

General Information

UMW MISSION STATEMENT

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.

EXPERIENCE ONE

Experience One at The University of Montana-Western is a scheduling model that allows students to apply concepts learned through hands-on experiential activities to their learning in the classroom and in the field. After several years of research and development, Western has found that this process makes learning more interesting, more personal, and allows students to spend more concentrated time with their university professors.

At Western, students typically take one course at a time, 3 hours per day, for 18 days. Students can take four 4-credit courses during both fall and spring semester in four 18-day blocks. This allows students to complete all of their General Education requirements in one year. Subsequently, students are able to better focus on the courses required for their chosen major and minor areas of study.

Most students who have been exposed to Experience One strongly support this learning model. As a first time to college freshman, we are confident that you will enjoy Experience One and that you will find it a highly rewarding educational experience.

TABLE OF CONTENTS

The Montana University System ...Inside Front Cover

General Information

Mission Statement, Experience One.....	1
Accreditation	5
Academic Year Calendar 2004-05.....	6
Nature of the Institution, Constituencies Served, Institutional Philosophy, History of Western.....	9
Location, The Campus.....	10
Code of Conduct.....	11
Rights & Responsibilities	12
School of Outreach.....	15
Honors Program.....	15
Lucy Carson Library & Swysgood Technology Center.....	16
Advising, Education Opportunity Program	17
Definitions	18

Admissions Information

Introduction	24
Freshman Admission	25
Transfer Student Admission	27
International Student Admission	30
Additional Admission Categories.....	31
Previously Earned Credit.....	32
Additional Admission Information.....	33

Financial Aid Information

Introduction	36
Student Financial Aid Programs.....	36
Financial Aid Policies.....	41

Enrollment & Graduation Information

Introduction	44
DAWGS Online Enrollment System	45
Registration Procedures.....	46
Course Schedule Changes.....	47
Registration Policies.....	48
Grades.....	51
Graduation Requirements	53

Tuition & Fees Information

Introduction	58
Tuition & Mandatory Fee Schedules 2004-05.....	59
Mandatory Fee Schedule Definitions	60
Special/Other Fees.....	62
Refund of Fees.....	63
Business Services Policies.....	64
Costs of On Campus Services.....	65

Academic Information

General Education Philosophy Statement.....	68
General Education Program 2004-2005.....	69
Introduction to Academic Degrees	70
List of Degrees Offered at Western	71

College of Arts & Sciences

Introduction.....	74
Bachelor of Applied Science.....	75
Bachelor of Arts	76
<i>Option Areas:</i>	
Environmental Sciences.....	77
Literature & Writing	81
Pre-professional Health Sciences	84
Social Science.....	87
Visual Arts	90
<i>Related Areas:</i>	
Applied Health Sciences.....	86
Applied Mathematical Science	79
Art Studio	92
Biology	79
Business	92
Crafts	92
Creative Writing	83
Environmental Geochemistry	79
Equine Studies	93
Geology	79
Health & Human Performance	86
History	89
Music	93
Political Science.....	89
Pre-Law	89
Psychology.....	89
Society & Culture	89
Sociology	89
Sustainable Natural Resource Management	79
Visual Arts.....	92
Western Culture.....	83
Wildlands Interpretation	80
Wildlands Therapy.....	80
Wildlife Biology	80
Women's Studies	89
Associate of Arts	94
Associate of Science	95

School of Education, Business, & Technology

Introduction	98
Bachelor of Science: Business	99
<i>Option Areas:</i>	
Business Administration.....	101
Computer Technology	101
Equine Studies	101
Health & Fitness Management	101
Industrial Technology Management	102
Tourism	102
Bachelor of Science: Early Childhood Education	103
Bachelor of Science: Elementary Education and Secondary Education Introduction	105
Bachelor of Science: Elementary Education... 110	
<i>Elementary Education Minor:</i>	
Early Childhood Education	112
<i>Elementary Education Option Areas:</i>	
Coaching.....	133
Instructional Technology	113
Mathematics	113
Science	113
Social Science.....	113
Bachelor of Science: Secondary Education 114	
<i>Secondary Education Majors:</i>	
Art K-12	115
Art K-12 Broadfield	116
Biology	117
Business & Computer Applications	118
Business & Computer Applications Broadfield	119
English.....	120
General Science Broadfield.....	121
Health K-12	122
Health & Human Performance K-12	123
Health & Human Performance K-12 Broadfield	124
History	125
Industrial Technology.....	126
Mathematics	127
Mathematics Broadfield	128
Social Science Broadfield.....	129
<i>Secondary Education Minors:</i>	
Art K-12	130
Biology	130
Business & Computer Applications	130
Computer Science K-12	130
Earth Science	131
English.....	131
Health & Human Performance K-12	131
History	131
Industrial Technology.....	131
Library Media K-12.....	131
Literacy K-12	132
Mathematics	132
Music	132
Special Education K-12.....	132
<i>Secondary Education Option:</i>	
Coaching.....	133

Associate of Applied Science:	
Early Childhood Education	134
Associate of Applied Science:	
Natural Horsemanship	135
<i>Options:</i>	
Natural Horsemanship Management.....	136
Natural Horsemanship Science	136

Course Descriptions

Introduction.....	138
2004-05 Course Descriptions (Experience One)....	139
2005-06 Course Descriptions (Begin Fall 2005)....	143
Anthropology (ANTH).....	143
Art (ART).....	143
Biological Sciences (BIO).....	146
Business (BUS)	147
Chemistry (CHEM)	150
Computer Science (COMS).....	151
Drama (DR).....	154
Economics (ECON).....	155
Education (ED).....	156
Educational Opportunity Program (EOP).....	163
English (ENG).....	163
Environmental Science (ENVS).....	167
Equine Studies (EQST)	169
Fine Arts (FA)	171
Geography (GEOG)	171
Geology (GEOL).....	172
Health & Human Performance (HHP)	173
History (HIST)	178
Honors (HON).....	180
Hospitality, Tourism, & Recreation (HTR).....	180
Industrial Technology (IT)	181
Library Science (LIB)	183
Mathematics (MATH).....	184
Music (MUS)	186
Philosophy (PHIL)	189
Physics (PHYS).....	189
Political Science (POLS).....	190
Psychology (PSY)	191
Sociology (SOC)	193
Spanish (SPAN)	194
Student Services (SS).....	194

