writing and includes analysis of audience and purpose, drafting, revising, and proofreading manuscripts. Emphasis is on the difference between nonverbal, spoken, and written communication and appropriate levels of diction. The goal is the production of clear, focused, well-organized, and mechanically correct expository and business prose. Techniques include self-evaluation, conferences, peer editing, and group activities. (fall/spring)

ENG 131 ORAL COMMUNICATION (3)

The process of speaking and listening, including topic, purpose, and audience analysis and techniques of preparing, delivering, and evaluating oral presentations and viewing, listening, and responding as audiences. (fall/spring)

Selections in the following "160 series" are offered annually, both fall and spring semesters:

ENG 161 MYSTERY & DETECTIVE FICTION (3)

An examination of mystery and detective fiction, defined in its broadest terms. The course may explore the origins of the genre (Sophocles' *Oedipus Tyrannos*), Renaissance representations of crime and justice (revenge tragedies such as *The Spanish Tragedy* and *Hamlet*), Victorian detective stories (Auguste Dupin and Sherlock Holmes), and modern and postmodern fiction (Sam Spade and Mike Hammer). We will study a variety of different media, possibly including radio serials and movies.

ENG 162 FOLK & FAIRY TALES (3)

A comparison of folk and fairy tales common to numerous cultures throughout the world and over time, as well as an examination of unique stories with folk origins. Special emphasis will be given to the multicultural aspects of the study of folk literature, as well as the importance of fairy tales in the education and development of children.

ENG 163 FANTASY & SCIENCE FICTION (3)

A study of the genre of science fiction and fantasy from its origins to the present day, with particular emphasis on how it voices contemporary concerns. Authors may include H.G. Wells, Jules Verne, J.R.R. Tolkien, C.S. Lewis, Philip K. Dick, and Ursula K. LeGuin.

ENG 164 HUMOR (3)

An investigation into what makes people laugh. Topics covered may include satire and parody, ancient and modern (Juvenal and *Wallace and Gromit*), dramatic comedy such as Shakespeare and Wilde, and modern film, stand-up, and improvisational comedy.

ENG 165 HORROR (3)

A look at literary ghosts, ghouls, goblins, and gremlins, among other nasties. In addition to such authors as Mary Shelley, Bram Stoker, and Edgar Allen Poe, this class may study contemporary authors (e.g., Anne Rice and Stephen King), as well as traditional anonymous narratives.

ENG 166 LITERATURE & POLITICS (3)

A study of the way literature interacts with political life. Examples may be taken from a wide variety of time periods and cultures. The course will involve students in relating literature to real-life issues.

ENG 167 LITERATURE & GENDER (3)

An examination of the issue of gender in literature in different cultures and time periods. The course will focus on the construction of gender roles, and may include issues of femininity, masculinity, and gay and lesbian orientations.

ENG 168 LITERATURE & THE ENVIRONMENT (3)

This course probes the whole idea of being at home in the natural world. It foregrounds ways in which physical environment directly affects human lives. It studies how the outdoors--whether wilderness areas, urban landscapes, or something in between--shapes and changes people, in some cases enabling them to aesthetically and morally redefine themselves.

ENG 204 CREATIVE WRITING WORKSHOP (3)

In this course the student will be introduced to a variety of creating writing genres, including but not exclusive to fiction, nonfiction, scriptwriting/playwriting, and poetry. The course will include the reading of texts in the various areas. Prereq: ENG 101, or c/i.

ENG 215 JOURNALISM (3) R

Study of news reporting, writing, and editing of news and feature stories. Production, layout, advertising, circulation, and production and procedures for publication of a school newspaper are also covered. Regular class hours are augmented by hands-on laboratory periods as part of the actual newspaper publication schedule. (fall)

ENG 216 JOURNALISM (3) R

News reporting and the writing of various kinds of news stories and feature articles, news editing, the study and publication of a school paper. Regular class hours are supplemented by laboratory periods in connection with the campus newspaper. (spring)

ENG 219 DIRECTED STUDY (V 1-5)

Selected topics under faculty supervision. Prereq: c/i, and c/VC. (fall/spring)

Course Descriptions

ENG 230 MAGICAL REALISM (3)

Magical realism combines the real with the magical, presenting native and popular beliefs as true knowledge rather than as foreign, unbelievable folklore. In the majority of these works, the writers bring the past to life and force the reader to realize that the past is a vital part of humanity. Focusing on a wide range of texts from various marginalized cultures, this course will explore magical realism as it manifests itself throughout the world.

ENG 235 LITERATURE OF THE BORDERLANDS (3)

Recognizing borders as particularly fertile literary zones, this course studies the diverse literatures arising from such zones: the U.S. Southwest and northern Mexico, or the Medicine Line, for example. In these or other contact zones, we celebrate the distinct cross-pollination that marks such literature.

ENG 259 LITERATURE AS POPULAR CULTURE (3)

This course examines ways in which particular literary texts capture and reflect defining characteristics of popular culture at a given time. In some cases such texts may themselves be best sellers rather than works regarded over time as literary masterworks. The divergence between best sellers and literary masterworks invites analysis of the whole notion of literary reception.

ENG 262 WOMEN'S LITERARY TRADITIONS (3)

This course explores female literary traditions through works written by and for women. Students will gain a representative knowledge of women's literature. Readings may include folklore, journals and letters, as well as the more traditional forms of literature from a selection of time periods and authors.

ENG 263 EARLY AMERICAN VOICES (3)

Contrary to some stereotypes, the area that became the U.S. yielded a rich and diverse literature before white settlement. This course surveys early Native American voices as well as the literature of explorers, slaves, and colonists. It surveys, too, changes in patterns of literary imitation, as well as theme and style, from the colonial period through the early decades of U.S. independence.

ENG 264 AMERICAN ROMANCE (3)

This course studies the flowering of American letters in the decades before the Civil War. American literary history for a long time has deemed this period the American Renaissance. This flowering includes the legacy of gothicism and the Transcendentalist movement, and demonstrates variations on the concept of romance as a literary form.

ENG 265 REALISTS, NATURALISTS, MODERNISTS (3)

Surveying the late-19th and early-20th centuries in American literature, this course analyzes several reactions to earlier notions of American romance. All genres reveal significant changes in allegiance to other literary paradigms. During this diverse period, writers embrace what they construe as realism, naturalism, and

differing versions of modernism (e.g. symbolism), and in most cases, they construct their worlds differently from their predecessors.

ENG 266 GENERATIONS & CONFLICTS (3)

This course will locate various trends in 20th century American literature from modernism to postmodern sensibility. As the U.S. grew as a global military and economic power, its literature reflected a growing sense of isolation, hopelessness, despair, and disenfranchisement. From the expatriates early in the century to the beats mid-century and beyond, the 20th century may well be the century when American literature found its voice, a voice strengthened by its fragmentation.

ENG 273 THE ORAL TRADITION (3)

A study of oral literature. Possible authors may include Homer and the *Beowulf*-poet. Possible types of literature may include the myths, legends, and folk tales passed down by word of mouth in a variety of different cultures. Emphasis will be on the relationship between the oral literature of a given period and larger social issues.

ENG 274 THE MANUSCRIPT TRADITION (3)

A study of the literature of literate cultures before the invention of printing. The course may cover the period of British literature from Old English (*Beowulf*) to the beginning of the Renaissance, or more recent manuscript traditions in other cultures. Emphasis will be on the relationship between the literature of a given period and its surrounding milieu.

ENG 275 THE PRINT CULTURE (3)

A study of literature as affected by the invention of printing. The material covered will extend through the 19th century when new developments in printing technology and paper made mass-market literature available for the first time. The course will focus mainly on material from Britain and its empire. Emphasis will be on the relationship between the literature and intellectual and social history.

ENG 276 THE DECLINING EMPIRE (3)

A study of literature beginning with the end of the Boer War and relating to the decline of the British Empire through the 20th century. Texts may include those from formerly colonized countries and commonwealth countries. Emphasis will be on the literature as related to historical, cultural, and artistic movements.

ENG 279 FUNDAMENTALS OF LITERARY THEORY (3)

This course will introduce students to some of the leading schools of contemporary literary theory and their application. Topics to be considered may include the following: structuralism, deconstruction, psychoanalysis, feminism, new historicism, post-colonialism, post-modernism, gay and lesbian studies, and cultural studies. This course should enable students to read contemporary criticism with understanding and to attempt theoretically informed criticism themselves.

Course Descriptions

ENG 280 VISIONS OF AMERICA (3)

This course examines imagery about the U.S. derived not from literary texts, but from older and contemporary popular media. Students will study the origins and perpetuation of various stereotypes according to popular music and visual languages, both print and electronic media. Students gain an understanding of a visual literacy based upon a self-conscious, critical approach to these languages.

ENG 290 INDEPENDENT STUDY (V 1-3)

Directed research or study on an individual basis. Prereq: c/i, and c/VC. (fall/spring)

ENG 301 POETRY WORKSHOP (3)

A writing workshop that focuses on the techniques of writing poetry. This course will involve the critical analysis of students' writing as well as reading and discussing the genre under study. Prereq: ENG 204, or c/i.

ENG 302 FICTION WORKSHOP (3)

A writing workshop that focuses on the techniques of writing fiction. This course will involve the critical analysis of students' writing as well as reading and discussing the genre under study. Prereq: ENG 204, or c/i.

ENG 303 NONFICTION WORKSHOP (3)

A writing workshop that focuses on the techniques of writing nonfiction. This course will involve the critical analysis of students' writing as well as reading and discussing the genre under study. Prereq: ENG 204, or c/i.

ENG 304 PLAYWRITING/SCRIPTWRITING WORKSHOP (3)

A writing workshop that focuses on the techniques of writing drama. This course will involve the critical analysis of students' writing as well as reading and discussing the genre under study. Prereq: ENG 204, or c/i.

ENG 313 WRITING FOR PUBLICATION (3)

An examination of the process of writing for publication. Students will learn how to address a specific audience and market their work, as well as how to write it.

ENG 314 EDITORIAL WORKSHOP (3)

A workshop in which students will gain expertise in the various different skills required by the publishing industry, such as editing, organizing circulation, advertising, desktop publishing, and acquiring submissions.

ENG 320 LITERATURE IN TRANSLATION (3)

Exploration of the great themes, issues, and conflicts of human existence as they are reflected in works representing a variety of non-English genres, cultures, and ethnic groups. The literature under study comes from a variety of cultures.

ENG 330 MYTHOLOGY (3)

This course will look at the mythologies of various different peoples, such as the ancient Greeks, Vikings, Egyptians, Chinese, and the various nations of indigenous Americans. Special emphasis will be placed on the similarities these stories highlight among such cultures.

ENG 335 LITERATURE OF THE AMERICAS (3)

All too often, "America" means the U.S. and neglects the remainder of the western hemisphere. In this course students survey literature from Canada and the Arctic regions, and/or literature from Central and South American nations and traditions. Through it, they gain a better sense of our place in a hemisphere, and of other histories of native and colonial strife and integration.

ENG 337 WRITERS OF THE AMERICAN WEST (3)

Across the 20th century, Western American literature has come into its own as a regional literature that includes several overlapping regions. This course critically undercuts various clichés about the American West, past and present, through a survey of some of the wide-ranging ethnic and racial voices that ground this literature.

ENG 338 MONTANA WRITERS (3)

By the latter 20th century, Montana had become a prominent part of what many call the Intermountain Literary Renaissance. This course studies some of the older and newer voices that comprise the burgeoning literature of the Big Sky. In the process, students better understand the Northern Rockies as a literary region that both redefines Montanans and contributes vitally to American literature.

ENG 339 AMERICAN LITERARY REGIONS (3)

Long a dismissive concept in literary history, regionalism has recently become a privileged mode and term for analysis in American literature. This course evaluates the validity of literary regionalism through surveying past and present literature of a given region: e.g., the South, New England, the Midwest, or the Great Plains.

ENG 350 PROFESSIONAL SPEAKING (3)

This course features the many facets of oral interpretation, ranging from interpretive (literary) reading to small group communications. The course concentrates upon analyzing and improving the student's repertoire of oral communication skills beyond those involved in giving speeches. It also reviews relevant elements of speech and communication theory. Prereq: ENG 131, and Junior standing, or c/i. (spring)

ENG 351 TEACHING COMPOSITION & LITERATURE (3)

This course gives students both theory and experience in teaching English/language arts and focuses on the integration of listening, speaking, reading, and writing. Students are expected to

Course Descriptions

demonstrate their understanding through lesson planning/microteaching, tests, projects, and other assignments. The course includes lecture, group discussions, and cooperative learning. Professional Education field experience required (see Professional Education section of this Catalog). (fall)

ENG 360 YOUNG ADULT LITERATURE (3)

Upon successful completion of this course students will be able to demonstrate familiarity with literature appropriate to the needs, interests, and abilities of middle school, junior high, and senior high school students. They will exhibit competency at locating, selecting, and appraising a variety of genre, from "classics" to the very recent. (fall/spring)

ENG 361 POETRY & THOUGHT (3)

This course explores how we come to construct meaning in the context of poetic thought, and how this construct carries over to our understanding of the events of our everyday lives; experiences too easily informed by ambiguity, metaphor, and simile.

ENG 362 SEMINAR IN WOMEN'S LITERATURE (3)

Explores the cultural roles of women through works written by and for women. The course content will focus according to professor's speciality and may center on a specific theme, movement, culture, period, event, or genre. This course investigates women's literature in more depth than ENG 262.

ENG 400 COOPERATIVE EDUCATION/INTERNSHIP (V 1-15)

This experience incorporates an appropriate work experience into students' academic preparation. Students apply their knowledge and skills in professional settings under supervision. Prereq: Senior standing, and c/i. (fall/spring)

ENG 401 ADVANCED POETRY WORKSHOP (3)

This course encourages students to continue their study of poetry writing, leading them to define their poetic voices while providing them with a ground within the poetic tradition upon which to build and experiment. Prereq: ENG 301, or c/i.

ENG 402 ADVANCED FICTION WORKSHOP (3)

This course encourages students to continue their study of fiction writing, leading them to refine their work in narrative, dialogue, character development, plot, etc., while providing them with a ground within the tradition of fiction writing upon which to build and experiment. Prereq: ENG 302, or c/i.

ENG 403 ADVANCED NONFICTION WORKSHOP (3)

This course encourages students to continue their study of nonfiction writing, leading them to refine their prose while providing them a ground within the tradition of nonfiction writing upon which to build and experiment. Prereq: ENG 303, or c/i.

ENG 404 ADVANCED PLAYWRITING/SCRIPTWRITING WORKSHOP (3)

This course encourages students to continue their study of playwriting/scriptwriting, leading them to refine their use of dialogue and narrative while providing them a ground within the tradition of playwriting/scriptwriting upon which to build and experiment. Prereq: ENG 304, or c/i.

ENG 409 SEMINAR (V 1-3) R

Selected topics of interest. Prereq: c/i, and c/pc. (on demand)

ENG 413 HISTORY, STRUCTURE & NATURE OF LANGUAGE (3)

Introduction to the principles of linguistics and examination of the evolution and characteristics of the English language and human languages in general, with particular attention to semantics and major revisions of American English. (spring)

ENG 419 DIRECTED STUDY (V 1-5)

Selected topics under faculty supervision. Prereq: c/i, and c/VC. (on demand)

ENG 430 THE LEGEND OF KING ARTHUR (3)

This course will investigate the legend of King Arthur, paying special attention to how it has changed over time. Students will learn about the supposed historical Arthur, as well as his manifestation in medieval and modern literature.

ENG 452 SEMINAR IN LITERARY PERIOD (3) R

Consideration of the works of major writers during a specific literary period such as Seventeenth Century, Romantic, American Renaissance, Victorian. Selection of period will vary.

ENG 453 GENRE SEMINAR (3) R

Study of several important works within a literary type such as the epic, lyric poetry, novel, short story, drama, science fiction. Selection of type will vary.

ENG 454 AUTHORS SEMINAR (3)

In this course the works of a single writer, or works by a cluster of writers related thematically, geographically, historically, and/or ideologically, will be studied. Such a study will help develop in the student an appreciation not only for the continuity within a writer's oeuvre, but also the diversity within the same writings.

ENG 455 SHAKESPEARE (3)

Through reading, discussion, lecture, and enactment of scenes, learners study several of Shakespeare's plays and a number of his sonnets. Students are assessed according to their ability to interpret meaning, analyze literary elements such as character and theme, draw connections to the milieu in which Shakespeare wrote, and consider critical responses; students may be asked to demonstrate competencies through written work, oral presentations, and/or "traditional" examinations. (spring)

Course Descriptions

ENG 479 SEMINAR IN LITERARY THEORY (3)

Investigation in some depth of one or more contemporary literary theories. Students will further their understanding of theories introduced in ENG 279. Focus will be on primary texts of particular theoretical schools. This course is intended to develop both depth and breadth of students' knowledge and will result in a paper showcasing each student's understanding through application to a literary text. Prereq: ENG 279.