Directory Information

Administration	196
Faculty	197
Emeriti Faculty	200
Past Chief Executive Officers	201
Affirmative Action Statement.....	201
Disclaimer: Right to Change Information in this Publication	201
Campus Map	Inside Back Cover

ACCREDITATION

UM-Western is a member of:

The American Association of
State Colleges and Universities (AASCU)
and
The American Association of Colleges
for Teacher Education (AACTE)

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)

ACADEMIC YEAR CALENDAR

2004-2005

FALL SEMESTER 2004

COMMON CALENDAR DATES & DEADLINES	
Registration	April 5-August 30
New Student Orientation	August 28-29 Contact the Admissions Office
Deadline to Apply for Fall 2004 Graduation	September 1
1 st \$40 Late Registration Fee Begins	September 2
Fall Semester Weekend Classes Begin	September 10
Labor Day Holiday (University Closed)	September 6
Deadline for Summer 2005 Early-Audit Graduation Application	September 15
2 nd \$40 Late Registration Fee Begins	September 20
Election Day (University Closed)	November 2
Veteran's Day Holiday (University Closed)	November 11
Registration for Spring Semester 2005 Begins	November 15
Thanksgiving Recess (No Classes)	November 22-26
Thanksgiving Holiday (Offices Closed)	November 25-26

TERM-SPECIFIC DATES & DEADLINES					
	Full Semester	Block 1	Block 2	Block 3	Block 4
Classes Begin	Aug 30	Aug 30	Sep 27	Oct 25	Nov 29
Deadline to Register or Add Classes	Sep 13	Aug 31	Sep 28	Oct 26	Nov 30
Deadline to Drop a Class ² – No Record of Enrollment	Sep 17	Aug 31	Sep 28 ¹	Oct 26 ¹	Nov 30 ¹
Deadline to Drop a Class (“W” recorded) or Change to/from Audit Status	Oct 22	Sep 3	Oct 1	Oct 29	Dec 3
Deadline to Withdraw from College (Drop ALL ² classes)	Dec 3	Sep 10	Oct 8	Nov 5	Dec 3
Fall Semester Final Exams	Dec 15-17 & 20-21	Announced by Instructors			
Fall Semester Ends	Dec 21	Sep 22	Oct 20	Nov 19	Dec 21
Final Grades Due in Registrar's Office	Dec 27	Sep 26	Oct 24	Nov 21	Dec 27

¹ Only if student drops AND adds another Experience One class; September 20 if not adding

² Students may NOT Drop/Withdraw from any class that has ended

Late fees are charged for approved action taken after published deadlines

ACADEMIC YEAR CALENDAR

2004-2005

SPRING SEMESTER 2005

	COMMON CALENDAR DATES & DEADLINES
Registration	November 15-January 10
Deadline to Apply for Spring or May Interim 2005 Graduation	January 1
New Student Orientation	January 10 Contact the Admissions Office
1 st \$40 Late Registration Fee Begins	January 14
Spring Semester Weekend Classes Begin	January 15
Martin Luther King, Jr. Day Holiday (University Closed)	January 17
2 nd \$40 Late Registration Fee Begins	January 31
President's Day Holiday (University Closed)	February 21
Spring Break (No Classes)	March 7-11
Deadline for Fall 2005 Early Audit Graduation Application	March 15
Registration for May Interim, Summer, & Fall Semester 2005 Begins	April 4
University Day (No Classes)	April 7-8
Deadline to Apply for Summer 2005 Graduation	May 1
Deadline for Spring & May Interim 2005 Early Audit Graduation Application	May 1
108 th Annual Commencement	May 7

	TERM-SPECIFIC DATES & DEADLINES				
	Full Semester	Block 5	Block 6	Block 7	Block 8
Classes Begin	Jan 10	Jan 10	Feb 7	Mar 14	Apr 11
Deadline to Register or Add Classes	Jan 24	Jan 11	Feb 8	Mar 15	Apr 12
Deadline to Drop a Class ² – No Record of Enrollment	Jan 28	Jan 11	Feb 8 ¹	Mar 15 ¹	Apr 12 ¹
Deadline to Drop a Class (“W” recorded) or Change to/from Audit Status	Mar 4	Jan 14	Feb 11	Mar 18	Apr 15
Deadline to Withdraw from College (Drop ALL ² classes)	Apr 15	Jan 21	Feb 18	Mar 25	Apr 22
Spring Semester Final Exams	Apr 28-29 & May 2-4	Announced by Instructors			
Spring Semester Ends	May 4	Feb 2	Mar 3	Apr 6	May 4
Final Grades Due in Registrar's Office	May 9	Feb 6	Mar 6	Apr 10	May 9

¹ Only if student drops AND adds another Experience One class; September 20 if not adding

² Students may NOT Drop/Withdraw from any class that has ended

Late fees are charged for approved action taken after published deadlines

TENTATIVE ACADEMIC CALENDAR MAY INTERIM/SUMMER SESSION 2005

COMMON CALENDAR DATES & DEADLINES	
Deadline to Apply for Summer 2005 Graduation	May 1
Deadline for Spring & May Interim 2005 Early Audit Graduation Application	May 1
Memorial Day Holiday (University Closed)	May 30
Independence Day Holiday (University Closed)	July 4

	TERM-SPECIFIC DATES & DEADLINES			
	2005 May Interim	2005 Summer Session		
		1st 4-Weeks	Full 6-Weeks	2nd 4-Weeks
Registration	Apr 4-May 9	Apr 4-Jun 13	Apr 4-Jun 13	Apr 4-Jul 11
Orientation		Jun 13	Jun 13	Jun 13
Classes Begin	May 9	Jun 13	June 13	Jul 11
\$40 Late Fee (Registration/Fee Payment) Begins	May 11	Jun 15	Jun 15	Jul 13
Deadline to Register or Add Classes	May 13	Jun 17	Jun 17	Jul 15
Deadline to Drop a Class – No Record of Enrollment	May 13	Jun 17	Jun 17	Jul 15
Deadline to Drop a Class (“W” recorded)	May 20	Jun 24	Jul 1	Jul 22
Deadline to Withdraw (Drop ALL Term Classes)	May 27	Jul 1	Jul 8	Jul 29
Term Ends	Jun 3	Jul 8	Jul 22	Aug 5
Final Grades Due in Registrar’s Office	Jun 6	Aug 8	Aug 8	Aug 8

Late fees are charged for approved action taken after published deadlines

NATURE OF THE INSTITUTION

The University of Montana-Western (UMW) is an innovative four-year public institution located in the beautiful Beaverhead Valley of southwestern Montana. Western is a comprehensive university with programs that emphasize active, hands-on experiential learning. To better facilitate this type of learning, Western is transitioning to Experience One scheduling where students take a single course at a time, typically four courses per semester, each course lasting for about 18 instructional days over three and one-half weeks. This scheduling format will be used for all first-time, full-time, four-year degree seeking freshman students beginning Fall 2004 and will be used for all students in all on-campus programs beginning Fall 2005.

Excellence in undergraduate instruction is the primary goal of the University, enhanced by close student-faculty relationships and fine teaching facilities and environment. Public service and research, by faculty, staff and students, contribute to the broader mission of the institution. Western has programs in the arts and sciences, teacher education, early childhood education, business, equine studies, and tourism.

CONSTITUENCIES SERVED

The primary reason for Western's existence is to serve the educational needs of Montana citizens, businesses, and other organizations. Western serves people of all ages, from infants to senior citizens, through programs offered on its campus by the University or by other affiliated organizations. Students enrolled in Western's courses and programs are both traditional-aged recent high school graduates and nontraditional-aged students. Increasing numbers of out-of-state students add to campus diversity and greatly contribute to making Western a more interesting place to obtain a university degree while participating in abundant extracurricular activities.

INSTITUTIONAL PHILOSOPHY

Western believes that learning is best accomplished by having students, with the skilled and knowledgeable guidance of its professors, engaged in authentic learning activities within each academic discipline. For this reason, Western's academic programs feature many opportunities for field experiences, laboratories, projects, and internships.

By fostering hunger for knowledge, appreciation for differences in people and ideas, and pride in creative and technical achievements, Western provides a foundation for lifelong personal growth and productivity. 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. Graduates are prepared to be good citizens as they contribute positively to social structure and the economic vitality of the communities in which they reside.

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.

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. The 1965 Legislature changed the name of the institution to Western Montana College effective July 1, 1965.

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. A Bachelor of Arts degree with multiple option areas was authorized by the Board of Regents in 1991 with five thematic areas: Environmental Sciences, Literature & Writing, Pre-professional Health Sciences, Social Science, and Visual Arts.

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.

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, an online Bachelor of Science in Early Childhood Education, and a Library Media K-12 Minor offered in collaboration with The University of Montana-Missoula were approved by the Board of Regents beginning Fall 2003.

An Associate of Applied Science degree in Natural Horsemanship was approved by the Board of Regents effective Fall 2004. Also beginning Fall 2004, Western is transitioning to Experience One for all first-time baccalaureate-seeking freshmen. In this new scheduling model, students enroll in one class at a time for 18 days, typically enrolling in four courses during a given semester. The campus will undergo a full transition to Experience One beginning Fall 2005.

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 enjoys 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 to 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.

CODE OF CONDUCT

The Student Conduct Code, embodying the ideals of academic honesty, integrity, and responsible citizenship, governs all academic work and student behavior 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 and the Dean of Students is responsible for its administration.

RIGHTS & RESPONSIBILITIES

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.

Equal Opportunity

Students are assured the protection of all rights guaranteed by the Montana and United States 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, (406) 683-7565, or the Affirmative Action Officer, Business Services, (406) 683-7101, within 60 calendar days of the alleged discrimination.

Students with disabilities seeking services from the University should notify the Student Life Office as soon as possible regarding their disability so that services and access can be determined in a timely fashion.

Understanding One's Rights & Responsibilities

Students are responsible for making informed enrollment decisions and for understanding and complying with the material in this Catalog and in the Student Handbook that details policies and standards of student conduct. Students are also 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.

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.

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 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 Western students. 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 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

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

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 United States 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:

1. 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
2. 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)
3. in compliance with a judicial order or any lawfully issued subpoena, upon condition that the student is notified in advance of compliance
4. in connection with a student's application for or receipt of financial aid

SCHOOL OF OUTREACH

Main Hall 215
(406) 683-7537
Toll Free (866) 799-9140

The School of Outreach embodies The University of Montana-Western's mission of serving citizens of all ages with academic, community-service, and lifelong-learning programs. Outreach programs extend beyond traditional university course offerings to provide students with more choices, to promote professional development, and to serve community interests. Credit, non-credit, grant-funded, self-supporting, and sponsored programs are offered at locations on- and off-campus, as well as sites linked by technology. Outreach programs use alternative schedules that allow students to take classes at night, on weekends, during May Interim, or during Summer Session. The School of Outreach also offers all of the University's online courses.

The School of Outreach issues a bulletin of course offerings three times a year—July, December, and April. These issues correspond with the Fall, Spring, and May Interim/Summer Sessions, respectively. The bulletin is supplemental to the campus class schedule and is of interest to students seeking to accelerate their studies, enroll in an online course, pursue a professional development opportunity, or just have fun.

Outreach programs are not limited to offering supplemental college courses. Other programs administered through the School of Outreach include the Birch Creek Outdoor Education Center, Educational Opportunity Program (EOP), Elderhostel, and Math Science Upward Bound (MSUB). The School of Outreach also facilitates remote delivery of the Child Development Associate (CDA) program to eight Montana communities, early childhood education baccalaureate across the state, Indian Teacher Education Program (ITEP) to Salish Kootenai College, and secondary education endorsement and education studies associate programs to Butte.