ENG 490 INDEPENDENT STUDY (V 1-3)

Directed research or study on an individual basis. Prereq: c/i, and c/VC. (fall/spring)

ENG 498 SENIOR PROJECT/THESIS (V 1-15)

An individual project or thesis closely associated with the student's academic program and career goals. Student works with one selected faculty member. Prereq: Senior standing, and c/i. (fall/spring)

ENVIRONMENTAL SCIENCE

ENVS 101 CAREER ORIENTATION FOR WILDLANDS GUIDES (1)

A look at professional opportunities as a naturalist, back country guide, and outfitter business person in both the public and private sector. A preview of the training needed for these professions. The course results in the completion of the five core courses of the Professional Guide Institute (origins and mission of the background guide, our wildland heritage, back country leadership, wildlands interpretation, and outfitter operations). Performance-based assessment. (fall)

ENVS 150 BASIC ROCK CLIMBING (1)

This field-based introductory course is designed for students who desire to learn the basic techniques of rock climbing. Students will learn fundamental safety techniques for climbing care and handling of the rope, basic knots, use of climbing harnesses, basic belaying techniques, communication between climbing partners, basic rappelling, and basic climbing techniques. Evaluation is based upon participation and performance. \$25 lab fee. (fall)

ENVS 219 DIRECTED STUDY (V 1-5)

Selected topics under faculty supervision. Prereq: c/i, and c/VC. (fall/spring)

ENVS 250 MAP, COMPASS & GLOBAL POSITIONING (1)

Develop skills in map reading, use of a magnetic compass, altimeter, and global positioning system receivers. Learn to describe a location by use of latitude and longitude, Universal Transverse Mercator, and the U.S. Public Land Survey System. Learn to plan routes of travel best suited to topographic and vegetative features. Practice these techniques on a local field trip. Students will demonstrate their learning by completing assignments using maps, compasses, and GPS devices and using those tools in a major field exercise. (fall)

ENVS 251 MAP, COMPASS, & GPS (1)

Course on Intermediate Global Position System skills and CD-Rom map programs including development of Global Position Skills used to determine public and private land ownerships and

to traverse land parcels. Students will learn how to download GPS waypoints and traverses onto CD-Rom map programs and how to research public records for surveys of public and private lands, including patented mining claims. Prereq: ENVS 250. (fall)

ENVS 260 WILDLANDS SKILLS (2) R-8

Each variation of this field-based course will concentrate on a particular skill area related to survival, education, lore, and recreation in wildlands. The skill areas may include horserpacking, backpacking, mountaineering, basic camping, hunting, fishing, white water canoeing, campfire programs, Dutch oven cooking, primitive survival skills, or others. Gain knowledge of equipment, techniques, and processes for exploring our wild places. Emphasis is on low-impact use of wildlands resources. Courses include a practicum. \$75 lab fee. (fall)

ENVS 261 WILDLANDS SKILLS: INTERMEDIATE ROCK CLIMBING (2)

This field-based course is designed for students who desire to learn rock climbing skills and techniques beyond the beginning techniques. Students will learn fundamental safety techniques, climbing techniques including jamming, stemming, laybacks, and others, multiple belay methods and fundamentals of multi-pitch climbing, which includes the use of anchors and belay stances. Several multi-pitch climbs will be included. Emphasis is on low impact use of wildlands resources. Evaluation is based upon participation and performance. \$75 lab fee. Prereq: ENVS/HHP 150, or c/i. (fall)

ENVS 262 WILDLANDS SKILLS: ADVANCED ROCK CLIMBING (2)

This field-based course is designed for experienced climbers who desire to learn advanced climbing techniques especially as they pertain to leading and anchoring. Students will learn fundamental safety techniques, use of climbing hardware (passive and active) for anchors and protection of lead climbs, advanced rope handling, and lead climbing techniques and strategies. Emphasis is on low impact use of wildlands resources. Evaluation is based upon participation and performance. \$75 lab fee. Prereq: ENVS 261, or c/i. (fall)

Course Descriptions

ENVS 263 WILDLANDS SKILLS: BASIC MOUNTAINEERING (2)

This field-based course is designed for students who desire to learn the fundamental mountaineering skills necessary for safe and efficient hiking and climbing in the alpine environment. An emphasis will be placed on rock climbing. Students will learn basic knots, belaying methods, various rappelling techniques, rope management, top-roping methods, anchoring methods, and introductory multi-pitch climbing. Several climbs will be done including a multi-pitch climb. Emphasis is on low impact use of wildlands resources. \$75 lab fee. Prereq: ENVS 150, or HHP 100 Basic Rock Climbing, or c/i.

ENVS 264 WILDLANDS SKILLS: WINTER CAMPING & TRAVEL (2)

This field-based course is designed for students who desire to learn the basic methods of travel and camping within the winter environment. Students will learn the basics of clothing options, winter camping equipment, use of stoves, cross-country skiing, snowshoeing, snow camping, and winter safety. An overnight winter camping trip is included. Emphasis is on low impact use of wildlands resources. Evaluation is based upon participation and performance. \$75 lab fee. (spring)

ENVS 265 WILDLANDS SKILLS: BACKPACKING & BASIC CAMPING (2)

Students will learn to read a topographic map and utilize a compass; safely use, clean, and maintain camp tools including axes, shovels, and knives; select campsites and set up tents and other shelters; select backpacking equipment for utility, lightweight, and cost; plan and prepare camp meals appropriate for backpacks and for situations where a Dutch oven and iron skillet might be used; and build and maintain campfires. The course meets 3 hours per week for 8 weeks, with 1 overnight backpack practicum into the local mountains. \$75 lab fee.

ENVS 267 WILDLANDS SKILLS: HORSEPACKING (2)

This class will describe the qualities of a good pack animal, horse or mule on the basis of conformation and soundness. Students will learn the history, the intended use, and the structure of both sawbuck and Decker pack saddles; be able to groom and saddle pack stock, tie basic pack knots, hitches, and slings with rope; care for rope and be able to select from among the materials available for rope; tie eye splices, crown splices, and union splices; show a positive "Leave No Trace" ethic in overnight camping and travel with saddle and pack stock; and consider the resource upon which people camp and ride as well as the needs of others who use the backcountry. The course meets 3 hours each week for 8 weeks, and will include a 3-day/2-night backcountry practicum. Stock and tack are provided. \$75 lab fee.

ENVS 268 WILDLANDS SKILLS: BASIC HORSEMANSHIP (2)

Students will learn the basic anatomy of a trail horse and how to identify a good trail horse on the basis of conformation and soundness; know the structure of a western saddle and bridle and identify their parts and pieces; groom and care for the horse; saddle and bridle the horse; safely mount and dismount; walk, trot, and canter the horse; be able to maneuver trail hazards and recount a positive backcountry ethic considering the resource upon which people ride and the needs of others using the backcountry. The course meets 3 hours each week for 8 weeks, including a 1-day trailride practicum on a weekend. Stock and tack are provided. \$75 lab fee.

ENVS 290 INDEPENDENT STUDY (V 1-3)

Directed research or study on an individual basis. Prereq: c/i, and c/VC. (fall/spring)

ENVS 329 NATURAL RESOURCE ISSUES (3)

Students in this course will be investigating current natural resource issues of the northwestern United States, as well as global natural resource issues. Students will explore the philosophical, ecological, economic, educational, cultural, and recreational values that affect human perceptions of these complex issues through a series of required readings, in-class discussions, and student projects/presentations. Guest speakers will be invited to share their views on particular issues and to answer questions from students. Students will also be exposed to national environmental policy and law. Evaluation will be based on classroom discussions, issue analysis reports, and papers on resource issues. Prereq: BIO 150, CHEM 131, and GEOL 150, or c/i. (spring)

ENVS 348 SOIL SCIENCE (4)

This course introduces students to soils and their properties as components of landscapes and ecosystems. Students study the interaction of the basic soil-formation parameters: geologic materials, climate, biological components, land surface, and time. Lectures, labs, and research activities focus on soil-forming processes, soil morphology, soil classifications, soil engineering properties, natural soil landscapes, and soil nutrient cycling. A large part of the class involves field examination, description, and classification of soils and their landscapes. Students will demonstrate their understanding of the material in exams, research reports, lab and field activities, and a major field project applying soils knowledge to a problem in environmental sciences. \$40 lab fee. Prereq: demonstrated math ability at MATH 100 or higher, CHEM 131, and CHEM 132. (fall/even-numbered years)

Course Descriptions

ENVS 352 ENVIRONMENTAL EDUCATION (3)

Upon completion of this course students will be familiar with field-based research and problem solving principles, and be able to design, evaluate, and implement outdoor learning curricula. Students will apply these principles to the outdoor learning environments. Additionally, students will investigate a rich environmental education literature base involving responsible environmental behavior research, the history and foundation of environmental education, inquiry, outdoor ecology, performance-based assessment, and decision-making models. Students will be assessed through performance-based activities and out of class writings. Course available to students interested in outdoor and environmental education. Prereq: Major or Minor, and c/i. (fall)

ENVS 372 OUR WILDLAND HERITAGE (4)

This course will trace the history of the public concern for the loss of natural lands (wilderness) and follow the development of the *Wilderness Act of 1964* in the United States and its content, including limitations and opportunities. The course includes an inventory and profile of the public land use agencies (U.S. Forest Service, National Park Service, U.S. Fish & Wildlife Service, and the Bureau of Land Management) as well as operation and ethics regarding private natural lands. Students will be able to complete an "Operating Plan" for public and private land use cooperatively with land managers, produce a "risk management" plan for land use leading groups, and produce equipment, meal, and personnel requirements lists for effective group land use.

ENVS 381 ENVIRONMENTAL LAW (4)

The student will be introduced to the federal and state constitutional issues, statutes, regulations, and legal practices involved with environmental laws. Specific constitutional provisions and federal and state statutes will be examined in depth. The course will develop the necessary information and applications required by current practitioners, land owners, or citizens involved in environmental stewardship management. Students will demonstrate their learning by successful completion of exams and research papers and in-class discussions of readings. Prereq: Junior/Senior standing. (spring/odd-numbered years)

ENVS 400 COOPERATIVE EDUCATION/INTERNSHIP (V 1-15)

Incorporation of an appropriate work experience into the student's academic preparation. Prereq: Junior/Senior standing, and c/i. (fall/spring)

ENVS 419 DIRECTED STUDY (V 1-5)

Selected topics under faculty supervision. Prereq: c/i, and c/VC. (on demand)

ENVS 429 ENVIRONMENTAL FIELD STUDIES (4)

Students taking this field-based class will work as a team to design and perform field research, and produce written and oral reports concerning a research, natural resource inventory, and/or environmental assessment problem. A multi-disciplinary approach to problem solving is incorporated. Student evaluation will be based on quantity and quality of personal contribution to the project effort, ability to function in a team environment, peer review, effectiveness of field approach, and demonstrations of written and oral communication skills. May have a service learning component. \$75 lab fee. Prereq: MATH 232, and Junior/Senior standing. (fall)

ENVS 441 SUSTAINABLE RESOURCE MANAGEMENT (4)

This course introduces students to ecosystem management principles and practices where interactions of social, economic, and ecological components of natural resources are addressed to attain true sustainability. Students will explore and examine partnerships within communities, public agencies, and private sectors and essential technologies. This course is intended to serve as a catalyst for change in how natural resources are managed. Students will demonstrate their learning by successful completion of examinations and research papers, class discussions, and participation in a community-based project. Coreq or Prereq: ENVS 381 and BIO 477. (spring/even-numbered years)

ENVS 480 ENVIRONMENTAL INTERPRETATION (4)

The purpose of this course is to define, describe, and expand "interpretation" as a communication process in environmental education. Students will practice preparing and delivering interpretive programs that are enjoyable, thematic, organized, and relative; balance the scientific bases of such programs with the artistic delivery of the same programs rendering them "compelling"; recount measures by which the interpretive process might impact the very resource areas that the same educational process was designed to protect; and explain how the instruction of what is in the environment might lead the learner to love and protect that environment. (fall)

ENVS 490 INDEPENDENT STUDY (V 1-3)

Directed research or study on an individual basis. Prereq: c/i, and c/VC. (fall/spring)

ENVS 498 SENIOR PROJECT/THESIS (V 1-15)

An individual project or thesis closely associated with the student's academic program and career goals. Project/thesis election subject to approval of the ENVS department advisor. Prereq: Junior/Senior standing, and c/i. (fall/spring)

Course Descriptions

EQUINE STUDIES

EQST 101 INTRODUCTION TO EQUINE STUDIES (3)

Preview of the horse industry: evolution, breeds, skeletal structure, anatomy, physiology, genetics, health, uses, and economic impact.

EQST 102 EQUINE SELECTION & JUDGING-WESTERN (3)

Covers basic confirmation and conformation faults and stresses form to function relationships. Judging in classes include: classes in halter, western pleasure, hunter (under saddle), reining, classes in trail, western riding, hunter hack, and working hunter. Current standards of equine excellence for the selection and improvement of breeding stock, judging procedures, and conduct in the show ring are some of the topics to be discussed.

EQST 104 EQUINE SELECTION & JUDGING-ENGLISH (3)

Fundamental concepts of correct structure and causes of lameness in the equine with an emphasis on English performance horses. Judging methods and systems, professional conduct at the horse show, and review of pertinent AHSA rules and procedures are some of the topics to be addressed.

EQST 200 INTERNSHIP (4)

A laboratory field experience providing a practical application of acquired knowledge and theory in a professional setting. Students serve under the guidance of professional personnel with the support of a university faculty supervisor. Students will complete a series of written periodic reports and a portfolio in the form of a final comprehensive report on their experience. Prereq: Sophomore standing, and c/i.

EQST 201 PRINCIPLES OF EQUINE NUTRITION (3)

Presents digestive anatomy and physiology in addition to basic nutrition. Topics include principles of digestion, nutrient requirements, and ration formulations.

EQST 202 PHYSIOLOGY OF EQUINE REPRODUCTION I (3)

Studies the fundamental anatomy and physiological function of the horse. Systems covered include circulatory, respiratory, urinary, nervous, and genetic principles. Topics covered include reproductive anatomy and physiology, stallion, mare and foal management, and artificial insemination.

EQST 203 PHYSIOLOGY OF EQUINE REPRODUCTION II (3)

Continues with the study of the fundamental anatomy and physiological function of the horse. Systems covered include circulatory, respiratory, urinary, nervous, and genetic principles. Topics covered include reproductive anatomy and physiology, stallion, mare and foal management, and artificial insemination.

EQST 204 FARM & RANCH MANAGEMENT (3)

Covers all major aspects of operating a successful agricultural facility.

Course Descriptions

FINE ARTS

FA 101 INTRODUCTION TO CREATIVE & PERFORMING ARTS (3)

Students explore visual arts, music, drama/theatre, and dance with some attention to literature and applied arts. Students read, view, listen, and participate in the arts, learning fundamental vocabulary and concepts, and discussing such questions as: what are the arts; how are the arts created; how and what do arts communicate; and how do the arts reflect society? The depth and quality of their arts observations and reflections, both written and oral, are assessed. \$5 lab fee. (fall/spring)

FA 219 DIRECTED STUDY (V 1-5)

Selected topics under faculty supervision. Prereq: c/i, and c/VC. (fall/spring)

FA 290 INDEPENDENT STUDY (V 1-3)

Directed research or study on an individual basis. Prereq: c/i, and c/VC. (fall/spring)

FA 301 CONTEMPORARY ISSUES (3)

Students explore concerns shared in all of the arts: e.g. the artist: sources of inspiration; issues of artistic freedom; society: arts as a mirror and society as an influencing force; audience: who's to judge and with what criteria; the media cutting edge technology; and commercialism. Teams of teacher-artists and the students

present topics in seminar fashion. Upon completion, students exhibit knowledge and competencies in analyzing a variety of current arts issues in depth, as demonstrated through writings and discussions. (spring/odd-numbered years)

FA 400 COOPERATIVE EDUCATION/INTERNSHIP (V 1-15)

This option is intended to provide students with an opportunity to incorporate an appropriate extended field experience into her/his academic program. Prereq: PHIL 101, c/i, and c/VC. (fall/spring)

FA 419 DIRECTED STUDY (V 1-5)

Selected topics under faculty supervision. Prereq: c/i, and c/VC. (on demand)

FA 490 INDEPENDENT STUDY (V 1-3)

Directed research or study on an individual basis. Prereq: c/i, and c/VC. (fall/spring)

FA 498 SENIOR PROJECT/THESIS (V 1-15)

An individual project or thesis closely associated with the student's academic program and career goals. Student works with one selected faculty member. Prereq: Senior standing, and c/i. (fall/spring)

GENERAL SCIENCE

GSCI 219 DIRECTED STUDY (V 1-5)

Selected topics under faculty supervision. Prereq: c/i, and c/VC. (fall/spring)

GSCI 290 INDEPENDENT STUDY (V 1-3)

Directed research or study on an individual basis. Prereq: c/i, and c/VC. (fall/spring)

GSCI 400 COOPERATIVE EDUCATION/INTERNSHIP (V 1-15)

This option is intended to provide students with an opportunity to incorporate an appropriate extended field experience into her/his academic program. Prereq: PHIL 101, c/i, and c/VC. (fall/spring)

GSCI 401 HISTORY & PHILOSOPHY OF SCIENCE (3)

The evolution of scientific thought from classical beginnings to present systems. Developments in physical, life, behavioral, and health sciences are covered. Relationships between disciplines are discussed. Prereq: HUM 201, and three (3) credits of science. (spring/odd-numbered years)

GSCI 419 DIRECTED STUDY (V 1-5)

Selected topics under faculty supervision. Prereq: c/i, and c/VC. (on demand)

GSCI 490 INDEPENDENT STUDY (V 1-3)

Directed research or study on an individual basis. Prereq: c/i, and c/VC. (fall/spring)

GSCI 498 SENIOR PROJECT/THESIS (V 1-15)

An individual project or thesis closely associated with the student's academic program and career goals. Student works with one selected faculty member. Prereq: Senior standing, and c/i. (fall/spring)

Course Descriptions

GEOGRAPHY

GEOG 102 HUMAN GEOGRAPHY (3)

An introduction to the major themes of human geography, including settlement, culture, economic, and political organizations, and human-nature relationships. The course also provides a general introduction to understanding maps and demographic features (e.g., population growth). Students will be evaluated based on written/visual projects, examinations, and map quizzes. This course serves as a foundation for GEOG 305. (fall)

GEOG 202 REGIONAL GEOGRAPHY OF NORTHAMERICA (3)

Provides an introduction to the themes of American and Canadian regional geography, including environmental, political, linguistic, economic, and social diversity and spatial relationships. Students will be evaluated on the basis of written work, examinations, and quizzes. Lecture with some group work. (spring)

GEOG 219 DIRECTED STUDY (V 1-3)

Selected topics under faculty supervision. Prereq: *c/i*, and *c/VC*. (fall/spring)

GEOG 290 INDEPENDENT STUDY (V 1-3)

Directed research or study. Prereq: GEOG 241, *c/i*, and *c/VC*. (fall/spring)

GEOG 305 CULTURAL GEOGRAPHY (3)

A survey of historical and contemporary cultural-environmental patterns. Emphasis is upon the emergence and distribution of cultural adaptations, the human use of natural resources, and the creation and transformation of cultural landscapes. (fall/odd-numbered years)

GEOG 400 COOPERATIVE EDUCATION/INTERNSHIP (V 3-12)

Intended to provide students with an opportunity to incorporate an appropriate extended field experience into their academic program. Field placement options to include all facets of the helping professions. Prereq: GEOG 241, PSY/SOC 220, *c/i*, and *c/VC*. (fall/spring)

GEOG 409 SEMINAR (V 1-3)

Selected topics of interest. Prereq: GEOG 241 and PSY/SOC 220. (on demand)

GEOG 419 DIRECTED STUDY (V 1-5)

Selected topics under faculty supervision. Prereq: *c/i*, and *c/VC*. (on demand)

GEOG 490 INDEPENDENT STUDY (V 1-3)

Advanced directed research or study. Students are expected to critically evaluate, analyze, and synthesize selected topics through authorship of an extensive course paper requiring independent research skills. Prereq: GEOG 241, PSY/SOC 220, *c/i*, and *c/VC*. (fall/spring)

GEOG 441 WORLD RESOURCES (3)

Resource scarcities are the source of conflict in many parts of the world, and appropriate and sustainable development is crucial to sustaining the supply of oil, forests, minerals, fish, and other resources. This course examines the nature and distribution of world resources, the potential for conflict over these resources, and potential means of achieving sustainability. Students will be evaluated on written assignments, a term project, and class discussion. Lecture and seminar. Prereq: GEOG 102, or POLS 131, or ECON 151, or ENVS 329, and Junior standing, or *c/i*.