HONORS PROGRAM

Dr. Eric Dyreson, Honors Program Chair
(406) 683-7275

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 one another well, engage in service learning activities, and present their work to the seminar as well as to 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.

Completed Honors applications should be returned to:

UM-Western Box 85
710 S Atlantic
Dillon MT 59725-3598

LUCY CARSON LIBRARY & SWYSGOOD TECHNOLOGY CENTER

James E. Short Administration Building
(406) 683-7541

The mission of the library and technology center is to create an information and technology literate lifelong learner while at the same time changing the way faculty teach, students learn, and staff work.

Information is no longer limited to a collection of volumes found on musty library shelves. Accessing information is not limited to specific times. Helping students access this information is the goal of the Lucy Carson Library and Swysgood Technology Center staff.

Another goal is to help foster information literate life-long learners who are ready to meet the challenges of this new century. Here is a world of information beyond the confines of the library walls, and the Carson Library and Swysgood Center are here to help students connect to this new world.

The facilities offer:

- an excellent balance between group and quiet study
- soft and comfortable furniture
- food and drink friendly environments with our coffee shop and eatery
- wireless Internet accessibility
- digital resources in all curricular subjects as well as a quality print and media collection
- on-campus and off-campus accessibility of these resources
- digital services such as electronic reserves and interlibrary loan
- library web portals
- information navigation instruction

Through the Swysgood Center, students' intellectual welfare and customer service are the focus, providing the latest technology, media, and duplication services.

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 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.

ADVISING

Academic advising is an integral part of Western's larger mission of educating students. It is a systematic and developmental process that assists students in achieving educational and career goals.

As students first attend Western, summer advising staff assist the student in the selection of classes for the student's first semester. Upon declaration of a major, students are assigned a faculty advisor from their major. Faculty advisors help students choose classes for subsequent semesters at Western, help with paperwork and degree audits, assist the student in understanding University policies and assist the student with educational and career goals.

Additionally, some students may be eligible for academic services through Western's Educational Opportunity Program.

EDUCATIONAL OPPORTUNITY PROGRAM

Main Hall 216
(406) 683-7322

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

EOP is a U.S. Department of Education grant-funded TRIO project. Students are eligible for EOP if they meet one of the following criteria:

- meet low income guidelines
- neither of the student's parents has completed a four-year college degree
- student has a documented disability

A need for academic support is another key eligibility factor.

DEFINITIONS

Grade Point Average (GPA) & Grades

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:

<u>Grade</u>		<u>Grade Points Earned Per Credit</u>
A	Excellent	4
B	Above Average	3
C	Average	2
D	Below Average	1
F	Failure	0

The following grade symbols do not earn honor points and are not used in GPA calculation: W, R, I/INC, AU, P/F/NP, S, U, 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 course work detail to UM-Western student academic records; only the UM-Western GPA is calculated on records of these students.

Official Transcripts

The term "official" in reference to academic credentials indicates the documents are forwarded directly to Western by the school principal, college registrar, or originating agency. Faxed copies or copies stamped "Issued to Student" are not considered official records. An official transcript must bear an official signature, stamp, or seal.

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

Conditionally Admitted Student

A student who does not 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

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 Interim/Summer Session 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

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 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

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	<i>cum laude</i>
3.65-3.84	<i>magna cum laude</i>
3.85-4.00	<i>summa cum laude</i>

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.

Rush Jordan Cup: awarded annually to the male Senior ranked first in his class
Zella K. Flores Cup: awarded annually to the female Senior ranked first in her class

International (Foreign) Student

A student who is a citizen of a country other than the United States

Non-Resident Student

A student who is classified as an out-of-state resident for MUS fee payment purposes

Part-Time Student

A student attempting less than 12 credits during a regular semester

Probationary Student

A student who is having academic difficulty, and who has been conditionally allowed to return to UM-Western to improve his/her academic standing

Resident Student

A student who is classified as a Montana resident for MUS fee payment purposes

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 at that institution

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. 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. Minimum score information can be found at the University website.

Credit by Exam

Credit by Exam 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 credit by exam. Regular tuition and fees are charged for exams. Credit earned through exam is graded "P" (Pass).

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. 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 "P" (Pass) grades. Contact the Registrar for more information. Minimum score information can be found at the University website.

Course

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

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/F/NP" 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 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 must be filed in the Registrar's Office before a student is allowed to enroll in a Directed Study course.

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.

Hold

A hold is temporary designation on a student's record indicating the need for that student to rectify specific deficiencies in their file. A hold prohibits the student from gaining access to their account, registering for classes, viewing grades, obtaining transcripts, or other requests for service until the deficiency is fulfilled.

Honors Endorsement for Graduation

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 returned to the Registrar's Office together with graduation application materials.

Independent Study (IS)

An Independent Study is individual coursework that extends beyond the scope of the listed catalog courses. An approved Independent Study contract 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 Bachelor of Science degrees. The Major consists of required courses. Transfer students must complete a minimum of 15 credits of approved resident study in the Major.

Major, Broadfield (BS)

A combination of courses constituting a program of not less than 40 semester credits in the BS: Secondary Education degree, 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.

Minor (BS)

A Minor is a prescribed combination of courses in the Bachelor of Science degrees constituting a program of lesser concentration than the Major. The Minor consists of required courses. Transfer students shall complete a minimum of 10 credits of approved resident study in the Minor.

Nontraditional Courses/Credits

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.

Option Area (BA, BS, BAS)

A prescribed combination of courses that constitute a thematic program of study designed to provide the student pursuing the degree with a broad but rigorous background preparing them for future employment or educational endeavors.

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 Bachelor of Arts degree Option Area.

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 is based upon information provided on the Board of Regent's *Residency Questionnaire*. Contact the Registrar's Office for the MUS Regent's Residency Policy and the *Residency 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 (32 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 32 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. A minimum of 12 credits earned and attendance for the full semester are necessary to establish a semester of residence.

Substitution (Course)

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 Request* forms are available at the Registrar's Office. Generally, students should complete and file a *Course Substitution/Waiver Request* form whenever they complete a course that deviates from course degree requirements outlined in their effective catalog.

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.

Teacher Education Program (TEP)

The Teacher Education Program is the professional education program offered through Western's Education Department. Education degree-seeking students must purchase a copy of the Education Handbook, which explains processes necessary for admission into 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 UM-Western 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.

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 five working days after receipt of the request. A \$3.00 processing fee is charged for each transcript requested. Students who request overnight postal service, FAX 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 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 and the appropriate academic officer. Students waiving a course do not receive course credits. *Course Substitution/Waiver Request* forms are available at the Registrar's Office.

Ashley Shillcox

Green River, Wyoming
BS: Business, Tourism Option

Why did you choose Western?

I transferred to Western from Western Wyoming Community College, where I did a project that involved researching small universities in the west. Based on that research, I concluded that Western had the best environment to learn in based on my values as a student from a small community college. The size of the school, its great reputation, and its beautiful location were all positive factors.

Why attend Western?

Anyone considering Western should visit the school and meet with the people. It's so easy to get involved in any club and the people welcome you with open arms all the time, whereas at a larger university it's hard to get to know classmates and professors, and can be difficult to be involved in clubs on the campus. The community is so great around Dillon and the scenery is too beautiful to describe. Also, the cost of living for me has been lower than at larger universities and Dillon is in a great location to larger cities where you can have the bigger city atmosphere and the small close community all in one!

Favorite things to do?

Skiing, hiking, and I love Montana because there are great outdoor activities so close together.

ASUMW President 2004-05, Senator 2003-04
Wyoming Assoc. of Broadcasters Honor Scholarship
Western Undergraduate Exchange
John Braut Student Senate Honor Scholarship
Business Club Member
Dean's List

Admissions Information

INTRODUCTION

Admissions Office
James E. Short Administration Building
710 S Atlantic
Dillon MT 59725-3598
(406) 683-7331
Toll Free (866) 869-6668
Email: admissions@umwestern.edu
Website: www.umwestern.edu

The Admissions Office at UM-Western provides accurate, timely, and consistent information about Western to prospective students through the highest quality presentations, publications, and personalized service possible. In meeting its mission, the department helps further the institutional strategic plan by increasing enrollment, diversity in the student body, retention, and positive public image and perception. Ultimately, the goal is to make sure the process of applying to Western runs smoothly and meets the needs of all students.

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.

Campus Visits

Visiting the campus is an important step in selecting a college or university. The Admissions Office arranges individualized campus visits Monday through Friday. Campus visits, guided by Western Student Ambassadors, 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 arranging a visit one week in advance 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 three meals are provided while visiting campus, compliments of Western.

Admissions Standards

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. 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

FRESHMAN ADMISSION

Freshman Application Process

1. Submit a completed *Montana University System Uniform Application for Admission* form, available from Montana High School guidance counselors, or from the Admissions Office at Western, or log on to www.umwestern.edu and click on "Apply Online".
2. Submit a \$30 non-refundable application fee.
3. Submit a final official high school transcript or GED report.
4. Submit an ACT or SAT I test score report.
5. Complete the High School Self-Report Form included with the application.
6. Submit proof of two measles, mumps, and rubella (MMR) immunizations.

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.

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
2. high school Grade Point Average of 2.50 or higher
3. rank in the upper half of their high school graduating class

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

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.

Montana Board of Regents College Preparatory Curriculum

1. four years English
2. three years Mathematics including Algebra I, Geometry, and Algebra II or higher
3. three years Social Studies including one year Global Studies, one year United States History, and one other third year course
4. two years laboratory science
5. two years chosen from the following:
 - 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

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:

- 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)
- 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 one of the following:

- High School Equivalency Certificate based on the GED exam
- satisfactory performance on the ACT or SAT I, ACT Asset, or COMPASS examinations

Mathematics Proficiency Standard

In addition to the admissions requirements, any student seeking admission to The University of Montana-Western must satisfy a mathematics proficiency standard:

1. For Fall 2004 and Fall 2005, students must earn a minimum mathematics (quantitative) score of one of the following:
 - 16 on the ACT
 - 390 on the SAT
 - Score of 3 or above on the AP Calculus AB or BC Subject Examinations
2. For Fall 2006, students must earn a minimum mathematics (quantitative) score of one of the following:
 - 17 on the ACT
 - 420 on the SAT
 - Score of 3 or above on the AP Calculus AB or BC Subject Examinations
3. For Fall 2007 and the following years, students must earn a minimum mathematics (quantitative) score of one of the following:
 - 18 on the ACT
 - 440 on the SAT
 - Score of 3 or above on the AP Calculus AB or BC Subject Examinations
4. In lieu of the indicators set out in 1, 2, and 3 above, students may offer CLEP Subject Examinations in selected topics (College Algebra, College-Algebra-Trigonometry, Calculus or Trigonometry) if their score on the examination meets or exceeds the ACE Recommended Score for Awarding Credit of 50 in 2003.
5. Alternatively, students may be excused from any testing in mathematics and deemed proficient if they complete a Rigorous High School Core including four years of mathematics in high school (Algebra I, II, Geometry, and a course beyond Algebra II, with grades of C or better in all courses).

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) or are 21 years of age
- 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)

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.

TRANSFER STUDENT ADMISSION

Requirements

1. Submit a completed *Montana University System Uniform Application for Admission* indicating the applicant's intended program of study at Western.
2. Submit a \$30 non-refundable application fee.
3. Submit official transcripts from ALL colleges/universities previously attended.
4. Submit proof of two measles, mumps, and rubella (MMR) immunizations.

What the student can expect from Western

After a student's file is complete with ALL information listed above, Western will provide new transfer students with written notification of the following:

1. total credits accepted at Western
2. the GPA of the transfer courses that have been accepted
3. the student's classification and academic standing at Western based upon accepted coursework
4. a completed *Transfer Evaluation Sheet* indicating how accepted transfer courses will apply to the applicant's UMW program of study
5. a listing of remaining/uncompleted coursework that must be taken at Western

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.