GEOG 498 SENIOR PROJECT/THESIS (V 4-12)

This course is intended as a culminating experience for the social science degree. Working with a faculty advisor, the student will generate a product that demonstrates a competent, independent application of basic social science research or program evaluation skills. Prereq: GEOG 241, PSY/SOC 220, *c/i*, and *c/VC*. (fall/spring)

Course Descriptions

GEOLGY

A prerequisite for any course with a GEOL rubric is documented mathematical ability equivalent to MATH 100 Intermediate Algebra. Ability can be demonstrated by appropriate college credit or UM-Western Math Placement Exam score.

GEOL 101 INTRODUCTION TO GEOLOGY (3)

Fundamental concepts of physical geology. Topics include the differentiation of the Earth, origin of the oceans and atmosphere, igneous, metamorphic, and sedimentary processes, earthquakes, plate tectonics, mountain building, surficial processes, glaciation and climate modeling, geologic time, evolution of life, and Earth history. Hands-on experience with rocks, minerals, fossils, and maps are provided. \$30 lab fee. Prereq: equivalent of MATH 100 or higher.

GEOL 150 ENVIRONMENTAL GEOLOGY (4)

This course explores the human impact on the Earth and its resources. Topics include population growth, urban development and land-use planning, environmental policy, water pollution, air pollution, acid rain, climate modeling, greenhouse warming, waste disposal, soil erosion, energy resources, geological hazards, and the environmental impact of resource extraction and use. \$30 lab fee. Prereq: equivalent of MATH 100 or higher. (spring)

GEOL 219 DIRECTED STUDY (V 1-5)

Selected topics under faculty supervision. Prereq: c/i, and c/VC. (fall/spring)

GEOL 226 ROCKS, MINERALS, & RESOURCES (4)

This course covers the fundamentals of mineralogy followed by a thorough review of the classification and formation of igneous, metamorphic and sedimentary rocks. Emphasis on the tectonic environments of rock and mineral formation, and on rocks and minerals as human resources. Rock and mineral identification will focus on hand-samples. \$40 lab fee. Prereq: GEOL 101 or 150, and CHEM 131. (spring/even-numbered years)

GEOL 230 GEOLOGY OF THE AMERICAN WEST(4)

Geologic evolution of the West, from its most ancient beginnings to modern processes that are still shaping it. The course offers opportunities to practice field and lab techniques for hand-sample identification of rocks and minerals, use maps and field observations to recognize geologic structures, and observe geomorphic processes shaping the Western landscape. Students successfully completing the course will demonstrate an integrated understanding of the topic in field activities, small group work, labs, exams, and short written and oral research presentations. Includes half-day and/or weekend field trips and possibly a Spring Break field trip to one of the West's National Parks. May have a service-learning component. \$75 lab fee. Prereq: GEOL 101 or 150. (fall/odd-numbered years)

GEOL 290 INDEPENDENT STUDY (V 1-3)

Directed research or study on an individual basis. Prereq: c/i, and c/VC. (on demand)

GEOL 330 STRUCTURE & TECTONICS (4)

This field-based course covers the deformation of the Earth's crust. Topics include the mechanics of rock deformation (stress and strain), characteristics of megascopic (folds, faults), mesoscopic (foliation, lineation), and microscopic (crystal fabric) structures, and the processes of mountain building at convergent, divergent, and transform-fault plate boundaries. Field mapping techniques will be taught during afternoon and/or weekend field trips in the Dillon area. \$40 lab fee. Prereq: GEOL 226 and PHYS 233. (fall/odd-numbered years)

GEOL 378 SURFICIAL PROCESSES (4)

Field and laboratory based study of Earth-surface processes that shape landscapes. Topics include weathering and soil formation, erosion and transport of particulate and dissolved materials, geomorphic characteristics of deposits expressed as land-forms, and engineering-related physical properties of surficial deposits. Field projects may emphasize use of landforms and/or surface processes to evaluate geologic hazards, geologic resources, or other environmental problems. \$40 lab fee. Prereq: GEOL 101 or 150, and GEOL 226. (fall/even-numbered years)

GEOL 400 COOPERATIVE EDUCATION/INTERNSHIP (V 1-15)

Incorporation of an appropriate work experience into the student's academic preparation. Prereq: Senior standing, and c/i. (fall/spring)

GEOL 409 GEOLOGY SEMINAR (4)

Each seminar will provide in-depth study of a selected topic of current interest in the geosciences. Small group discussions and presentation setting. Students use published literature and other sources of information to research various aspects of the topic, write papers, and present their work to the group. Examples of possible general topics include paleoclimatology, global change, geologic hazards, stream-sediment dynamics, hydrology, geology of soils, mass extinctions, and neotectonics. May include field trips. \$25 lab fee. Prereq: Junior/Senior standing, or c/i. (spring/odd-numbered years)

GEOL 419 DIRECTED STUDY (V 1-5)

Selected topics under faculty supervision. Prereq: c/i, and c/VC. (on demand)

Course Descriptions

GEOL 431 ENVIRONMENTAL GEOCHEMISTRY (4)

Students will examine and learn about the chemical and geological principles and reactions in natural systems: aquatic, marine, terrestrial, and atmospheric, and the effect and fate of contaminants in the environment. This is a field and laboratory oriented class, with computer analysis of data. Students successfully completing the class will demonstrate their knowledge of geochemical sampling and analysis techniques in one or more research projects. Students will evaluate their own and/or published data according to concepts studied in the class and present their research in papers and oral reports. May include exams and multi-discipline teamwork. May have a service-learning component. \$45 lab fee. Prereq: GEOL 101 or 150, and CHEM 131 and 132. (spring/odd-numbered years)

GEOL 432 DEPOSITIONAL ENVIRONMENTS (4)

This course covers the physical and biological characteristics of modern and ancient environments of deposition. Techniques of stratigraphic and sedimentologic analysis are used to better understand the processes that control the deposition of sediments in eolian, lacustrine, fluvial, glacial, deltaic, tidal, shelf, carbonate platform, and deep ocean environments. A field trip during Spring Break may be required. \$40 lab fee. Prereq: GEOL 101 or 150. (spring/even-numbered years)

GEOL 480 HYDROGEOLOGY (4)

This course covers the geologic aspects of water resources. Topics include the physical, chemical, and biological characteristics of surface and subsurface water, aquifer characterization, runoff processes, fluvial processes, water supply and consumption, contaminant transport, and remediation techniques. Lab included. \$30 lab fee. Prereq: GEOL 101 or 150, and GEOL 432, CHEM 131, MATH 152, and PHYS 233. (spring/odd-numbered years)

GEOL 490 INDEPENDENT STUDY (V 1-3)

Directed research or study on an individual basis. Prereq: c/i, and c/VC. (fall/spring)

GEOL 498 SENIOR PROJECT/THESIS (V 1-15)

An individual project or thesis closely associated with the student's academic program and career goals. Project/thesis election subject to approval of project or thesis advisor. Prereq: Junior/Senior standing, and c/i. (fall/spring)

HEALTH & HUMAN PERFORMANCE

HHP 100 BASIC SKILLS (V 1-2)

Beginning, intermediate and advanced levels of skill development. Examples of basic skill courses would include swimming, aerobic fitness, skiing, and snowboarding. May not be used or substituted for a specific course in HHP. Assessment will include methods appropriate to course outcome. \$14 lab fee.

HHP 102 FITNESS FOR LIFE (3)

This course provides a balanced presentation of the personal health benefits of physical fitness, nutrition, stress management, and proper resistance training techniques. Each topic will involve lectures, lab, and assessment activities. Students are expected to participate in labs throughout the course, which may include assessment of cardiovascular endurance, muscular strength and endurance, flexibility, body composition, and cardiovascular health including blood pressure and blood chemistry measurements. Assessment of course objectives may be conducted through lab and classroom assignments, exams, self-assessments, journaling, and research-based papers. \$12 lab fee. (fall/spring)

HHP 105 BOWLING/GOLF (1)

Instruction in basic bowling and golf skills. Lab fee varies.

HHP 107 FLAG FOOTBALL/VOLLEYBALL (1)

Instruction in the basic skills of flag football and volleyball.

HHP 115 RACQUETBALL (1)

Instruction in basic racquetball. Personal equipment is not furnished. Students are expected to demonstrate comprehension through class examination. Class participation is critical to the overall grade.

HHP 118 SKIING (1)

Instruction in basic skiing skills. Additional course fee required, amount varies. Lab fee varies. (spring)

HHP 123 SWIMMING (1)

Instruction in basic skills of swimming. Instruction involves skill techniques for the 6 basic swim strokes and basic water safety. Instruction is in the lab setting. Students are evaluated through proficiency of the swimming strokes, turns, and diving. Participation is critical to the overall grade. (spring)

HHP 126 RACQUET SPORTS (1)

Instruction in basic skills of a variety of racquet sports. The course skills are specific to the following sports: tennis, badminton, racquetball, and pickleball.

Course Descriptions

HHP 129 INTRODUCTION TO ATHLETIC WEIGHT TRAINING (1)

Introduction to and instruction in weight training through participation in the off-season weight training program of a sport during the first year of participation in that sport at Western. May not be taken concurrently with HHP 134 Introduction to Varsity Athletics. Students are expected to demonstrate knowledge and comprehension of basic conditioning skills through the use of resistance training. Group participation.

HHP 130 WEIGHT TRAINING FOR ATHLETES (1)

Continued instruction in athletic weight training through participation in the off-season weight training of a sport during the second and subsequent years of participation in that sport at Western. May not be taken concurrently with HHP 135 Varsity Athletics. Students are expected to demonstrate knowledge and comprehension of basic and advanced conditioning skills through the use of resistance training. Graded on a Pass/No Pass basis.

HHP 131 WEIGHT TRAINING-COED (1)

Instruction in basic weight-training skills, this course is designed for students who are not participating in varsity athletics.

HHP 134 INTRODUCTION TO VARSITY ATHLETICS (1)

Introduction to the intercollegiate athletics program during the first year of participation in that sport at Western. May not be taken concurrently with HHP 129 Introduction to Athletic Weight Training. Students are expected to demonstrate understanding and knowledge of the skills associated with participation in intercollegiate athletics.

HHP 135 VARSITY ATHLETICS (1)

Continued participation in the intercollegiate athletics program during a second and subsequent season of sports participation, including participation in a second sport. May not be taken concurrently with HHP 130 Weight Training for Athletes. Students are expected to demonstrate a continued understanding and knowledge of the skills associated with participation in intercollegiate athletics. Graded on a Pass/No Pass basis.

HHP 136 AMERICAN RED CROSS LIFE GUARDING (2)

This course provides an introduction to Life Guarding techniques leading to certification in American Red Cross Life Guarding. This certification includes First Aid, CPR, and CPR for the Professional Rescuer. Comprehension of course content is determined through American Red Cross National Certification exams in CPR, CPR for the Professional Rescuer, and Life Guarding and First Aid. Skill proficiencies are assessed through several scenarios that include all course skills. Prereq: American Red Cross swim skills test. (fall)

HHP 140 FOUNDATIONS OF HEALTH & HUMAN PERFORMANCE (2)

Historical, philosophical, biological, sociological, and psychological bases of physical education and sport along with their interrelationships and career opportunities. This course also explores the administration of health enhancement programs in grades K-12, emphasizing the development of sound educational principles. Students are expected to demonstrate understanding of course content through course examinations, written out-of-class assignments, and completion of a portfolio. (fall)

HHP 143 INTRODUCTION TO LEISURE SERVICES (3)

Overview of the history and social impact of leisure and recreation, including a survey of organizations and agencies providing recreational services. (fall)

HHP 142 FUNDAMENTALS OF HUMAN MOVEMENT (2)

Introduction to the identification, analysis, and assessment of fundamental motor skills. Emphasis on progressions for skills development. Analysis, assessment, and development of personal movement and sport skills. Students will demonstrate competency through class participation, skills tests, examinations, and projects. (fall/spring)

HHP 150 BASIC ROCK CLIMBING (1)

This field-based introductory course is designed for students who desire to learn the basic techniques of rock climbing. Students will learn fundamental safety techniques for climbing care and handling of the rope, basic knots, use of climbing harnesses, basic belaying techniques, communication between climbing partners, basic rappelling, and basic climbing techniques. Evaluation is based upon participation and performance. \$25 lab fee. (fall)

HHP 201 TEAM SPORT METHODS & TECHNIQUES (3)

Methods of teaching a variety of team sports, games, and lead-up activities for K-12 programming. Emphasis on development and analysis of skills, progressions, error analysis and correction, teaching techniques, unit planning, and assessment. Students will demonstrate competency through class participation, peer teaching, examinations, and projects. Prereq: HHP 142. (fall)

HHP 202 INDIVIDUAL & DUAL SPORT METHODS & TECHNIQUES (3)

Methods of teaching a variety of individual and dual sports, games, and lead-up activities for K-12 programming. Emphasis on development and analysis of skills, progressions, error analysis and correction, teaching techniques, unit planning, and assessment. Students will demonstrate competency through class participation, peer teaching, examinations, and projects. Prereq: HHP 142 (fall/spring)

Course Descriptions

HHP 204 AQUATIC FITNESS METHODS & TECHNIQUES (2)

Methods of using the water as resistance to increase flexibility, circulation, building cardiovascular endurance, and muscle tone in K-12 programming and with adults. Emphasis is on development and analysis of skills, progressions, error analysis and correction, teaching techniques, unit planning, and assessment. Students will demonstrate competency through class participation, peer teaching, examinations, and projects. Prereq: HHP 142. (fall)

HHP 205 DANCE & RHYTHM METHODS & TECHNIQUES (2)

Methods of teaching a variety of folk, square, social, and modern dance activities for K-12 programming. Emphasis on development and analysis of skills, progressions, error analysis and correction, teaching techniques, unit planning, and assessment. Students will demonstrate competency through class participation, peer teaching, examinations, and projects. Prereq: HHP 142. (spring)

HHP 208 OUTDOOR RECREATION (2)

Current practices and trends in outdoor recreation, including program organization, conduct, and administration. (fall/even-numbered years)

HHP 219 DIRECTED STUDY (V 1-5)

Selected topics under faculty supervision. Prereq: c/i, and c/VC. (on demand)

HHP 231 FIRST AID & SAFETY (1)

Basic first aid and safety, adult, child, and infant cardiopulmonary resuscitation utilizing the community first aid and safety course leading to certification by the American Red Cross. \$15 lab fee. (fall/spring)

HHP 241 PERSONAL & COMMUNITY HEALTH (3)

Introduction to fundamental health concepts and attitudes as they relate to one's health. Topics to be discussed include infectious and non-infectious diseases, congenital diseases, consumer health, environmental health and safety. Students are expected to demonstrate comprehension of course content through testing, assignments, and participation. (fall/spring)

HHP 245 HUMAN SEXUALITY (3)

The study of basic aspects of human sexuality, including human sexual response, development of gender roles and sexual lifestyles, reproduction and control of reproduction, AIDS and other STDs, and societal and legal implications of sexuality and healthy lifestyles. Upon completion of this course the student will have a basic understanding of the biological, sociological, and psychological perspectives of human sexuality, and principles of sex education. Students will be evaluated on the basis of performance on examinations and written assignments. (spring)

HHP 256 SCHOOL & COMMUNITY HEALTH & SAFETY (3)

This course prepares students to plan, organize, assess, and implement strategies in accident prevention and safety, physical

and emotional school health services, healthy school environments, and health promotion as these concepts apply to schools and the community. Students will demonstrate comprehension through class assignments, research projects, oral presentations, written examinations, and other strategies appropriate to the course. (fall)

HHP 290 INDEPENDENT STUDY (V 1-3)

Directed research or study on an individual basis. Prereq: c/i, c/SEBT, and c/VC. (fall/spring)

HHP 311 ATHLETIC TRAINING I (4)

This course offers an introduction to the field of athletic training through a combination of lecture and hands-on techniques. The historical background of athletic training, current trends, and administrative responsibilities of athletic trainers will be included in the course. Care and prevention of sports injuries including practical application of wound dressing, basic taping, bandaging, padding, and basic athletic training skills will be presented. The course includes the foundations of sport trauma, mechanism characteristics, classification, prevention, evaluation, and management of specific sports injuries. Assessment of course objectives will be conducted through exams, class assignments, and taping activities. \$60 lab fee. Prereq: BIO 371. (fall/spring)

HHP 315 ANATOMICAL & MECHANICAL KINESIOLOGY (4)

An introduction to the anatomical and biomechanical aspects of human motion. Involves linear and angular kinematics and kinetics in the context of human motion, mechanics of fluids, applied anatomy, and the analysis of selected sport activities. Students will demonstrate competency through class participation, examinations, completion of laboratory assignments, and projects. Prereq: BIO 371. (fall)

HHP 317 PHYSIOLOGICAL & PSYCHOLOGICAL KINESIOLOGY (4)

An introduction to the physiological and psychological aspects of human motion. Emphasis on physiological factors that influence physical exercise with reference to improving or maintaining physical fitness. Further emphasis on factors that influence the acquisition of motor skills including psychomotor learning theory and practice methods and theories of neuromuscular integration. Students will demonstrate competency through class participation, examinations, completion of laboratory assignments, and projects. Prereq: BIO 371. (spring)

HHP 331 AMERICAN RED CROSS FIRST AID--RESPONDING TO EMERGENCIES (2)

A course to provide the student with the knowledge and skills necessary in an emergency to help sustain life, reduce pain, and minimize the consequences of injury or sudden illness until professional medical help arrives. Satisfies Professional Education requirement of HHP 231. (spring/even-numbered years)

Course Descriptions

HHP 347 ORGANIZATION & ADMINISTRATION OF HEALTH ENHANCEMENT (3)