Transfer Student Policies

Credits Accepted for Transfer

The following policies guide Western's decisions as to whether transfer courses or credits are accepted for transfer:

1. Coursework and credits must be college-level and applicable to a degree at the transfer institution.
2. Courses must have been taken at a regionally accredited college/university in the United States. Coursework from foreign institutions is evaluated on a case-by-case basis; foreign credentials must be officially translated to English as part of the admissions process.
3. All transfer course credits will be converted to semester credits.
4. There are no limitations on transfer credits if transferred from a four-year regionally accredited post-secondary institution or from a two-year Technology institution. Note that no upper-level credit will be awarded from a two-year institution.
5. Approved courses that are passed with grades 'A' through 'D', plus 'P' or 'S' grades, will be accepted for transfer to Western. However, students transferring to Western must maintain an overall GPA of 2.00 while at Western. In addition, some academic programs at Western do not accept a grade of "D" in the Major, Minor, Option, or Related Area.
6. New transfer students who hold baccalaureate, Associate of Arts, or Associate of Science degrees from regionally accredited institutions are generally exempted from completing the General Education program at Western. Students who are awarded honorary degrees or degrees that are issued under "special conditions" must meet Western's General Education requirements. Students who complete a General Education program at one unit of the Montana University System are deemed to have completed the General Education program at Western.

Credits Used to Meet Requirements (Transfer Credits)

The following general policies guide Western's decisions as to how an accepted transfer course can be used to meet requirements for UM-Western degrees or programs:

1. To be applied to a degree at Western, the transfer course content must be similar or equivalent to the required UM-Western course, or the transfer course must be an acceptable elective.
2. The number of course credits must be similar, e.g., 3 vs. 4 credit differences are acceptable, 2 vs. 4 credits are not; students can take Independent Study or Directed Study to make up credit deficiencies.
3. Course level must be similar, e.g., a 100-200 level course from the transfer institution may not be used to meet a 300-400 level requirement at Western.
4. Courses must be successfully completed with grades of "C" or better; grades of "S", "P" and "D" are accepted but with limited application; department and/or division approval is required.
5. Some courses may need further evaluation as to their applicability toward a given major. A substitution/waiver may need to be approved by the appropriate academic department and Dean. Courses subject to this further review and substitution/waiver will need more time for certification than the 20 working days.
6. All transfer students must successfully complete at least one-fourth (25%) of the course work required for a degree while in residence at Western. A majority of courses required in the Major and/or Minor must be taken at Western and generally these courses must be the last courses taken prior to graduation.
7. No student will graduate from Western with less than a 2.0 institutional GPA; however, some degree programs require a higher minimum GPA.
8. Western's Registrar will record only summary transfer course data on a transfer student's UM-Western academic record. "Summary" information includes the name of the transfer institution, dates of enrollment, total college-level degree-applicable credits earned, plus attempted GPA hours, grade points earned, transfer institution GPA, and total hours attempted.
9. Only the UM-Western GPA appears on a student's transcript although total hours earned will reflect all credits earned at Western and those accepted from other colleges attended. All courses attempted at all institutions attended will be used to calculate a cumulative GPA for purposes of determining eligibility for top student in the UM-Western graduating class, athletic eligibility according to NAIA regulations, and/or instances where third parties authorized to have such information request such a calculation.
10. Limitations on Transfer Credits

Maximum transfer credits Western will apply toward degree	If transferred from 4-Year College/ University	If transferred from 2-Year/Technology School
Associate Degree (64 credits)	48 semester credits	48 semester credits
BAS, BA, Non-Education BS Degree (120 credits)	90 semester credits	60 semester credits ¹
BS Education Degree (128 credits)	98 semester credits	64 semester credits ¹

¹ No upper-level credit awarded

11. Students who complete General Education program requirements for a degree at an accredited university are deemed to have completed the General Education program at all units. Certification is required if the transfer student did not graduate with a baccalaureate degree or an AA/AS degree.

Appeals

Appeals regarding the acceptance of credits should be directed to the University Registrar. Questions or appeals concerning the application of courses or credits to a specific degree or program of study should be directed to the academic administrator.

Residency Classification

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 one of the following:

- a lifelong resident of Montana or a recent graduate of a state-approved high school in Montana
- 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 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 is 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 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 Montana University System 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 [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]
- leaving the State of Montana and being away for long periods of time (20 days or more) during the 12-month residency establishment period

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 claims made on the Residency Questionnaire. Petitions for in-state status are available at the Registrar's Office.

INTERNATIONAL STUDENT ADMISSION

Requirements

Western welcomes the cultural and academic stimulation international students bring to its campus. Students from other countries who have completed a 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.

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

1. **Application Form:** available from the Admissions Office or online at www.umwestern.edu.
2. **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.
3. **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.
4. **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.

Evaluations of credit may not reflect actual college credits accepted by Western. Allow 8-12 weeks for the evaluators 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

5. **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.
6. **Medical History Report:** each applicant must provide a physician-validated record showing immunization for diphtheria, tetanus, polio, measles, mumps, rubella (two doses of measles, mumps, and rubella 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.
7. **Submit proof of a valid visa.**

If admitted, the applicant will receive an international student acceptance packet containing a letter of acceptance, an evaluation of transfer credit, an *Application for International Student Scholarship*, and an I-20 form needed to obtain an F-1 student visa.

When to Apply

All of the above requirements 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

ADDITIONAL ADMISSION CATEGORIES

Former Student Re-Admission

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

1. Submit a completed *Application for Readmission*.
2. Submit official copies of transcripts from all institutions attended since last enrolled at Western.
3. Proof of measles, mumps, and rubella (MMR) 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, mumps, and rubella (MMR) 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 a completed *Montana University System Uniform Application for Admission* form, available from Montana High School guidance counselors or contact Western's Admissions Office.
2. Submit a \$30 non-refundable application fee.
3. Submit a letter of recommendation from the 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 the Admissions Office.
5. Submit proof of two measles, mumps, and rubella (MMR) immunizations.
6. Submit written approval from the applicant's parents/guardians.

Early Admission students may enroll in a maximum of 6 credits per semester. Final grades for Early Admission students are withheld pending receipt 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 admission 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 admission program.

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.

PREVIOUSLY EARNED CREDIT

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.

Credit by Exam

Credit by Exam 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 credit by taking an exam. Regular tuition and fees are charged for credit by exam. Credit earned through institutional challenge is graded "P" (Pass).

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

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 the exam.

Students may not test out of 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 receive credit by exam. Only degree-pursuing students enrolled in a regular curriculum may request credit by exam. The standard fee will be charged for each credit attempted or earned through this process. Course 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 United States 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 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 Western's Tech Prep Coordinator, (406) 683-7011.

ADDITIONAL ADMISSION 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 one 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 #2b 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

4. With the exception noted in #5 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).
5. The requirements of #4 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 two doses of live measles vaccine; a student to whom this paragraph applies needs to have only one dose of live measles vaccine rather than two.
6. 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.

General Equivalency Degree (GED)

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.

Western Undergraduate Exchange (WUE)

Western participates in the Western Undergraduate Exchange, 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 the Admissions Office. Montana residents interested in information about WUE programs in other states may contact one of the following:

Certifying Officer for Montana
WICHE Student Exchange Program
2500 Broadway, Helena MT 59620-3101
(406) 444-6570

WICHE Student Exchange Program
PO Drawer P
Boulder CO 80301-9752
(303) 497-0210

Katie Weaver

Missoula, Montana
BS: Elementary Education

What influenced your decision to attend Western?

From a young age I knew I wanted to be a teacher, there was really no question in my mind. As I began to look at colleges, Western was at the top. My senior year I was recruited by Western to play volleyball and it sealed the deal. Western was a perfect fit of educational and athletic opportunities as well as a small town with unlimited outdoor recreational opportunities.

Favorite memories of Western?

Beyond question my best memories of Western are my friends and the good times we had. My closest friends all played volleyball so we spent the majority of our time together. It was a strange phenomenon, but when I left Dillon for weekends or holidays I was always anxious to be back among my friends. Dillon being a small town we had to be creative to have fun. I also did a lot of exploring; there are unlimited back roads leading to the most amazing vistas and primitive areas.

Favorite people at Western?

Outside of my friends, I had some dynamic teachers, especially in my education methods classes. Clara Beier and Julie Maloney both had direct influence upon me professionally and personally. Clara taught me how to be a compassionate teacher while maintaining high expectations of my students. From Julie I learned to find beauty in all students' artwork and how truly therapeutic for my students as well as me the process of creating it is. Both of these professors taught by example.

Favorite faculty member at Western?

My advisor, Dr. Krank took a real interest and helped me through many difficult times. He encouraged me to student teach in New Zealand, and is still important in my life four years after graduating.

Favorite staff member at Western?

Cindy Bennett, the assistant volleyball coach, was also a life saver. Many times I was torn apart due to situations beyond my control and she kept me focused and motivated.

Honors since leaving Western?

I received a full scholarship as a Colorado educator for the Colorado Outward Bound Wilderness Leadership 23-day trip. I am currently attending graduate school at the University of Idaho, where I received a teaching assistantship with a tuition waiver and teaching stipend.

Volleyball All Conference
Volleyball Academic All-Conference
Frontier Conference Play of the Week
Top Ten Scholar

Financial Aid Information

INTRODUCTION

Financial Aid Office
James E. Short Administration Building
710 S Atlantic
Dillon, MT 59725-3598
(406) 683-7511

The Financial Aid Office ensures that Western students have the financial support necessary within the boundaries of state and federal regulations to achieve their academic goals. Financial Aid at Western follows the pre-established federal guidelines that govern all financial aid transactions for institutions of higher education. Students should make sure that they understand all requirements for residency.

STUDENT FINANCIAL AID PROGRAMS

Grants

Federal Pell Grant

Federal Pell Grants are awarded to undergraduate students who have not earned a bachelor's or professional degree. Pell eligibility is determined by a formula developed by the U.S. Congress and is applied consistently to all applicants using the information reported in the FAFSA.

Federal Supplemental Education Opportunity Grant (FSEOG)

This grant is available to a limited number of undergraduate students with exceptional financial need. Priority is given to students who receive Pell Grants.

Baker/MTAP Grant, Montana Higher Education Grant, Access Grant

To qualify for this grant, a student must be a Montana resident, be eligible for financial aid, be enrolled as at least a half-time undergraduate student, and have substantial financial need. There is also a work requirement for students receiving this grant. They must have at least \$2,750 in earnings from work for the previous tax year.

Loans

Federal Perkins Loan

A Federal Perkins Loan is a low-interest (5%) loan for students with financial need. The school is the lender. A typical award at Western is \$1,500/year. Repayment of the loan is deferred while the borrower is enrolled at least half-time in an approved institution of higher education. Interest begins to accrue and repayment starts nine months after the borrower ceases to be enrolled at least half-time. Repayment may be extended over a maximum of ten years. Under certain circumstances the Perkins Loan can be cancelled. Information regarding loan cancellation and deferment is available in the Financial Aid Office.

Federal Stafford Loan

Federal Stafford Loans are low-interest loans (variable interest for new borrowers) made by some banks, savings and loan associations, and credit unions to students attending school at least half-time. Students must complete the FAFSA as well as a promissory note to receive this loan.

Repayment of the Stafford Loan begins six months after the student graduates, leaves school, or drops below half-time. Students have up to ten years to repay.

Stafford loans are either subsidized or unsubsidized, and a student may receive both types for the same enrollment period. Unsubsidized Stafford Loans are not awarded on the basis of financial need. The student is responsible for the interest from the

time the loan is disbursed. A student can request that the interest be accrued and capitalized, that is, the interest will be added to the principal of the loan. No principal payments are due during school or deferment periods. A subsidized Stafford Loan is awarded on the basis of financial need. The student will not be charged any interest before beginning repayment.

Annual Loan Limits

First year \$2,625 – 6,625
Second year \$3,500 – 7,500
Third, fourth, fifth year \$5,500 – 10,500

Aggregate Loan Limits

Undergraduate \$23,000 – 46,000 (varies with dependency status)

Federal PLUS Loan

Federal PLUS loans are unsubsidized loans made to parents of dependent students. Parents may borrow the cost of attendance less other financial aid. Interest is variable. Federal PLUS borrowers generally must begin repaying both principal and interest within 60 days after the loan is disbursed.