Organization and administration of physical education, intramurals, and health and fitness programs. Topics will include ethics, law, legal liability, budgeting, evaluating and purchasing of equipment, scheduling procedures, and other issues that are necessary to assuring a successful program. Students will demonstrate comprehension of course content through testing, class projects, and participation. Prereq: HHP 140, and at least Sophomore standing. (fall)

HHP 350 COACHING: PEDAGOGY, ADMINISTRATION & ETHICS (3)

A scientific approach to coaching youth sport and taking theory into practice. Emphasis on planning for and applying developmentally and instructionally appropriate instruction, leader qualities, managing the competitive environment, and maximizing the positive contributions of ethical issues of sport competition. Students will demonstrate competency through class participation, examinations, and completion of related assignments and projects. Prereq: Junior standing, or c/i. (spring)

HHP 351 METHODS & MATERIALS IN HEALTH ENHANCEMENT (3)

Upon completion of the course the student will apply, analyze, and evaluate methods and materials used in teaching Health Enhancement in grades K-12. Skills and concepts will include teaching and learning techniques, software materials and their application, use of appropriate methods for instruction, and construction of lesson and unit plans. Assessment will involve written exams, assignments, and class presentations. A Professional Education field experience is required (see Professional Education section of this Catalog). Prereq: TEP, HHP 347, and all 100- and 200-level HHP courses required in the Minor. (spring)

HHP 352 COACHING & OFFICIATING BASKETBALL (3)

Emphasis on the methods of teaching and coaching basketball. Offense and defense, player-coach relationships, team selections, planning of practice sessions, and game situations will be areas of concentration. The course will also cover rules of basketball and techniques of officiating. Students are assessed through class assignments and examinations. (spring)

HHP 353 COACHING & OFFICIATING TRACK & FIELD (3)

Emphasis on the methods of teaching and coaching track and field events. The course focuses on detailed instruction in the knowledge of skills for various events, coaching various styles and techniques, training and conditioning methods, conducting meets, and their applications to competitive track and field. The course will also cover rules of track and field and techniques of officiating. Students are expected to demonstrate comprehension through course examinations, out-of-class assignments, and completion of a manual. (spring/even-numbered years)

HHP 354 COACHING & OFFICIATING BASEBALL & SOFTBALL (3)

Emphasis on the methods of teaching and coaching baseball and softball. The course focuses on detailed instruction in the knowledge of skills for various events, coaching various styles and techniques, training and conditioning methods, planning for practice sessions, and game situations. The course will also cover rules of baseball and softball and techniques of umpiring. Students are expected to demonstrate comprehension through course examinations, out-of-class assignments, and completion of a manual. (spring/odd-numbered years)

HHP 355 COACHING & OFFICIATING FOOTBALL (3)

Emphasis on the methods of teaching and coaching football. Offense and defense, player-coach relationships, team selections, planning of practice sessions, and game situations will be areas of concentration. The course will also cover rules of football and techniques of officiating. Students are assessed through class assignments and examinations. (fall)

HHP 356 COACHING & OFFICIATING WRESTLING (3)

Emphasis on the methods of teaching and coaching wrestling. Offensive and defensive strategies, player-coach relationships, planning of practice sessions, and meets will be areas of concentration. Students are assessed through class assignments and examinations. (on demand)

HHP 357 WATER SAFETY INSTRUCTOR (3)

Methods of teaching swimming strokes, turns, diving, and safety skills around the water from beginning through the advanced levels, from infants to senior citizens. This course leads to certification in the American Red Cross Instructor Candidate Training and Water Safety. Instruction is in the lab and lecture settings. Student assessment is based on quizzes, students teaching each other, groups, and high school students. Students are also graded on their skill technique and a national certification exam. An American Red Cross certificate is awarded to candidates who successfully meet Red Cross standards. (spring)

HHP 358 COACHING & OFFICIATING VOLLEYBALL (3)

Emphasis on the methods of teaching and coaching volleyball. Offense and defense, player-coach relationships, team selections, planning practice sessions, and game situations will be areas of concentration. The course will also cover rules of volleyball and techniques of officiating. Students are assessed through class assignments and examinations. (fall)

HHP 361 METHODS & MATERIALS OF TEACHING HEALTH (2)

Upon completion of the course, the student will apply, analyze, and evaluate methods and materials used in teaching Health in grades K-12. Skills and concepts will include teaching and learning techniques, software materials and their applications, use of appropriate methods for instruction, and construction of lesson and unit plans. Assessment will involve written exams,

Course Descriptions

assignments, and class presentations. A Professional Field Experience is required. Prereq: TEP, HHP 347, and all 100- and 200-level HHP courses required in the minor. (fall/even-numbered years)

HHP 364 NUTRITION (3)

This course examines the interaction between nutrition, exercise, and athletic performance. Topics will include the biological, psychological, and sociological aspects of nutrition as it relates to exercise performance. Lectures will cover current research on nutritional needs in response to exercise including fluids, energy, nutrient requirements and caloric distribution, supplementation, ergogenic aids, and pre/post event recommendations. Applications will be made to various sports. Critical thinking skills will be enhanced by critiques of studies on sports nutrition-related topics and the evaluation of popular sports nutrition claims. Students will learn educational strategies for communicating with the recreational and professional athlete, coach, and trainer. (spring/even-numbered years)

HHP 374 ELEMENTARY SCHOOL HEALTH & PHYSICAL EDUCATION (2)

Upon completion of the course, a student will understand and apply concepts specific to planning, organizing, and teaching an elementary health and physical education program. Teaching methods, organization of group process, sequences in a variety of appropriate developmental activities, assessment, and evaluation techniques will be understood and applied. Assessment will involve methods appropriate to the outcomes, such as journals, portfolios, written exams, and reports. Prereq: TEP. (fall/spring)

HHP 375 ELEMENTARY/SECONDARY PRACTICUM (1)

Provides the opportunity to take theory into practice. Involves planning, teaching, and assessing physical education experiences for elementary and/or secondary students. Students will demonstrate competency through planning for, implementing, and assessing their teaching assignments. Prereq: HHP 374, or may be taken concurrently with consent of instructor. (fall/spring)

HHP 400 COOPERATIVE EDUCATION/INTERNSHIP (V 1-15)

A 15-week fieldwork experience with an approved sports, leisure, or recreation agency. Students will develop a learning contract in conjunction with their employer, will maintain a portfolio of their work experiences, and will make a final presentation of their exit interview. A minimum of 40 clock hours per credit is required. Prereq: Senior standing, and c/i. (fall/spring/summer)

HHP 409 SEMINAR (V 1-3)

Upon completion of the course a student will experience selected topics in health and physical education. This course will be offered with an integrated approach incorporating concepts of the health and physical education fields as well as the relationship of concepts to other fields of study. Assessment will

involve methods appropriate to the course. Prereq: c/i, and c/SEBT. (on demand).

HHP 410 ATHLETIC TRAINING II (3)

Advanced knowledge and techniques in athletic training including injury prevention, management skills, training room procedures, therapeutic modalities, nutritional and pharmaceutical considerations, psychology of sport injuries and illnesses, protective equipment, and program organization and administration. Students are expected to demonstrate comprehension of course content through exams and classroom assignments. Lecture and discussion. Prereq: BIO 371 and 372, HHP 145, and HHP 310. (spring/odd-numbered years)

HHP 416 CONDITIONING PROGRAM DEVELOPMENT (2)

Through lecture and student participation, students analyze conditioning and rehabilitation programs including program selection, prescription, and evaluation. Course content will be evaluated through exams and classroom assignments. Prereq: HHP 102 and 142, and BIO 371. Recommended: HHP 311. (spring/even-numbered years)

HHP 419 DIRECTED STUDY (V 1-5)

Selected topics relevant to health and/or physical education. This course is under faculty supervision. Assessment will involve methods appropriate to the outcomes. Prereq: c/i, c/SEBT, and c/VC. (on demand)

HHP 420 CONTEMPORARY ISSUES IN HEALTH (3)

This class is designed for upper division students and explores the nation's health challenges, strategies for advancing people's current health, and prevention of disease in various populations. Students will demonstrate their learning by successful completion of examinations, research papers, presentations, and participation in class discussions. Prereq: HHP 347. (spring/odd-numbered years)

HHP 450 MEASUREMENT & EVALUATION OF HEALTH & PHYSICAL EDUCATION (2)

Upon completion of the course the student will develop and practice skills specific to application, analysis, and evaluation of measurement, testing techniques, assessment, methodologies, and elementary statistics used in the fields of health and physical education. Assessment will involve methods appropriate to the course, such as journals, self-evaluation, portfolios, and written exams. Prereq: HHP 351. (spring)

HHP 454 ADAPTED PHYSICAL EDUCATION & RECREATION (3)

Study of conditions that require physical education programs to be adapted to individuals with special needs. Principles and practices in the application of exercise and physical activity for persons with specific disabling conditions. Prereq: HHP 142 and 347, or Junior standing and c/i. (fall)

Course Descriptions

HHP 472 ADULT FITNESS PRINCIPLES (3)

A study of the application of psychological, physiological, biomechanical, and maturational principles that guide effective fitness programming for an adult population. Students will demonstrate competency through class participation, examinations, completion of laboratory assignments, and projects. Prereq: Junior standing, or c/i. (fall/odd-numbered years)

HHP 479 SPORTS MEDICINE INTERNSHIP (2)

Practical experience in training room procedures and techniques under the direction and supervision of a certified trainer. Directed studies in general principles of sports medicine and therapeutic modalities, as well as reviewing the 5 "major tasks" comprising the role of the certified athletic trainer, and identifying 250 athletic injuries/illnesses listed in the "Competencies in Athletic Training". An additional 4 credits may be taken as electives to achieve the 1500 clinical hours required for notation on degree. Students must also complete all module and computer simulation assignments required in the internship before receiving the sports medicine notation on their transcript. 300 clinical hours must be accumulated for the 2 credits. Students cannot complete the required 1500 clinical hours in less than 2 years. Students must spend 1 semester with a collision sport. Students are evaluated

by completion of required clinical hours, 10 modules, and written tests each semester. Prereq: HHP 145, c/i, and admission by application. (fall/spring)

HHP 490 INDEPENDENT STUDY (V 1-3)

Directed research or study on relevant health and/or physical education topics. Prereq: c/i, c/SEBT, and c/VC. (fall/spring)

HHP 497 COACHING INTERNSHIP (V 1-2)

An approved off-campus practical experience in coaching through assisting with coaching duties under the direction of a supervising coach. The student is expected to demonstrate knowledge, understanding and comprehension of coaching by completing a field manual. The supervising coach will submit a programmed written evaluation of the student's performance. Prereq: Admission to TEP, HHP 145, and corresponding coaching techniques class. (fall/spring)

HHP 498 SENIOR PROJECT/THESIS (V 1-15)

An individual project or thesis closely associated with the student's academic program and career goals. Student works with 1 selected faculty member. Prereq: Senior standing, and c/i. (fall/spring)

HISTORY

HIST 101 WESTERN CIVILIZATION I (3)

A survey that examines the evolution of Western Society from prehistoric times up until the early 1700's. The course stresses cultural/social history, or the history of everyday life. The central question to be probed throughout the semester will be: "have the philosophical, ethical, moral, cultural, social, and political components of Western Civilization improved the lot of humankind?" Students will be evaluated on the basis of performance on examinations, and written assignments based on readings of assigned texts. Lecture with some group discussion. (fall)

HIST 102 WESTERN CIVILIZATION II (3)

A survey that examines the evolution of Western Society from the early 1700's up until the present. The course stresses cultural/social history, or the history of everyday life. The central question to be probed throughout the semester will be: "have the philosophical, ethical, moral, cultural, social, and political components of Western Civilization improved the lot of humankind?" Students will be evaluated on the basis of performance on examinations, and written assignments based on readings of assigned texts. Lecture with some group discussion. (spring)

HIST 111 AMERICAN HISTORY TO THE CIVIL WAR (3)

A survey of the important events and key issues shaping the development of the United States from the colonial period through the Civil War. Student understanding will be evaluated on the basis of performance on examinations, and written assignments based on critical readings of assigned texts. Lecture with some group discussion. (fall)

HIST 112 AMERICAN HISTORY SINCE RECONSTRUCTION (3)

A survey of the important events and key issues involved in the United States' emergence as a world power after the Civil War, and how that power has been exercised through the present day. Student understanding will be evaluated on the basis of performance on examinations, and written assignments based on critical readings of assigned texts. Lecture with some group discussion. (spring)

HIST 219 DIRECTED STUDY (V 1-3)

Selected topics under faculty supervision. Prereq: c/i, and c/VC. (fall/spring)

HIST 225 HISTORY OF AFRICA, LATIN AMERICA, & THE MIDDLE EAST (3)

A survey of the key historical developments that have shaped the cultures, societies and institutions of African, Latin American, and the Middle Eastern nations, and an evaluation of their

Course Descriptions

impact on the rest of the world. Students will be expected to participate in class discussions, and complete writing assignments based on core readings. Lecture and discussion. (spring/odd-numbered years)

HIST 240 HISTORY OF THE FAR EAST (3)

A survey that comprehensively studies the history of East Asia and India. First, we briefly overview the early histories of Japan, China, the Far East, and India in order to better understand the region's dynamic change since the 1800's. The course primarily investigates the impact that East Asian history has had on the West after the 1800's. It attempts to understand the social, cultural, political, diplomatic, and economic influences East Asia has had on Europe and, more importantly, the United States. Students will be evaluated on class participation, examinations, and several written assignments based on critical core readings. Lecture and discussion. (spring/even-numbered years)

HIST 274 WORLD HISTORY (3)

A survey that examines the history of the world since the 16th century. Obviously, it is impossible to outline 500 years of world history in a semester. Hence, the course asks and answers specific questions that will hopefully give students the tools that will allow them to study any aspect of human history on their own. Answering questions such as how historians have interpreted the past, and alien civilizations, how and why civilizations develop and change, and how civilizations interact, can give students the skill of independent exploration and understanding. Students will be evaluated on class participation, examinations, and several written assignments based on critical core readings. Lecture and discussion. (fall)

HIST 290 INDEPENDENT STUDY (V 1-3)

Directed research or study on an individual basis. Topic and terms of evaluation to be determined by agreement between student and instructor. Prereq: c/i, and c/VC. (fall/spring)

HIST 320 MODERN GERMAN HISTORY I (3)

This class examines the history of Germany from 1871 to 1933. The course closely explores the history of the German people from Bismarck's forging of a "German" state to the First World War, and from the Revolution of 1918 to Hitler's seizure of power. Special emphasis will be afforded to social/cultural history. Such an approach best allows students to understand Bismarckian nationalism, German class divisions, German religious antagonisms, the appeal of Social Democracy in Germany, the causes of the First World War, the roots of the Revolution of 1918 and the Spartacist Uprising, the genesis of Weimar's social despair, and the attraction that fascism held for some Germans. Students will show understanding of the material through class discussion, written assignments based on critical core readings and library research, and examinations. Lecture and discussion. (fall/even-numbered years)

HIST 321 MODERN GERMAN HISTORY II (3)

Would pick up where HIST 320 left off, Hitler's seizure of power in January 1933. The course examines Nazi strategies at establishing a totalitarian regime: passage of laws suspending civil rights, setting up concentration camps, the use of terror, use of propaganda and censorship, the purging of the SA (the storm troopers), and the rise of the SS and Gestapo. Next, Nazi economics, world-view, and culture will be investigated, followed by a review of World War II, resistance to Nazism, and the Holocaust. Students will show understanding of the material through class discussion, written assignments based on critical core readings and library research, and examinations. Lecture and discussion. (spring/odd-numbered years)

HIST 325 HISTORY OF THE MASS MEDIA (3)

A critical examination of the social role played by newspapers, magazines, books, movies, radio, and television in the United States from the Revolution until the present. Students will show understanding of the material through class discussion and written assignments based on library research. Lecture and discussion. Prereq: HIST 111 or 112, or c/i. (fall/odd-numbered years)

HIST 351 METHODS & MATERIALS IN SOCIAL SCIENCE (3)

Students will understand and apply methods, materials, state and national standards in teaching the social sciences as recommended by the National Council for the Social Studies. Activities and assessment include microteaching, field experience, teacher, instructor, and peer critiques, analysis essays, in-class writings, oral presentations, readings, demonstrations, using primary sources, writing integrated, thematic units and lesson plans, critiquing methodology and textbooks, applying history workshop concepts, and using technology. Professional Education field experience required (see Professional Education section of this Catalog). Prereq: TEP. (fall)

HIST 360 HISTORY OF EASTERN EUROPE (3)

A broad survey of Eastern Europe from the 19th century to the present. In particular, the class reviews the social, cultural, political, and economic history of Poles, Czechs, Slovaks, and Hungarians. Nationalism, Religion, World War I, Communism, World War II, Stalinism, and the revolutions of 1989 are investigated in great detail. Students will show understanding of the material through class discussion, written assignments based on critical core readings and library research, and examinations. Lecture and discussion. (fall/even-numbered years)

HIST 362 AFRICAN-AMERICAN HISTORY (3)

An examination of African-American experiences in the United States, from slavery through emancipation and the civil rights movement, to contemporary debates on race and equality. Students will be evaluated on class participation and several written assignments based on critical readings of assigned texts. Lecture and discussion. (spring/even-numbered years)

Course Descriptions

HIST 363 THE UNITED STATES SINCE 1945 (3)

An in-depth examination of the important events that have shaped American society since the end of World War II, with particular emphasis on the Cold War, Civil Rights, liberalism vs. conservatism, and U.S. responsibilities as a world power. Students will be expected to engage in class discussions and prepare written assignments based on core readings and library research. Lecture and discussion. (spring/even-numbered years)

HIST 371 MONTANA & THE AMERICAN WEST (3)

An examination of the development of America's western territories, with special emphasis on Montana history, Native American cultures, and the background of contemporary issues relating to the lands west of the Mississippi River. Students will engage in class discussion and prepare written assignments based on core readings and library research. Lecture and discussion. (fall/spring)

HIST 380 19th CENTURY EUROPE (3)

This class examines 19th century European society, including the Enlightenment and Napoleon, and the political changes they caused; the philosophies of Nationalism, Liberalism, Conservatism, Marxism, Romanticism, Positivism, and "Nihilism"; the middle-class, triumph of industrialization and the working classes; and finally, Europe's drift toward World War I. Students will show understanding of the material through class discussion, written assignments based on critical core readings and library research, and examinations. Lecture and discussion. (fall/odd-numbered years)

HIST 381 20th CENTURY EUROPE (3)

This class examines the political, social, and cultural history of 20th century Europe, including the rise of nationalism, World War I, fascism, World War II, Marxism, the rise and fall of the Soviet empire, and life in Western Europe. The central theme of this course will be: "As Americans, what can the European experience teach us?" Students will show understanding of the material through class discussion, written assignments based on critical core readings and library research, and examinations. Lecture and discussion. (spring/even-numbered years)

HIST 384 UNDERGROUND MOVEMENTS (3)

Examines the impact of non-mainstream or marginalized political, social, and cultural organizations in shaping public affairs and key events in various part of the world. (spring/odd-numbered years)

HIST 391 WOMEN'S HISTORY (3)

An examination of the roles played by women in shaping significant historical movements. The course will engage political, cultural, social, and economic aspects of those roles and emphasize the interlocking nature of those aspects. Primary emphasis will be on the modern period (post-1700), and will address European, American, and non-Western societies. Students will be expected to participate in class discussion and

prepare written assignments based on core readings and library research. Lecture and discussion. Prereq: HIST 111 or 112, or c/i. (spring/odd-numbered years)

HIST 400 COOPERATIVE EDUCATION/INTERNSHIP (V 1-15)

This option is intended to provide students with an opportunity to incorporate an appropriate extended field experience into their academic program. Field placement options to include all facets of the historical professions. Prereq: Senior standing, and c/i. (fall/spring)

HIST 409 SEMINAR (V 1-3)

Selected topics of interest. Prereq: c/i, and c/VC. (spring/even-numbered years and fall/even-numbered years)

HIST 419 DIRECTED STUDY (V 1-5)

Selected topics under faculty supervision. Prereq: c/i, and c/VC. (on demand)

HIST 441 HISTORIOGRAPHY (3)

Historiography is the study of how history has been written through time. This seminar examines historians and their relation to their craft. Issues include: is history a science; can historians be objective; how does one treat historical sources; and most importantly, how does zeitgeist affect the evolution of historical scholarship? Students will demonstrate understanding via the course's heavy emphasis on reading, analysis, discussion, and writing (based upon library and archival research). (fall/odd-numbered years)

HIST 452 EUROPEAN INTELLECTUAL HISTORY (3)

An in depth analysis of 19th and 20th century European Intellectual history. Students do primary readings of Max Weber, Karl Marx, Friedrich Nietzsche, Theodor Adorno, Louis Althusser, Roland Barthes, Jacques Derrida, Michel Foucault, Juergen Habermas, Martin Heidegger, Max Horkheimer, Georg Lukacs, Jean-Paul Sartre, Claude Levi-Strauss, and Hayden White. Critical discussions will center on the Enlightenment, Positivism, Marxism, and Post-modernism. This class is conducted in a seminar format. Students will demonstrate understanding via the course's heavy emphasis on reading, analysis, discussion, and writing (based upon library and archival research). (spring/odd-numbered years)

HIST 456 UNITED STATES CULTURAL HISTORY (3)

An historical investigation of the roles played by art, literature, religion and philosophy in shaping ideas about American society and identity from the Puritans to Elvis Presley and beyond. Students will participate in class discussions and prepare a research project based on original library and/or archival research. Seminar. Prereq: HIST 111 or 112, or c/i. (fall/odd-numbered years)

HIST 462 CENTENNIAL AMERICA, 1850-1900 (3)

An in-depth examination of the events surrounding the Civil War, Reconstruction, and the industrial and cultural revolutions that directly preceded the United States' emergence as a world

Course Descriptions

power in the 20th century. Students will participate in class discussions and prepare a research project based on original library and/or archival research. Seminar. Prereq: HIST 111, or c/i. (fall/even-numbered years)

HIST 490 INDEPENDENT STUDY (V 1-3)

Directed research or study on an individual basis. Topic and terms of evaluation to be determined by agreement between student and instructor, but likely to include a written research project and creation of a topical bibliography. Prereq: c/i, and c/VC. (fall/spring)

HIST 498 SENIOR PROJECT/THESIS (V 1-15)

This course is intended as a culminating experience for the social science degree. Working with a faculty advisor, the student will generate a product that demonstrates a competent, independent application of basic historical research skills. Prereq: c/i, and c/VC. (fall/spring)

HONORS

Honors Seminars may substitute for required courses for a degree or General Education. These substitutions are detailed in the seminar proposals. For precise information, see instructors of the seminars. Students must apply and be accepted

HON 101 FRESHMAN HONORS SEMINAR (3)

Title, content, and sequence vary.

HON 102 FRESHMAN HONORS SEMINAR (3)

Title, content, and sequence vary.
(Spring 2004--Women in the West)

HON 201 SOPHOMORE HONORS SEMINAR (3)

Title, content, and sequence vary.
(Fall 2003--China: Ancient Meets Modern)

HON 202 SOPHOMORE HONORS SEMINAR (3)

Title, content, and sequence vary.

HON 301 JUNIOR HONORS SEMINAR (3)

Title, content, and sequence vary.

HON 302 JUNIOR HONORS SEMINAR (3)

Title, content, and sequence vary.
(Spring 2004--Ethics & World Religions)

HON 401 SENIOR HONORS SEMINAR (3)

Title, content, and sequence vary.
(Fall 2003--Genomics: Tools for the Analysis of DNA Sequence)

HON 402 SENIOR HONORS SEMINAR (3)

Title and content vary.

Course Descriptions

HOSPITALITY, TOURISM & RECREATION

HTR 101 INTRODUCTION TO HOSPITALITY (3)

A basic introduction to the lodging and food service industry, including historical background, overview of various operations, and future trends. (spring)

HTR 112 FUNDAMENTALS OF TOURISM (3)

Designed to familiarize students with the tourism industry and its various components. The course will include the economic, social, cultural, and environmental impacts of the industry. (fall)

HTR 143 INTRODUCTION TO LEISURE SERVICES (3)

Overview of the history and social impact of leisure and recreation including a survey of organizations and agencies providing recreational services. (fall/even-numbered years)

HTR 200 INTERNSHIP (V 1-8)

A laboratory field experience providing a practical application of acquired knowledge and theory in a professional setting. Students serve under the guidance of professional personnel with the support of a University faculty supervisor. Students will complete a series of written periodic reports and a portfolio in the form of a final comprehensive report on their experience. \$10 fee per credit hour. Prereq: Sophomore standing, and c/i.

HTR 204 LEADERSHIP (3)

Theory, principles, and techniques of effective leadership with an emphasis on interpersonal relationships, group dynamics, and problem-solving. The course includes self-assessment activities and professional simulations. (fall/spring)

HTR 211 DESTINATION GEOGRAPHY-DOMESTIC (2)

An overview of the major tourist attractions in the United States. Major relevant geographic considerations such as landform, climate, transportation, etc., will be addressed in relationship to travel patterns. Comprehension of the material will be demonstrated through written tests, video reviews, and assessment of in-class simulations. (fall)

HTR 212 DESTINATION GEOGRAPHY-INTERNATIONAL (2)

An overview of major international tourist attractions in selected countries. Major relevant considerations such as landform, climate, transportation, etc., will be addressed in relationship to travel patterns. Comprehension of the material will be demonstrated through written tests, video reviews, and assessment of in-class simulations. (spring)

HTR 219 DIRECTED STUDY (V 1-5)

Selected topics under faculty supervision. Prereq: c/i, and c/VC. (fall/spring)

HTR 222 GROUP TRAVEL (3)

Instruction in the responsibilities of tour directors, managers, and escorts. Training includes procedures for packaging, pricing, and promotion, as well as supervision of tours. \$25 lab fee. Prereq: HTR 112. (spring)

HTR 290 INDEPENDENT STUDY (V 1-3)

Directed research or study on an individual basis. Prereq: c/i, and c/VC. (fall/spring)

HTR 345 SPECIAL EVENTS (3)

This course encompasses the planning, organizing, conduct, and evaluation of festivals and celebrations. Student performance will be assessed through written examinations, written reports, and demonstration of skills. (spring)

HTR 350 RESORT MANAGEMENT (3)

This course will acquaint students with modern resort operations. Planning, development, operation, and management practices will be addressed. Student performance will be accomplished through written projects and assignments, as well as written examinations.

HTR 355 MEETING PLANNING (3)

Comprehensive study of conventions, trade shows, and other formal gatherings from the perspectives of both the planner and the facility manager. This course will include site and facility selection, program development, program implementation, and program assessment. Students may be required to spend time at off-campus facilities. Prereq: Sophomore standing, and c/i. (fall/even-numbered years)

HTR 400 COOPERATIVE EDUCATION/INTERNSHIP (V 1-15)

A laboratory field experience providing a practical application of acquired knowledge and theory in a professional setting. Students serve under the guidance of professional personnel with the support of a University faculty advisor. Students will complete a series of written periodic reports, a portfolio in the form of a final comprehensive report on their experience, and a final oral presentation of their internship to the department faculty as part of their exit interview. \$10 fee per credit hour. Prereq: Senior standing, and c/i. (fall/spring/summer)

HTR 419 DIRECTED STUDY (V 1-5)

Selected topics under faculty supervision. Prereq: c/i, and c/VC. (on demand)

HTR 490 INDEPENDENT STUDY (V 1-3)

Directed research or study on an individual basis. Prereq: c/i, and c/VC. (fall/spring)

Course Descriptions

HTR 498 SENIOR PROJECT/THESIS (V 1-15)

An individual project or thesis closely associated with the student's academic program and career goals. Student works with one selected faculty member. Prereq: Senior standing, and c/i. (fall/spring/summer)

HUMANITIES

HUM 219 DIRECTED STUDY (V 1-5)

Selected topics under faculty supervision. Prereq: c/i, c/pc, and c/VC. (fall/spring)

HUM 290 INDEPENDENT STUDY (V 1-3)

Directed research or study on an individual basis. Prereq: c/i, c/pc, and c/VC. (fall/spring)

HUM 400 COOPERATIVE EDUCATION/INTERNSHIP (V 1-15)

This option is intended to provide students with an opportunity to incorporate an appropriate extended field experience into their academic program. Prereq: Senior standing, and c/i. (fall/spring)

HUM 419 DIRECTED STUDY (V 1-5)

Selected topics under faculty supervision. Prereq: c/i, and c/VC. (on demand)

HUM 490 INDEPENDENT STUDY (V 1-3)

Directed research or study on an individual basis. Prereq: c/i, and c/VC. (fall/spring)

HUM 498 SENIOR PROJECT/THESIS (V 1-15)

An individual project or thesis closely associated with the student's academic program and career goals. Student works with one selected faculty member. Prereq: Senior standing, and c/i. (fall/spring)

INDUSTRIAL TECHNOLOGY

IT 101 INTRODUCTION TO PROBLEM SOLVING (2)

Students will learn and practice the systematic methods of problem solving, teamwork, and creativity; efficient evaluation and use of online and electronic information sources; utilization of technical tools such as measurement devices and programmable scientific calculators, computing with measured values and solving problems related to technical and vocational fields; design briefs and technical report writing.

IT 120 POWER, ENERGY & TRANSPORTATION FUNDAMENTALS (3)

This course is designed to be an introductory look at developments in power, energy, and transportation technologies. Students will be introduced to fundamental developments in alternative energy technology, as well as in improvements in the transportation industry. Basic electricity concepts as they apply to series, parallel, and combination circuits will be introduced, and the basic concepts of two- and four-cycle engines will be reviewed. Practical activities and ideas for the classroom will be developed. \$25 lab fee. (spring)

IT 130 GRAPHIC COMMUNICATION (3), and IT 130L GRAPHIC COMMUNICATION LAB

This course deals with a variety of ways to communicate technical information through visual formats. The course is designed to be an introductory course to graphical studies. The main focus of the course is to introduce students to communication techniques utilized in the Design/Drafting Industry. Other topics include digital photography, desktop publishing, and computer slide shows. \$25 lab fee. (fall)

IT 140 MATERIALS PROCESSING (3), and IT 140L MATERIALS PROCESSING LAB

Students will examine metals and plastic materials, and their atomic structures and applications in industry. Students will learn metallurgical processes of heat treating, casting, and forming. The mechanical properties of materials under stress and thermal conditions will be examined. Other processes examined will include combining and separating ferrous metals, sheet metals, plastics, and wood materials. \$25 lab fee. (fall)

Course Descriptions

IT 210 HISTORICAL DEVELOPMENTS IN INDUSTRIAL TECHNOLOGY (2)

Technological developments have changed the direction of history over the years. This course focuses on a select group of these developments and examines their effect on the society and economy of the time. Activities will include the research and fabrication of historical implements. (on demand)

IT 219 DIRECTED STUDY (V 1-8)

Selected topics under faculty supervision. Prereq: c/i, and c/VC. (fall/spring)

IT 220 COMMUNICATIONS ELECTRONICS (3), and IT 220L COMMUNICATIONS ELECTRONICS LAB

This lecture/lab course is an introduction to electricity and solid-state electronics concepts including electrical energy and power, magnetism, direct and alternating current, semiconductors, power supplies, amplifiers, oscillators, and electronic communication. \$25 lab fee. Prereq: IT 120 and MATH 104. (fall)

IT 222 PROJECT MANAGEMENT (3)

This course is about the study of optimizing tasks, times, resources, and costs while finishing projects as planned. The course presents an overview of traditional project management concepts and techniques (i.e. Gantt charts, PERT, CPT), along with several technical issues related to their effective use, as well as the problems associated with effective management and coordination of multiple discrete projects within an overall system. Microsoft project will be used to manage the individual projects.

IT 230 COMPUTERAIDED DESIGN & MODELING (3)

This course provides an introduction to the concepts in computer aided drafting and design (CADD). The course builds upon the basic drafting and design content learned in IT 130. Students will develop an understanding of the features and considerations associated with the computer as a drafting/design tool. The course presents step-by-step instruction about CAD commands, mode settings, drawing aids, shortcuts, and other valuable characteristics of CAD. Prereq: IT 130. (spring)

IT 240 WOOD & SYNTHETIC PRODUCT SYSTEMS (3), and IT 240L WOOD & SYNTHETIC PRODUCT SYSTEMS LAB

Students will be introduced to fundamental characteristics of wood and wood products, basic processes for fabrication, skill development, and techniques for project development. Students will examine past and present resource management practices, and contrast past and present wood processing machinery, equipment, and processes. \$25 lab fee. Prereq: IT 130 and 140. (fall)

IT 241 METAL PRODUCT SYSTEMS (3), and IT 241L METAL PRODUCT SYSTEMS LAB

Students in this course will be introduced to machining principles and metal production systems used for fabrication in industry. Students will fabricate projects using the engine lathe,

vertical milling machine, presses, and other metal working machinery and devices. Skills in using micrometers, dial indicators, and dial calipers will be developed. \$25 lab fee. Prereq: IT 130 and 140. (fall)

IT 290 INDEPENDENT STUDY (V 1-3)

Directed research or study on an individual basis. Prereq: c/i, and c/VC. (fall/spring)

IT 310 TECHNOLOGICAL IMPLICATIONS FOR HUMANITY (3)

Students taking this course will examine historical and contemporary technological developments, and will analyze the social, economic, political, and environmental impact of those technologies on mankind. (fall)

IT 311 TECHNOLOGY LABORATORY MANAGEMENT (2)

Laboratory Management is an important and challenging element in teaching an Industrial Technology program. Students will discover how floor plan arrangements can affect safety, gender equity, materials flow, and productivity. The impact that a "Lab Discipline Policy" has on productivity and safety will be explored. Time saving processes such as spreadsheet inventories will be developed. A program needs assessment and "five year" program projection will be developed, and students will perform equipment maintenance and machine repairs. Prereq: All required 100 and 200 level IT courses. (fall)

IT 320 COMMUNICATION ELECTRONICS (3)

Course content includes analog AM/FM radio communication circuits; construct and test fundamental digital logic circuits such as gates, counters, oscillators, and switches; A/D and D/A converters will be applied to signal processing; Microcontroller programs will be modified and microcontrollers applied to closed-circuit control systems. \$20 lab fee. (spring)

IT 330 STATISTICAL PROCESS CONTROL (3)

This course is the study of using statistics to improve product quality. Control charting and interpretation are emphasized; theory and use of statistical process control (SPC) tools for problem solving and continuous improvement; variables and attributes control charts for both discrete and continuous flow/batch process; process capability and performance analysis including strengths and weaknesses of Cpk and Ppk indices; introduction to acceptance sampling.

IT 350 STRUCTURAL ANALYSIS & CONSTRUCTION TECHNOLOGY (4)

This course involves the student in analyzing structural materials, construction management practices, and the use of construction techniques. The student will examine structures in the field of residential, commercial, and civil construction. \$30 lab fee. Prereq: All required 100 and 200 level IT courses. (spring)

Course Descriptions

IT 351 METHODS & MATERIALS IN INDUSTRIAL TECHNOLOGY (3)

Students will examine a variety of topics including, but not limited to, unit and lesson plan development, classroom management techniques, textbook selection, and the use of common instructional technologies. Student activities include developing a variety of instructional units (Learning Centers), presenting lessons to peers, and participating in microteaching and field experiences to gain confidence as classroom managers. Students will review state standards for vocational education, evaluate educational journal articles pertinent to I.T., and develop a written philosophy about their role as Industrial Technology educators. Course evaluation will focus on the quality of instructional units developed, active participation during microteaching and field experiences, quality of class presentations, development of a course notebook, and attendance and participation in class discussions. \$20 lab fee. Prereq: TEP. (spring)

IT 400 COOPERATIVE EDUCATION/INTERNSHIP (V 1-15)

This option is intended to provide students with an opportunity to incorporate an appropriate extended field experience into their academic program. Prereq: Senior standing, and c/i. (fall/spring)

IT 409 SEMINAR: TRENDS & ISSUES IN TECHNOLOGY (V 1-3)

The purpose of this course is to offer a forum for discussion of relevant topics affecting society and technology. It will be offered on a demand basis with credit hour reflecting the scope of topics discussed. (on demand)

IT 419 DIRECTED STUDY (V 1-5)

Selected topics under faculty supervision. Prereq: c/i, and c/VC. (on demand)

IT 440 MANUFACTURING TECHNOLOGY (3)

In this course, students will examine a variety of topics and techniques needed to teach "Manufacturing Technology" in the high school and middle school classroom. Students will gain first hand experience in developing a mass-production course including appropriate projects, building jigs, business, materials handling, research and development, production floor organization, marketing, and shipping and receiving concepts. \$25 lab fee. Prereq: Senior standing. (fall)

IT 450 RESIDENTIAL HOUSE DESIGN & ENERGY MANAGEMENT (3)

This course examines the design considerations and techniques for the residential housing industry. Included is an in-depth study of alternative heating and energy management methods for reducing the operational cost of a home. Prereq: IT 350, or c/i. (spring/even-numbered years)

IT 490 INDEPENDENT STUDY (V 1-3)

This course provides Junior or Senior level students an opportunity to conduct advanced study in areas relating to Industrial Technology, but not covered in regular course offerings. Each student must provide a written prospectus prior to the beginning of the semester in which the student will earn the credit. A summary report is required at the end of the semester with details of the findings of the study. Prereq: Junior or Senior standing, c/i, and c/VC. (fall/spring)

IT 498 SENIOR PROJECT (V 1-3)

This course provides Senior level students with an opportunity to complete research and skill development in areas not covered in graduation requirements. Students will submit a proposal and evaluation criteria at the start of the semester. Upon completion of the course students will provide a report explaining research and skill development techniques explored along with the findings of the project. Prereq: Senior standing. (fall/spring)

LIB 460 LIBRARY COLLECTION DEVELOPMENT (2)

LIBRARY SCIENCE

The course will examine the assessment and development of K-12 library collections with specific attention being placed on factors affecting the collection, tools to assist in building the collection, and policies and procedures leading to the creation of a quality library media collection. Students will demonstrate the assimilation of course content through library literature research, oral presentations, written papers, and examinations of various types of selection tools. Internet only.

LIB 461 LIBRARIES & CURRICULUM (3)

The course will focus on instructional techniques for teaching literacy skills, information retrieval, research, and lifelong learning. Exploration of how curriculum is designed and how library instruction is integrated into the classroom will be studied. Collaborative planning, methods of library instruction, and its assessment will be examined. Students will develop an integrated unit, participate in class discussions, and create a school research process model. Internet only. (Summer 2003)

Course Descriptions

LIB 462 ACQUISITION & ORGANIZATION OF LIBRARY MATERIALS (2)

A presentation of cataloging concepts, standards, basic tools, and automation concerns with particular emphasis on their application in a school library and on developing students' practical skills as catalogers will be studied. The acquisition and technical services functions of a school library media center will also be examined. Students are expected to demonstrate understanding and comprehension of course content through examinations and writing assignments. Internet only. (Summer 2003, Fall 2004)

LIB 463 LIBRARIES & TECHNOLOGY (2)

The planning and implementation of various technologies in the automation of library services and the instructional process will be explored. Retrieving and evaluating electronic information and database searching, networking and resources sharing, and telecommunications plus multimedia and the impact of technology on education will be examined. Students will use course content to plan for the automation of a school library media center and incorporate various technologies in the teaching and learning process. Demonstrations, discussions, and projects will be used for instruction with evaluation consisting of papers, presentations, and the creation of a school technology planning document. Internet only. (Spring 2005)

LIB 464 LIBRARY INFORMATION SOURCES (2)

A survey of print and electronic reference sources, with special emphasis on assessing scope, currency, and reliability will be the focus of this course. Students should be able to use course content to assess and select reference sources suitable for K-12 school libraries, and demonstrate ability to incorporate these into

a library instruction program. Instruction will include lecture, projects, and discussion. Assessment will be based on quizzes, participation, short essays, a major paper or bibliography, or a combination thereof. Internet only. (Spring 2004)

LIB 465 LIBRARY ADMINISTRATION (3)

This course consists of organizing and operating a school media center including internal policy and external relations, concepts of professionalism, commitment, and values of school librarianship. Students will develop basic skills that are involved in the administration and management of a K-12 library media program such as budgeting, methodology needed to plan and implement library programs, integrate curriculum, and update library technology. Students will be assessed through written assignments, formal oral presentations, and informal class discussions. Internet only. (Summer 2003, Fall 2003)

LIB 469 SUPERVISED PRACTICUM IN LIBRARY (3)

This field-based course is composed of on-the-job experience in a school media center under the supervision of a professionally trained school librarian, and observation and participation in a type of library other than a K-12 setting. The course will focus on the ability to use course content from the 5 library core classes with K-12 students and teachers in a school setting and will compare and contrast the school library with another type of information center. Students will demonstrate their understanding of theory through practice. Evaluation will employ state and national standards, journals, logs and mentor reports. Field-based course. Prereq: LIB 460, 461, 462, 463, 464, 465, and c/i. (fall/spring/summer)

MATHEMATICS

MATH 001 FUNDAMENTALS OF MATHEMATICS (3)

(Credit not applicable to graduation; credit may not count as part of load for financial aid purposes; credit may not count as part of load for eligibility purposes.)

This course reviews basic arithmetic and algebraic methods necessary for MATH 003. (on demand)

MATH 003 BEGINNING ALGEBRA (3)

(Credit not applicable to graduation; credit may not count as part of load for financial aid purposes; credit may not count as part of load for eligibility purposes.)

Upon completion of this course the student should be proficient in graphically and algebraically solving linear equations and inequalities, systems of linear equations and inequalities, and quadratic equations. Prereq: MATH 001 grade C or better, or c/i. (fall/spring)

MATH 100 INTERMEDIATE ALGEBRA (3)

(Credit not applicable to graduation; credit may not count as part of load for financial aid purposes; credit may not count as part of load for eligibility purposes.)

Upon completion of this course the student should be able to graph basic functions and conics as well as their transformations. The student should be proficient in graphing power functions with any real number exponent, polynomial functions, rational functions, exponential functions, and logarithmic functions. The student should be able to apply these functions, especially exponential and logarithmic functions, to real world applications. Prereq: MATH 003 grade C or better, or c/i. (fall/spring)

Course Descriptions

All mathematics courses beyond this level satisfy the Mathematics General Education requirement.

MATH 104 MATHEMATICS FOR THE LIBERAL ARTS (3)

This course is designed to introduce the student in a non-math-related Major to some of the basic uses of mathematics in society today, including uses of algorithms for problem solving. Upon successful completion of this course the student should be familiar with general uses of mathematics including voting theory, probability, statistics, fair division, mapping theory, logic, geometry, game theory, and computer science. Prereq: MATH 100 grade C or better, or c/i. (fall/spring)

MATH 110 PROBABILITY & LINEAR MATHEMATICS (3)

This course is designed as an introductory course to linear algebra and statistics. Upon successful completion of this course the student should be familiar with solving a system of linear equations, matrix algebra, Gauss-Jordan elimination, basic set theory concepts, combination and permutation problems, basic probability computations, and basic logic theory. The student will also be introduced to calculator or computer technology used in solving matrices, simulating probabilities, and calculating probabilities. Assessment will be performance-based. Required for MATH 232. Prereq: MATH 100 grade C or better, or c/i. (fall/spring)

MATH 115 MATHEMATICS FOR ELEMENTARY TEACHERS (5)

This course is the first part of a two-semester sequence for Elementary Education Majors. Upon successful completion of this course the student should be familiar with strategies of problem-solving, sets and logic, functions, the mathematical meaning and background of arithmetic of the real numbers, and number theory. The student should exhibit competence in solving problems in real world settings and probability, analyzing and evaluating statistical data, computing with real numbers in fractional and decimal form, working with the properties of exponents, expressing numbers and arithmetic computations visually, implementing appropriate technology, and the ability to communicate using mathematical terminology. Prereq: MATH 100 grade C or better, or c/i. (fall/spring)

MATH 116 MATHEMATICS FOR ELEMENTARY TEACHERS (4)

This course is the second part of a two-semester sequence for Elementary Education Majors. Upon successful completion of this course the student should be familiar with introductory geometry, geometric constructions, congruence, similarity, measurement, coordinate geometry, and an introduction to computer geometry. The student should exhibit competence in using congruence and similarity to solve geometric problems, completing geometric constructions and introductory proofs, using computer software to investigate, simulate and solve

spatial problems, and the ability to communicate using mathematical terminology. Prereq: MATH 100 grade C or better, or c/i. (fall/spring)

All mathematics courses beyond this level require the use of an appropriate graphing calculator. Students should contact the Math Department, 683-7272, for information regarding the recommended calculator.

MATH 151 PRECALCULUS (5)

This course will provide a student with a strong foundation in advanced algebraic techniques. The student will gain experience working with the analytic and geometric properties of polynomial, rational, exponential, logarithmic, and trigonometric expressions, functions and graphs. The course is designed to provide the student with the necessary tools and background for success in Calculus. Required for Math 152 and 210. Prereq: MATH 100 grade C or better, or c/i. (spring)

MATH 152 CALCULUS I (5)

This is the first course in a three semester-calculus sequence. This course will provide the student with an introduction to differential and integral calculus. The student will investigate functions in one variable geometrically, numerically, and algebraically. Topics are introduced by the investigation of practical problems and include limits, continuity, derivatives, antiderivatives and the Fundamental Theorem of Calculus. Required for Math 153 and all MATH 300- and 400-level courses. Prereq: MATH 151 grade C or better, or c/i. (fall)

MATH 153 CALCULUS II (4)

This is the second course in a three-semester calculus sequence. This course will provide the student with a more comprehensive knowledge of differential and integral calculus. As a continuation of Math 152, the student will investigate practical problems geometrically, numerically, and algebraically. Several different integration techniques will be introduced and applied. The student will also encounter elementary differential equations through applications, as well as continue the study of limits and convergence via improper integrals and Taylor and Fourier series. Required for Math 251 and 341. Prereq: Math 152 grade C or better, or c/i. (spring)

MATH 210 COMPUTER MATHEMATICS (3)

Upon completion of this course, the student should exhibit competence creating programs using the Logo language, using and programming graphing calculators, using computer algebra systems, using a spreadsheet as a mathematical problem solving tool, using a "WYSIWYG" word processor for creating mathematical documents, and using the Calculator Based Laboratory interface to collect data for mathematical analysis. Prereq: MATH 151 grade C or better, or c/i. (fall)

Course Descriptions

MATH 219 DIRECTED STUDY (V 1-5)

Selected topics under faculty supervision. Prereq: *c/i*, and *c/VC*. (fall/spring)

MATH 232 FUNDAMENTALS OF STATISTICS (4)

Upon completion of this course the student should be familiar with the basic concepts of descriptive and inferential statistics. The student should exhibit competence in describing data using measures of central tendency, measures of location, measures of dispersion, and various graphical techniques. The student should also be able to compute confidence intervals and test hypotheses regarding population parameters and will be familiar with analyzing data using calculators and computer software. Prereq: MATH 110 grade C or better, or *c/i*. (fall/spring)

MATH 251 CALCULUS III (4)

This third course in the calculus sequence emphasizes multivariate calculus. Upon successful completion of this course the student should be familiar with polar, spherical, and cylindrical coordinates, parametric curves, vectors in the plane and space, differentiation and integration of functions of several variables, and applications. The student should exhibit competence in using differentiation and integration to solve problems of motion and force and in implementing different coordinate systems. The student will demonstrate the ability to reason, the ability to visualize in space, the ability to implement appropriate technology, and the ability to communicate using mathematical terminology. Prereq: MATH 153 grade C or better, or *c/i*. (fall)

MATH 290 INDEPENDENT STUDY (V 1-3)

Directed research or study on an individual basis. Prereq: *c/i*, and *c/VC*. (fall/spring)

MATH 331 COLLEGE GEOMETRY (3)

Upon successful completion of this course the student should be familiar with deductive and inductive reasoning and with the axioms and theorems of Euclidean and non-Euclidean geometries. The student should exhibit competence in performing geometric constructions both by hand and with the aid of computer software, in proving geometric theorems in both Euclidean and non-Euclidean geometries, and in solving a variety of problems based upon the geometric properties studied. Required for MATH 361 and 460. Prereq: MATH 152 grade C or better, or *c/i*. (fall)

MATH 351 METHODS & MATERIALS IN MATHEMATICS (3)

Upon successful completion of this course the student should be familiar with current trends in methods and materials used for effective teaching of mathematics. The student should exhibit competence in developing unit and lesson plans, expository and inquiry-based instruction, forms of professional development, theories of instruction, the appropriate use of technology in instruction, skills in effective communication with students and peers on mathematical and professional educator topics.

Professional Education field experience required (see Professional Education section of this Catalog). Prereq: TEP; and MATH 152 grade C or better, or *c/i*. (spring)

MATH 361 FOUNDATIONS OF HIGHER MATHEMATICS (3)

Upon successful completion of this course, the student should be familiar with techniques of writing mathematical proofs using direct, contrapositive, contradictory, and induction methods. In addition, the student should be introduced to some fundamental ideas used throughout mathematics including logic, set theory, number theory, function theory, and group theory. Prereq: MATH 331 grade C or better, or *c/i*. (spring/odd-numbered years)

MATH 363 LINEAR ALGEBRA (4)

Upon successful completion of this course the student should be familiar with the vocabulary and notation of matrix and vector algebra and should exhibit competence in computing (algebraically and with the aid of computer software) solutions to systems of linear equations, determinants, eigenvalues, and eigenvectors. The student should also become acquainted with linear transformations, abstract vector spaces, and matrix factorizations. Topics will be motivated by and will culminate with relevant applications. Prereq: MATH 152 grade C or better, or *c/i*. (spring/odd-numbered years)

MATH 400 COOPERATIVE EDUCATION/INTERNSHIP (V 4-12) R

This is intended as a culminating course for students who wish to incorporate an appropriate work experience within their academic education. The student will actively participate in a mathematically-related work experience that should provide her/him with an understanding of how mathematics is applied in industry. Assessment will be by both written and oral consultation with the student's academic advisor. Prereq: Senior standing, and *c/i*. (fall/spring)

MATH 401 MATHEMATICAL MODELING (4)

In this course the student will be introduced to the science of mathematical modeling. Upon successful completion of this course the student should be familiar with translating real world problems into mathematical models and interpreting those mathematical models. The student will be introduced to the modeling process, experimentation, simulation, and the evaluation of models; however, specific topics covered may vary with class and instructor. The course will culminate with student-developed modeling projects. Prereq: MATH 152 grade C or better, and MATH 232 grade C or better, and PHYS 233 grade C or better, or *c/i*. (spring/even-numbered years)

MATH 409 SEMINAR (V 1-3) R

Selected topics of interest. Prereq: *c/i*, and *c/pc*. (on demand)

MATH 419 DIRECTED STUDY (V 1-5)

Selected topics under faculty supervision. Prereq: *c/i*, and *c/VC*. (on demand)

Course Descriptions

MATH 460 HISTORY OF MATHEMATICS (2)

Upon successful completion of this course the student should be familiar with both ancient and modern numeration systems, with the contributions to mathematics by famous mathematicians, and with the chronological order of significant events in mathematics. The student should also exhibit competence in solving selected problems using appropriate historical mathematical methods. Prereq: MATH 331 grade C or better, or c/i. (spring/even-numbered years)

MATH 490 INDEPENDENT STUDY (V 1-3)

Directed research or study on an individual basis. Prereq: c/i, and c/VC. (fall/spring)

MATH 498 SENIOR PROJECT/THESIS (V 4-12) R

This is intended as a culminating course for students who wish to incorporate an individually pursued thesis topic within their academic education. The student will complete an appropriate thesis in consultation with her/his advisor. Assessment will be based on both a written document and oral presentation upon completion of the thesis. Prereq: Senior standing, c/i. (fall/spring)

MUSIC

MUS 101 MUSIC FUNDAMENTALS/PIANO (2)

Students completing this course will be able to read simple melodies at the keyboard and use other formal elements of music in a variety of applications. Music Fundamentals is required for Elementary Education Majors and may also be used as a prerequisite for Music Majors and Minors as necessary. This class is open to any student wanting a beginning class in the make-up and structure of music. \$15 lab fee. (fall/spring/May Interim)

MUS 113 INSTRUMENTAL ENSEMBLE (1) R

Music for different combinations of instruments to enrich the experience of qualified performers. Prereq: c/i. (fall/spring)

MUS 114 ORCHESTRAL INSTRUMENTS (1) R

Private lessons on orchestral instruments. Prereq: c/i. (fall/spring)

MUS 115 BEGINNING GUITAR (2)

Basic techniques of guitar; development of fundamental skills for performance and instruction. Prereq: c/i. (spring/even-numbered years)

MUS 116 CONCERT BAND (1) R

Prereq: c/i.

MUS 117 JAZZ ENSEMBLE (1) R

Prereq: c/i.

MUS 119 ORCHESTRA (1) R

Prereq: c/i.

MUS 131 MUSIC THEORY I (2)

An introduction to functional harmony. Topics include learning to use notation, formation of scales and concepts of tonality, basic analysis of melody and harmony. Prereq: MUS 101, or c/i. Coreq: MUS 141. (fall/even-numbered years)

MUS 132 MUSIC THEORY II (2)

Continuation of Music Theory I with emphasis upon more complex harmonic progressions and formal analysis. Prereq: MUS 131, or c/i. Coreq: MUS 142. (spring/odd-numbered years)

MUS 141 APPLIED MUSICIANSHIP I (2)

Skill development in ear training, sight-singing, dictation, and keyboard. Prereq: c/i. Coreq: MUS 131. (fall/even-numbered years)

MUS 142 APPLIED MUSICIANSHIP II (2)

Continued development in ear training, sight-singing, dictation, and keyboard. Prereq: MUS 131 and 141. Coreq: MUS 132. (spring/odd-numbered years)

MUS 153 PIANO (V 1-2) R

Private lessons. \$22 lab fee. Prereq: c/i.

MUS 162 VOICE IN CLASS (2)

Vocal techniques to develop fundamental skills for performance and instruction in ensembles and in general music. Prereq: c/i. (fall/even-numbered years)

MUS 163 VOICE (V 1-2) R

Private lessons for advanced students only. Beginning students should enroll in a vocal group. Prereq: c/i. (fall/spring)

Course Descriptions

MUS 165 VOCAL ENSEMBLE (1) R

Music for different combinations of voices to enrich the experiences of qualified performers. Prereq: c/i. (fall/spring)

MUS 182 PIANO IN CLASS I (2)

For students who have had little or no prior piano instruction. The course provides development of keyboard skills useful in public school music instruction and is also intended for non-Music Majors who desire piano instruction in a group setting. (fall)

MUS 183 IMPROVISED PIANO & ACCOMPANIMENT (2)

Continuation beyond Piano in Class I and Music Fundamentals/Piano. A grade of "A" in this course will satisfy the piano proficiency for Music Majors and Minors. Prereq: MUS 182, or c/i. (fall/odd-numbered years)

MUS 187 PERFORMANCE SEMINAR (1) R-8 credits maximum

Instruction and exploration of performance techniques and practices. May be divided into 2 separate groups (vocal and instrumental) as dictated by enrollment. May be repeated at upper division level for up to a total of 8 credits. Prereq: Audition, and c/i. (fall/spring)

MUS 202 INTRODUCTION TO MUSIC LITERATURE (3)

This is a music survey course that introduces students to the development and uses of music from antiquity to the present. The content includes both Western and non-Western musics. Upon successful completion of the course students will demonstrate through examination, written and oral presentation, knowledge and understanding of music of various styles, historical periods, composers, and performers. A strong listening component is included that embraces recorded and live music. Required for BA: Arts degree, Music Education Majors and Minors. Note: This class may also be required in other BA Related Areas. (fall/odd-numbered years)

MUS 209 STRING METHODS (1)

A laboratory-oriented course in which students develop elementary level performance skill on orchestral stringed instruments and demonstrate appropriate pedagogical techniques for teaching stringed instruments in various venues, including the public schools. Prereq: c/i. (fall/even-numbered years)

MUS 212 WOODWIND METHODS (1)

A laboratory-oriented course in which students develop elementary level performance skills on the basic woodwind instruments and demonstrate appropriate pedagogical techniques for teaching woodwind instruments in various venues, including the public schools. Prereq: c/i. (spring/even-numbered years)

MUS 213 BRASS METHODS (1)

A laboratory-oriented course in which students develop elementary level performance skills on the basic brass instruments and demonstrate appropriate pedagogical techniques for teaching brass instruments in various venues, including the public schools. Prereq: c/i. (spring/odd-numbered years)

MUS 214 PERCUSSION METHODS (1)

A laboratory-oriented course in which students will develop elementary level performance skills on the standard percussion instruments and demonstrate appropriate pedagogical techniques for teaching percussion in various venues, including the public schools. Prereq: c/i. (fall/odd-numbered years)

MUS 219 DIRECTED STUDY (V 1-5)

Selected topics under faculty supervision. Prereq: c/i, c/VC. (fall/spring)

MUS 220 MUSIC THEATRE PRACTICUM (1)

Study of musical theatre and operetta literature suitable for school use as well as procedures for school production; experience in acting and assisting with the technical duties of music productions. Prereq: c/i. (offered only in conjunction with musical stage productions)

MUS 233 MUSIC THEORY & EAR TRAINING III (3)

Continuation of Music Theory and Ear Training II with emphasis on more complex harmonic progressions and formal analysis. Prereq: MUS 132, or c/i. (fall/odd-numbered years)

MUS 234 ANALYTICAL TECHNIQUES (3)

Application of theoretical concepts of structure in styles of music literature from the 16th to 20th century. Prereq: MUS 233, or c/i. (spring/even-numbered years)

MUS 290 INDEPENDENT STUDY (V 1-3)

Directed research or study on an individual basis. Prereq: c/i, and c/VC. (fall/spring)

MUS 313 INSTRUMENTAL ENSEMBLE (1) R

Music for different combinations of instruments to enrich the experience of qualified performers. Prereq: c/i. (fall/spring)

MUS 314 ORCHESTRAL INSTRUMENTS (V 1-2) R

Private lessons on orchestral wind, percussion, or stringed instruments. \$22 lab fee. Prereq: c/i. (fall/spring)

MUS 316 CONCERT BAND (1) R

Prereq: c/i.

MUS 317 JAZZ ENSEMBLE (1) R

Prereq: c/i.

MUS 319 ORCHESTRA (1) R

Prereq: c/i.

Course Descriptions

MUS 351 METHODS & MATERIALS IN MUSIC (3)

Students will demonstrate appropriate knowledge and pedagogy for teaching an effective, aesthetic-based program of music education at secondary school levels. Topics include curriculum development, classroom management, program and lesson planning and implementation, and selection and use of music literature. Professional Education field experience may be required (see Professional Education section of this Catalog).

Prereq: TEP, and MUS 132, or c/i. (spring/odd-numbered years)

MUS 353 PIANO (V 1-2) R

Private lessons for advanced students only. Prereq: c/i. (fall/spring)

MUS 363 VOICE (V 1-2) R

Private lessons for advanced students only. Prereq: c/i.

MUS 365 VOCAL ENSEMBLE (1)

A vocal performance group dedicated to the practice and performance of various genres of music literature. Students will develop an understanding of and the ability to interpret various styles of ensemble vocal literature. Assessment will be made upon the basis of attendance and participation. (fall/spring)

MUS 372 CONDUCTING (3)

Students will develop knowledge and skills to conduct instrumental and choral ensembles in public schools and in other amateur or professional settings. Score reading, score analysis, and rehearsal techniques will be refined to enhance accurate and expressive music performance. Prereq: MUS 132, or c/i. (fall/odd-numbered years)

MUS 374 ARRANGING (3)

Students will develop knowledge and skills necessary to arrange music for a wide variety of study and performance. Of special importance will be the arranging of music for use in public schools. Students will use both traditional and technologically appropriate methods and equipment. Prereq: MUS 132, or c/i. (fall/odd-numbered years)

MUS 377 ELEMENTARY SCHOOL MUSIC TEACHING PRACTICUM (1) R

Taken in conjunction with ED 379 or ED 380, this practicum gives students experience in teaching music to elementary students. (fall/spring)

MUS 378 SECONDARY SCHOOL MUSIC TEACHING PRACTICUM (1) R

Opportunities to observe, teach, and/or conduct research in conjunction with secondary school music programs. (fall/spring)

MUS 387 PERFORMANCE SEMINAR (1) R-8 credits maximum

Instruction and exploration of performance techniques and practices. May be divided into 2 separate groups (vocal and instrumental) as dictated by enrollment. May be repeated at

upper division level for up to a total of 8 credits. Prereq: Audition, and c/i. (fall/spring)

MUS 400 COOPERATIVE EDUCATION/INTERNSHIP (V 1-15)

Incorporation of an appropriate work experience into the student's academic preparation. Prereq: Senior standing, and c/i. (fall/spring)

MUS 409 MUSIC SEMINAR (V 1-3) R

Selected topics of interest. Prereq: c/i, and c/pc. (on demand)

MUS 419 DIRECTED STUDY (V 1-5)

Selected topics under faculty supervision. Prereq: c/i, and c/VC. (on demand)

MUS 421 SENIOR RECITAL (1)

Music Majors and Minors are encouraged to present a recital during the senior year. Students must be registered for applied private instruction and the applied music instructor will have the final authority to make all decisions regarding program content and student readiness for recital.

MUS 461 MUSIC HISTORY (3)

This course provides an in-depth study of the history of music of Western civilizations and presupposes significant music knowledge. Upon successful completion of this class and through examination, writing, and oral presentation students will recognize, describe, and use music from the Medieval period to the present and demonstrate insight into the relationships that exist between music and other arts and sciences. An intense listening component is included. Required for Music Education Majors. Note: This class may also be required in some BA Related Areas. Prereq: MUS 131 and 202, or c/i. (spring/even-numbered years)

MUS 471 MUSIC EDUCATION SEMINAR (2)

Music education research. Term paper addressing a problem or issue current to the profession, participation in and assistance in leading seminar discussions, attempt to solve problems or shed light on issues in music education through the above requirements. Prereq: In Music Certification program and c/i; fourth year or Senior status with significant portion of the undergraduate credits completed. (spring)

MUS 490 INDEPENDENT STUDY (V 1-3)

Directed research or study on an individual basis. Prereq: c/i, and c/VC. (fall/spring)

MUS 498 SENIOR PROJECT/THESIS (V 1-15)

An individual project or thesis closely associated with the student's academic program and career goals. Project/thesis election subject to approval of project or thesis advisor. Prereq: Senior standing, and c/i. (fall/spring)

Course Descriptions

PHILOSOPHY

PHIL 100 INTRODUCTION TO PHILOSOPHY (3)

A comprehensive survey of the history, methodology, problems, and major theories of philosophy. Students are expected to demonstrate understanding and comprehension of course content through course examinations and out of class writing assignments. Lecture and small group discussions. (fall/spring)

PHIL 219 DIRECTED STUDY (V 1-3)

Selected topics under faculty supervision. Prereq: c/i, and c/VC. (fall/spring)

PHIL 290 INDEPENDENT STUDY (V 1-3)

Directed research or study. Prereq: PHIL 101, c/i, and c/VC. (fall/spring)

PHIL 400 COOPERATIVE EDUCATION/INTERNSHIP (V 1-15)

This option is intended to provide students with an opportunity to incorporate an appropriate extended field experience into their academic program. Prereq: Senior standing, and c/i. (fall/spring)

PHIL 409 SEMINAR (V 1-3)

Selected topics of interest. Prereq: PHIL 101, or c/i. (on demand)

PHIL 419 DIRECTED STUDY (V 1-5)

Selected topics under faculty supervision. Prereq: c/i, and c/VC. (on demand)

PHIL 490 INDEPENDENT STUDY (V 1-3)

Advanced directed research or study. Students are expected to critically evaluate, analyze, and synthesize selected topics through authorship of an extensive course paper requiring independent research skills. Prereq: PHIL 101, c/i, and c/VC. (fall/spring)

PHIL 498 SENIOR PROJECT/THESIS (V 1-15)

This course is intended as a culminating experience for the social science degree. Working with a faculty advisor, the student will generate a product that demonstrates a competent, independent application of basic humanities research skills. Prereq: PHIL 101, c/i, and c/VC. (fall/spring)

PHYSICS

A prerequisite for any course with a PHYS rubric is documented mathematical ability equivalent to MATH 100 Intermediate Algebra. Ability can be demonstrated by appropriate college credit or UM-Western Math Placement Exam score.

PHYS 101 INTRODUCTION TO PHYSICS (3)

Elementary principles of mechanics, thermodynamics, electricity, and magnetism, with application to chemistry, earth, and life sciences. Lab included. \$5 lab fee. Prereq: equivalent to MATH 100 or higher.

PHYS 219 DIRECTED STUDY (V 1-5)

Selected topics under faculty supervision. Prereq: c/i, and c/VC. (fall/spring)

PHYS 233 GENERAL PHYSICS (4)

A calculus-based introduction to classical mechanics, including fluid and wave mechanics. Lab included. \$5 lab fee. Prereq: Concurrent enrollment in MATH 152. (fall)

PHYS 234 GENERAL PHYSICS (4)

Electricity and magnetism. Lab included. \$5 lab fee. Prereq: Concurrent enrollment in MATH 153. (spring)

PHYS 235 GENERAL PHYSICS (3)

Thermodynamics and modern physics, including introduction to statistical mechanics and quantum mechanics. Prereq: PHYS 234. (fall)

PHYS 239 PHYSICAL METEOROLOGY (3)

An application of the laws of mechanics and thermodynamics to the Earth's atmosphere. Weather, air pollution, and climate are covered. (fall/odd-numbered years)

PHYS 240 ASTRONOMY (3)

An introductory course including the solar system, stellar structure, galaxies, and cosmology. (spring/even-numbered years)

PHYS 290 INDEPENDENT STUDY (V 1-3)

Directed research or study on an individual basis. Prereq: c/i, and c/VC. (fall/spring)

Course Descriptions

PHYS 340 TOPICS IN MODERN PHYSICS: MECHANICS (3)

Introduction to nonlinear mechanics and chaos. Prereq: PHYS 235. (fall)

PHYS 400 COOPERATIVE EDUCATION/INTERNSHIP (V 1-15)

Incorporation of an appropriate work experience into the student's academic preparation. Prereq: Senior standing, and c/i. (fall/spring)

PHYS 401 TOPICS IN MODERN PHYSICS: INTRODUCTION TO QUANTUM MECHANICS (3)

The development of wave mechanics and the solution of the Schrodinger equation. Prereq: PHYS 235. (spring)

PHYS 419 DIRECTED STUDY (V 1-5)

Selected topics under faculty supervision. Prereq: c/i, and c/VC. (on demand)

PHYS 490 INDEPENDENT STUDY (V 1-3)

Directed research or study on an individual basis. Prereq: c/i, and c/VC. (fall/spring)

PHYS 498 SENIOR PROJECT/THESIS (V 1-15)

An individual project or thesis closely associated with the student's academic program and career goals. Student works with 1 selected faculty member. Prereq: Senior standing, and c/i. (fall/spring)

POLITICAL SCIENCE

POLS 121 AMERICAN GOVERNMENT (3)

A survey of the basic institutions of government in the United States, the powers that they exercise, and the practical and philosophical influences that contributed to their development. Students will be evaluated on the basis of quizzes, examinations, and brief writing assignments. Lecture with some group discussion. (fall)

POLS 131 INTERNATIONAL RELATIONS (3)

An introduction to the basic concepts of the nation-state system and theories of international interactions. Provides a survey of contemporary international actors, institutions, and issues. Students will be evaluated on the basis of quizzes, examinations, and brief writing assignments. Lecture with some group discussion. (spring/even-numbered years)

POLS 219 DIRECTED STUDY (V 1-3)

Selected topics under faculty supervision. Prereq: c/i, and c/VC. (fall/spring)

POLS 250 POLITICAL THEORY (3)

Analysis of the various attempts (from Plato to Marx) to explain, instruct, and justify the distribution of political power in society. Emphasis is placed upon those theories whose primary concern is to define the nature of the "good" society. (fall/even-numbered years)

POLS 290 INDEPENDENT STUDY (V 1-3)

Directed research or study. Prereq: c/i, c/VC. (fall/spring)

POLS 313 AMERICAN DIPLOMACY (3)

An in-depth examination of American foreign policy from the revolution to the present, with particular emphasis on America's responsibilities as a super power as we enter the 21st century. Students will be graded based on class participation, performance on examinations, and written assignments requiring some

library research. Seminar. Prereq: POLS 121 or 131. (fall/even-numbered years)

POLS 321 COMPARATIVE GOVERNMENTS (3)

A comparison of the types of governments in the United States, Canada, Europe, the former Soviet-bloc, and other countries. Students will show understanding of the material through class discussion, written assignments based on critical core readings and library research, and examinations. Lecture and discussion. (spring/odd-numbered years)

POLS 351 POLITICS OF THE DEVELOPING WORLD (3)

This course serves as an introduction to the similarities, differences, and interrelationships between the government systems of lesser developed nations (LDC's), primarily in the southern hemisphere and in Asia. Consideration will be given to the North-South relationship and post-World War II economic policies. Students will show understanding of the material through course discussion, written assignments, and examinations. Prereq: POLS 131 or 321. (spring/even-numbered years)

POLS 355 POLITICS & CULTURE (3)

Study of the ways political processes and cultural issues shape and modify one another in contemporary western societies. (spring/odd-numbered years)

POLS 360 LEGISLATIVE & PRESIDENTIAL POLITICS (3)

This course provides an in-depth look at how Congress really works and at the power and structure of the Executive branch. This will include discussion regarding how elections, media, lobbyists, and personal and professional relationships influence legislation and Congressional powers, as well as Congress's relationship with the President, and the President's ability to enact his agenda. Students will be evaluated on the basis of written assignments, examinations, and class discussion. Lecture and discussion. Prereq: POLS 121. (fall/odd-numbered years)

Course Descriptions

POLS 373 STATE & LOCAL GOVERNMENT (3)

This course provides an analysis of state and local government with an emphasis on the differences and similarities between state and municipal governments, intergovernmental relations, the growth of sub-national governmental powers, and state-tribal relations. Montana's government system is used as a case study. Students will show an understanding of the material through written assignments, examinations, and class discussion. Prereq: POLS 121. (spring/odd-numbered years)

POLS 400 COOPERATIVE EDUCATION/INTERNSHIP (V 1-15)

This option is intended to provide students with an opportunity to incorporate an appropriate extended field experience into their academic program. Field placement options to include all political settings. Prereq: c/i, and c/VC. (fall/spring)

POLS 409 SEMINAR (V 1-3)

Selected topics of interest. Prereq: c/i, and c/VC. (on demand)

POLS 419 DIRECTED STUDY (V 1-5)

Selected topics under faculty supervision. Prereq: c/i, and c/VC. (on demand)

POLS 470 CONSTITUTIONAL LAW (3)

Case studies of judicial policy-making by interpretation of the United States Constitution. (spring/even-numbered years)

POLS 490 INDEPENDENT STUDY (V 1-3)

Advanced directed research or study. Students are expected to critically evaluate, analyze, and synthesize selected topics through authorship of an extensive course paper requiring independent research skills. Prereq: c/i, and c/VC. (fall/spring)

POLS 498 SENIOR PROJECT/THESIS (V 1-15)

This course is intended as a culminating experience for the social science degree. Working with a faculty advisor, the student will generate a product that demonstrates a competent, independent application of basic political research. Prereq: c/i, and c/VC. (fall/spring)

PSYCHOLOGY

PSY 100 GENERAL PSYCHOLOGY (3)

A comprehensive survey of the history, methodology, and major theories of psychology. Students are expected to demonstrate understanding and comprehension of course content through course examinations and out-of-class writing assignments. Lecture and small group discussions. (fall/spring)

PSY 201 INTRODUCTION TO COGNITION (3)

This course is designed as an introduction to the basic research methods and general theories of cognitive psychology by examining how people acquire information from the environment, how that information is represented and processed internally, and how it is used in everyday thinking, communicating, and problem solving. Emphasis will be placed on thinking critically about issues central to cognition including, but not limited to, attention, memory, judgment and decision-making, and consciousness. Students are expected to demonstrate understanding and comprehension of course content through course examinations and out-of-class writing assignments. Prereq: PSY 100, or high school AP Psychology, or c/i. (fall/even-numbered years)

PSY 219 DIRECTED STUDY (V 1-3)

Selected topics under faculty supervision. Prereq: PSY 100, c/i, and c/VC. (fall/spring)

PSY 220 INTRODUCTION TO SOCIAL SCIENCE RESEARCH METHODS (3)

A survey of quantitative and qualitative methods and tools used by the social and behavioral sciences to investigate individual, cultural, and social behavior. Students are expected to demonstrate understanding and comprehension of course content

through course examinations, out-of-class writing assignments, and the critical application of the course content to a student-selected problem. Lecture, small group discussions, and problem solving. Prereq: PSY 100, and ANTH 105, or c/i. (spring)

PSY 230 INTRODUCTION TO THE HELPING PROFESSIONS (1-3)

This field-based experience places students in a supervised institutional setting. Assignments include both observational and structured participation. Limited enrollment. Prereq: PSY 100, SOC 115, PSY/SOC 220, and c/i. (fall/spring)

PSY 290 INDEPENDENT STUDY (V 1-3)

Directed research or study. Prereq: PSY 100, c/i, and c/VC. (fall/spring)

PSY 238 INTRODUCTION TO ABNORMAL PSYCHOLOGY (3)

This course explores the symptoms and causes of various types of psychological disorders. Specific topics include neurotic, psychotic, and mood disorders. Topics will be explored from psychodynamic, cognitive, social, and behavioral perspectives. Students are expected to demonstrate understanding and comprehension of course content through course examinations and out-of-class writing assignments. Prereq: PSY 100, or high school AP Psychology, or c/i. (spring)

PSY 240 INTRODUCTION TO GROUP DYNAMICS (3)

This course is designed as an introduction to the basic research methods and general theories of small group processes and the application of these concepts to real-life groups. Topics of the

Course Descriptions

course include group formation, cohesion and development, group structure, conformity and influence, social power, leadership, group performance and productivity, groups, crowds, and collective behavior, and groups as therapeutic agents of change. Emphasis will be placed on thinking critically about issues central to group dynamics through an experiential process. Students are expected to demonstrate understanding and comprehension of course content through course examinations and out-of-class writing assignments. Prereq: PSY 100, or high school AP Psychology, or c/i. (fall/odd-numbered years)

PSY 265 INTRODUCTION TO MOTIVATION-THEORY & PRACTICE (3)

This course introduces the fundamental theories of motivation, how those theories are applied to various socio-cultural environments, and the impact on both individuals and social groups. Specific topics include motives and cultural models, motivation and institutional settings, motivation and optimal experiences, and motivation and leadership. Students are expected to demonstrate understanding and comprehension of course content through course examinations and out-of-class writing assignments. Prereq: PSY 100, or high school AP Psychology, or c/i. (spring/even-numbered years)

PSY 360 LEARNING & MEMORY (3)

A comprehensive survey of the basic theories and research regarding the nature of the human acquisition and use of knowledge. Specific topics include learning, memory, thinking, and metacognition. Students are expected to demonstrate understanding and comprehension of course content through course examinations and out-of-class writing assignments. In addition, students are expected to demonstrate the ability to use course content to critically evaluate, analyze, and synthesize related topics through authorship of an extensive course paper requiring independent research skills. Lecture, small group discussions, and problem solving. Prereq: PSY 100 and PSY/SOC 220, or c/i. (spring/even-numbered years)

PSY 365 MOTIVATION-THEORY & PRACTICE (3)

This course introduces the fundamental theories of motivation, how those theories are applied to various socio-cultural environments, and the impact on both individuals and social groups. Specific topics include motives and cultural models, motivation and institutional settings, motivation and optimal experiences, and motivation and leadership. Students will be responsible for a project based on independent research. Students are expected to demonstrate understanding and comprehension of course content through course examinations and out-of-class writing assignments. Prereq: PSY 100 and PSY/SOC 220, or high school AP Psychology, or c/i. (spring/even-numbered years)

PSY 375 DEVELOPMENTAL PSYCHOLOGY: ADOLESCENCE (3)

This course is designed to introduce potential members of the helping professions to the research methodologies and major theories of developmental psychology. The course places

particular emphasis on the psychosocial variables that characterize the development process between late childhood and early adulthood. Students are expected to demonstrate understanding and comprehension of course content through course examinations and out-of-class writing assignments, including a course paper requiring application of independent library research skills. Prereq: PSY 100, and PSY/SOC 220, or c/i. (on demand)

PSY 385 PSYCHOLOGY OF SOCIAL ADJUSTMENT (3)

This course is designed to introduce potential members of the helping profession to the basic research methods and general theories of adjustment psychology. Specific topics include the variables that impact successful cultural membership, workplace issues, self-concept theory, physical self, motivation, social learning, and interpersonal relationships. Students are expected to demonstrate understanding and comprehension of course content through course examinations and out-of-class writing assignments, including a course paper requiring application of independent library research skills. Prereq: PSY 100 and PSY/SOC 220, or c/i. (spring/even-numbered years)

PSY 400 COOPERATIVE EDUCATION/INTERNSHIP (V 1-15)

This option is intended to provide students with an opportunity to incorporate an appropriate extended field experience into their academic program. Field placement options to include all facets of the helping professions. Prereq: PSY 100, PSY/SOC 220, c/i, and c/VC. (fall/spring)

PSY 409 SEMINAR (V 1-3)

Selected topics of interest. Prereq: PSY 100 and PSY/SOC 220. (on demand)

PSY 419 DIRECTED STUDY (V 1-5)

Selected topics under faculty supervision. Prereq: c/i, and c/VC. (on demand)

PSY 437 PSYCHOLOGY OF PERSONALITY (3)

Students will understand, analyze, and critique major theories of personality through the use of research and primary sources. They will apply personality theories to education, clinical practice, historical and contemporary figures and events, and daily life. Prereq: PSY 100 and PSY/SOC 220. (spring/odd-numbered years)

PSY 438 ABNORMAL PSYCHOLOGY (3)

This course explores the symptoms and causes of various types of psychological disorders. Specific topics include neurotic, psychotic, and mood disorders. Topics will be explored from psychodynamic, cognitive, social, and behavioral perspectives. Students will be responsible for a project based on independent research. Students are expected to demonstrate understanding and comprehension of course content through course examinations and out-of-class writing assignments. Prereq: PSY 100 or high school AP Psychology, and PSY/SOC 220, or c/i. (spring)

Course Descriptions

PSY 440 GROUP DYNAMICS (3)

This course is designed as an introduction to the basic research methods and general theories of small group processes and the application of these concepts to real-life groups. Topics of the course include group formation, cohesion and development, group structure, conformity and influence, social power, leadership, group performance and productivity, groups, crowds and collective behavior, and groups as therapeutic agents of change. Emphasis will be placed on thinking critically about issues central to group dynamics through an experiential process. Students will be responsible for a project based on independent research. Students are expected to demonstrate understanding and comprehension of course content through course examinations and out-of-class writing assignments. Prereq: PSY 100 or high school AP Psychology, and PSY/SOC 220, or c/i. (fall/odd-numbered years)

PSY 452 SOCIAL PSYCHOLOGY (3)

Social psychology will focus on three main areas of study: (1) social perception and thinking; (2) social influence-conformity, group, cultural; and (3) social relations-prejudice, aggression, conflict, attraction, and altruism. Prereq: PSY 100 and PSY/SOC 220, or c/i. (spring/odd-numbered years)

PSY 490 INDEPENDENT STUDY (V 1-3)

Advanced directed research or study. Students are expected to critically evaluate, analyze, and synthesize selected topics through authorship of an extensive course paper requiring independent archival skills. Prereq: PSY 100, PSY/SOC 220, c/i, and c/VC. (fall/spring)

PSY 498 SENIOR PROJECT/THESIS (V 1-15)

This course is intended as a culminating experience for the social science degree. Working with a faculty advisor, the student will generate a product that demonstrates a competent, independent application of basic psychological research or program evaluation skills. Prereq: PSY 100, PSY/SOC 220, c/i, and c/VC. (fall/spring)

SOCIOLOGY

SOC 115 INTRODUCTION TO SOCIOLOGY (3)

A comprehensive survey of the history, methodology, and major theories of sociology. Students will be able to demonstrate an understanding of course content through written critiques and directed examinations. Lecture and small group discussions. (fall)

SOC 203 SOCIAL PROBLEMS (3)

Discussion of the major social problems including, but not limited to, wealth, power, ageism, gender roles, and formal education. The problems will be considered as the consequences of social structure. Students will demonstrate understanding and comprehension of course content through course examinations and out-of-class writing assignments. Lecture and small group discussions. Prereq: SOC 115. (spring)

SOC 219 DIRECTED STUDY (V 1-3)

Selected topics under faculty supervision. Prereq: SOC 115, c/i, and c/VC. (fall/spring)

SOC 220 INTRODUCTION TO SOCIAL SCIENCE RESEARCH METHODS (3)

A survey of quantitative and qualitative methods and tools used by the social and behavioral sciences to investigate individual, cultural, and social behavior. Students are expected to demonstrate understanding and comprehension of course content through course examinations, out-of-class writing assignments, and the critical application of the course content to a student-

selected problem. Lecture, small group discussions, and problem solving. Prereq: PSY 100, and ANTH 105, or c/i. (spring)

SOC 230 INTRODUCTION TO THE HELPING PROFESSIONS (1-3)

This field-based experience places students in a supervised institutional setting. Assignments include both observational and structured participation. Limited enrollment. Prereq: PSY 100, SOC 115, PSY/SOC 220, and c/i. (fall/spring)

SOC 290 INDEPENDENT STUDY (V 1-3)

Directed research or study. Prereq: SOC 115, c/i, and c/VC. (fall/spring)

SOC 305 SOCIAL THEORY (3)

This course will introduce students to both the classic and current sociological theories. Particular emphasis will be placed on sociological theory development from the Enlightenment to the present. In addition, students will closely examine the relationship between historical settings and social issues. Critical to course success will be an understanding of the importance of these theories to the development of sociology as a discipline. Students will demonstrate the ability to critically analyze course content through written critiques, independent investigations, and directed examinations. Prereq: SOC 115 and PSY/SOC 220, or c/i. (spring/even-numbered years)

Course Descriptions

SOC 310 SOCIAL MOVEMENTS (3)

This course will introduce students to the social forces that influence fundamental changes in the social institutions and the resulting impact on social structure including the unequal distribution of wealth and power. Students will gain a better understanding of how collective action both inside and outside established institutional structure impacts societal trends. Specific topics of interest include industrialization, bureaucracy, urbanization, economic globalization, and cultural imperialism. Students will demonstrate the ability to critically analyze course content through written critiques, independent investigations, and directed examinations. Lecture and small group discussions. Prereq: SOC 115 and PSY/SOC 220, or c/i. (spring/odd-numbered years)

SOC 315 POLITICAL SOCIOLOGY (3)

This course will attempt to answer three questions: (1) what is the source of political ideas and political behavior; (2) which groups control the state institutions and which groups have the most influence on state policies; and (3) what role the state plays in society. The state has a central role in stabilizing society and which groups benefit most from this role will be a topic of investigation. Students will also look at political life and culture of all social classes. Students will demonstrate an understanding of course content through written critiques, independent investigations, and directed examinations. Lecture and small group discussions; extensive reading assignments. Prereq: SOC 115 and PSY/SOC 220, or c/i. (spring/even-numbered years)

SOC 400 COOPERATIVE EDUCATION/INTERNSHIP (V 1-15)

This option is intended to provide students with an opportunity to incorporate an appropriate extended field experience into her/his academic program. Field placement options to include all facets of the helping professions. Prereq: SOC 115, PSY/SOC 220, c/i, and c/VC. (fall/spring)

SOC 409 SEMINAR (V 1-3)

Selected topics of interest. Prereq: SOC 115, PSY/SOC 220, c/i, and c/VC. (on demand)

SOC 419 DIRECTED STUDY (V 1-5)

Selected topics under faculty supervision. Prereq: PSY/SOC 220, c/i, and c/VC. (on demand)

SOC 425 INDIGENOUS PEOPLE IN THE 20TH CENTURY (3)

This course will explore the social and cultural changes that have occurred since Europeans have attempted either to incorporate, absorb, or eliminate Native cultures around the world, with particular emphasis on North America and Africa. We will investigate the social, economic, cultural, and political conditions among Native peoples in relationship to the dominant culture and we will analyze the reasons behind the persistence of the Natives cultures in the face of increasingly hostile pressures from the nation-state and the world market economy. Students will demonstrate the ability to critically analyze course content

through written critiques, independent investigations, and directed examinations. Lecture and small group discussions. Prereq: SOC 115 and PSY/SOC 220. (spring/odd-numbered years)

SOC 450 SOCIAL STRATIFICATION (3)

This course will investigate the impact that patterned, unequal distribution of wealth, power, authority, and political rewards has on society. Topics will include class, ethnicity, and gender, as well as the interactions among the three. Particular emphasis will be placed on the theories of Max Weber and Karl Marx. Students will demonstrate their understanding of the course content through written critiques, independent investigations, and directed examinations. Lecture and small group discussions. Prereq: SOC 115 and PSY/SOC 220, or c/i. (spring/even-numbered years)

SOC 452 SOCIAL PSYCHOLOGY (3)

Social psychology will focus on three main areas of study: (1) social perception and thinking; (2) social influence-conformity, group, cultural; and (3) social relations-prejudice, aggression, conflict, attraction, and altruism. Prereq: PSY 100 and PSY/SOC 220, or c/i. (spring/even-numbered years)

SOC 475 CULTURAL ECOLOGY (3)

Cultural ecology is the study of the interaction between culture and the larger environment. In the case of human beings, much of their environmental interaction is learned behavior that has become part of their reserve of learned skills, technology, and other cultural responses. The focus of this class will be the relation between cultural behavior and environmental phenomena. Students will demonstrate the ability to critically analyze course content through written critiques, independent investigations, and directed examinations. Lecture and small group discussions. Prereq: SOC 115 and PSY/SOC 220, or c/i. (fall/even-numbered years)

SOC 485 GENDER, ECONOMY & SOCIAL CHANGE (3)

An introduction to the major theories and issues in the sociology of gender. Focus on gender relations within the broad context of global economic and social change. Specific topics include the investigation of case examples between rural and industrialized regions around the world. Students will demonstrate the ability to critically analyze course content through written critiques, independent investigations, and directed examinations. Lecture and small group discussions. Prereq: SOC 115 and PSY/SOC 220, or c/i. (spring/odd-numbered years)

SOC 490 INDEPENDENT STUDY (V 1-3)

Advanced directed research or study. Students are expected to critically evaluate, analyze, and synthesize selected topics through authorship of an extensive course paper requiring independent archival skills. Prereq: SOC 115, PSY/SOC 220, c/i, and c/VC. (fall/spring)

Course Descriptions

SOC 498 SENIOR PROJECT/THESIS (V 1-15)

This course is intended as a culminating experience for the social science degree. Working with a faculty advisor, the student will generate a product that demonstrates a competent, independent application of basic sociological research. Prereq: SOC 115, PSY/SOC 220, c/i, and c/VC. (fall/spring)

SPANISH

SPAN 101 ELEMENTARY SPANISH I (5)

An investigation of the basics of General American Spanish through in-class lecture, conversation, and practice, as well as out-of-class writing exercises. Chapter tests and attendance serve as the bases for evaluation. Students will acquire knowledge of Spanish vocabulary and structures, as well as skills in applying these to speaking and writing.

SPAN 102 ELEMENTARY SPANISH II (5)

A continuation of SPAN 101 employing the same instructional methodology and assessment criteria. By the end of the 2-semester Elementary Spanish sequence (SPAN 101 and SPAN 102), students will have investigated all of the basic elements of Spanish grammar and will have acquired skills and vocabulary sufficient to successfully engage in comparatively simple conversational transactions. Prereq: Successful completion of SPAN 101 or equivalent, or c/i.

SPAN 201 INTERMEDIATE SPANISH I (4)

Consists of ongoing review, expansion, and elaboration of the vocabulary and structures of the Elementary Spanish sequence. Methodology will include lecture, conversation, and written exercises, as well as an application of learnings to selections from literature in Spanish. Attendance and periodic tests serve as bases for student evaluation. Students will learn to speak and write at a level of expression and sophistication beyond that of the first year. Prereq: Successful completion of SPAN 101 and 102 or equivalent, or c/i.

SPAN 202 INTERMEDIATE SPANISH II (4)

A continuation of SPAN 201, employing the same instructional methodology and means of assessment. By the end of the 2-semester Intermediate Spanish sequence, students will have significantly amplified their vocabulary and will have acquired a deeper understanding of the nuances of Spanish grammar and expression. Prereq: Successful completion of SPAN 201 or equivalent, or c/i.

SPAN 219 DIRECTED STUDY (V 1-5)

Selected topics under faculty supervision. Prereq: c/i, and c/VC.

SPAN 290 INDEPENDENT STUDY (V 1-3)

Directed research or study on an individual basis. Prereq: c/i, and c/VC.

SPAN 301 WRITTEN EXPRESSION WITHIN A CULTURAL CONTEXT (3)

Students will improve their ability to express themselves with greater facility and fluency through increased skill in the manipulation of vocabulary and structures of Spanish. Assessment of student performance will be accomplished through periodic tests, as well as attendance. Prereq: Successful completion of SPAN 202, or c/i.

SPAN 302 PHONETICS & ORAL EXPRESSION (3)

Students will acquire a greater comprehension of the principles governing the pronunciation of General American Spanish, and develop a more authentic pronunciation as they apply their knowledge of the mechanics of pronunciation to oral communication. A secondary area of focus will be upon the improvement of their ability to transmit concepts of pronunciation to others, i.e., periodic oral and written quizzes, as well as attendance. Prereq: Successful completion of SPAN 202, or c/i.

SPAN 303 INTRODUCTION TO THE LITERATURE OF CONTEMPORARY LATIN AMERICA (3)

A study of the representative works by Latin American authors, with emphasis on the 20th Century. Includes an introduction to literary genres. Prereq: SPAN 202.

SPAN 419 DIRECTED STUDY (V 1-5)

Selected topics under faculty supervision. Prereq: c/i, and c/VC.

SPAN 498 SENIOR PROJECT/STUDY ABROAD (V 1-15)

An independent project or thesis closely associated with the student's academic and/or career goals. The project or thesis is subject to approval by the project/thesis advisor. Prereq: Successful completion of at least 9 semester credits of upper division Spanish coursework, or c/i.

Course Descriptions

STUDENT SERVICES

SS 201 STUDENT GOVERNANCE & ACTIVITIES (1)

Review of Student Governance theories spanning elementary processes through higher education. Students are expected to apply theoretical knowledge, outreach to and advise targeted student groups, and plan and implement Western-sponsored activities that address academic, social, cultural, and political concerns of students from all ages. Written exam and lab. Lecture and small group discussions. Prereq: Recognized and official participation in Student Senate.

SS 202 COLLEGE TRANSITIONS-ORIENTATION LEADER (1)

Development of leadership and communications skills through group facilitation workshops, peer advising and tutoring workshops, and confrontation training. Students are expected to demonstrate practical application of small group facilitation skills and effective advising. Evaluation based on field observation. Lecture and small group discussions. Prereq: Recognized and official participation in Orientation Leader program. (fall)

SS 204 PEER TUTORING (3)

Review and application of processes used in small group and individual communication and tutoring. Processes reviewed include individualized education planning, academic skills building, presentation techniques, and information processing models. Students are expected to apply tutoring techniques, present workshops, and assist in staffing the peer tutoring center. Oral presentation and written exam. Lecture and small group discussion. Prereq: Interview with instructor and recommendation of faculty. (fall/spring)

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