Retention Loan Scholarship

A short-term retention scholarship revolving loan fund was created from federal funds allocated by the Governor to the Montana University System and then allocated to Western. The fund is to be used to provide educational scholarship loans to selected students. A scholarship loan to a recipient may not exceed \$1,000 per school year for an undergraduate student and may not be made to a student for more than six years. A scholarship loan may not exceed the cost of attendance as determined by the Financial Aid Office.

An applicant for a retention scholarship loan must be a resident of Montana, enrolled or eligible for enrollment as a full-time student in a degree program, have a minimum of a 2.00 GPA (cumulative and/or prior semester), and have an EFC range from \$3,500-7,500.

The recipient must at all times continue to be enrolled in at least 12 semester credits and in good academic standing at Western.

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

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.

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. 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 ten 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. 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

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 pre-registered for the next academic year, have completed a summer work study application available from the Financial Aid Office, have a completed financial aid file for the next academic year, and have documented financial need for the next year.

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, tuition, and out-of-state fees to a limited number of regularly enrolled undergraduate and graduate students who meet prescribed criteria. **Fee waivers do not waive mandatory fees.**

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, tuition, 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.

Dependents of Montana University System Employees Fee Waiver

Dependents of a Montana University System employee are eligible for a 50% reduction of residential tuition. The guardian must have completed five years of employment at three-quarter (3/4) time or more without a break in service. Employees utilizing employee tuition waivers are not eligible for a dependent partial fee waiver. For each qualifying employee, only one dependent may utilize the dependent partial tuition fee waiver in an academic term.

Montana University System Honor Scholarship

This scholarship waives tuition and is awarded to top graduating seniors in Montana by the Board of Regents. Students must submit the form received from the Regents to Western's Financial Aid Office for activation of this scholarship.

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 bona fide 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.

Senior Citizens Fee Waiver

To be eligible for the Senior Citizen Fee Waiver, individuals must be 62 years of age or older, provide a copy of a 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.

University of Montana Employees Fee Waiver

University of Montana employees must be in-state residents employed at least three-quarter time on the date of registration and for the entire semester. Employees receiving a fee waiver must have approval of the department head.

Veterans Fee Waiver

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 bona fide 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, and/or on location during either the Lebanon, Grenada-Panama, or Persian Gulf Conflicts.

Other Fee Waivers

There are several other fee waivers including war orphans, dependents of prisoners of war, and surviving spouse or children of any Montana firefighter or peace officer killed in the line of duty. Contact the Financial Aid Office for details.

Scholarships

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 one and one-half (1½) times the tuition for resident students plus all other fees applicable to all students. Contact Admissions for more information on WUE Scholarships.

Scholarship Recipients

Many scholarship recipients are required to maintain higher scholarship standards than described 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.

Other Programs Available To Students

In addition to the financial aid programs described on the preceding pages, other funding sources are 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 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 Veteran's Administration 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, regularly attend classes, and pursue a final objective. For information and applications, contact Western's VA Coordinator, or the Veterans' Administration Office, Fort Harrison MT 59636, 800-332-6125.

A fee waiver is available for students who have exhausted 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.

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 students an opportunity 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.

Shonda Love Richardson

Dillon, Montana

BA: Social Science, History Related Area

Where did you live before coming to Western?

I grew up in Dillon and married an Air Force pilot, so I have lived in Texas, Arizona, and Idaho in recent years.

What influenced your decision to come to Western?

I had attended Western my sophomore year of college, so I was familiar with its programs, faculty, and staff. My husband, Ryan, was sent on a one-year assignment to Korea, so I decided to take the opportunity to return to Dillon for that year and finish college.

Favorite people at Western?

Bill Janus, Michelle Rhodes, Amy McKinney, Cathi Love (my mom!), and the gang at The Cup!

Faculty member who had the most impact on you?

Bill Janus and John Hajduk because they are so knowledgeable and worked to help me complete my degree. Our son, Rafe, was born while I was finishing two courses and a thesis to complete my requirements, and Dr. Janus was so helpful to me during those last months of pregnancy and first months of being a new mom as well as a college student. I also had tremendous support and encouragement from my husband in fulfilling my dream of a college degree!

Why attend Western?

The educators and staff at Western genuinely care so much about their students, and the smaller class sizes are great because students are less afraid to ask questions which allows them to get the most out of the class.

What are you doing now?

We live in Meridian, Idaho, where Ryan is currently based. I'm staying home with Rafe for now and loving every minute of it!

Dean's List, 2 semesters
Graduated magna cum laude

FINANCIAL AID POLICIES

Satisfactory Academic Progress

In order to receive financial aid, a student must be in an eligible program. An eligible program is a course of study that leads to a certificate, associate, bachelor or higher degree. Students receiving financial aid are required to maintain satisfactory academic progress. A full-time undergraduate student must satisfactorily complete a minimum of 12 credits per semester. Complete information is available in the Financial Aid Office.

Students receiving financial aid must complete their degree programs within a reasonable period of time as established by the University. Students may receive financial assistance only as long as the cumulative number of attempted credits is less than 150 percent of the number required for the completion of the bachelor's degree (185 credits for most programs). Students who want consideration for assistance beyond the 185 credits must submit a petition to the Financial Aid Office.

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.

Appeal of Financial Aid Suspension

Students may appeal in writing by submitting a *Financial Aid 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 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 re-licensure may be eligible for aid.

Student Eligibility Review

Western reserves the right to review and cancel awards at any time due to 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.

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).

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:

1. 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.

2. **For Financial Aid purposes, a student's withdrawal date is:**

- a. the date the student began the institution's withdrawal process or officially notified the institution of intent to withdraw;
OR
- b. the midpoint of the period for a student who leaves without notifying the institution; OR
- c. 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.

For more information about institutional refund of fees for withdrawal, see Tuition & Fees Information section.

Enrollment & Graduation Information

INTRODUCTION

Registrar's Office
James E. Short Administration Building
710 S Atlantic
Dillon, MT 59725-3598
(406) 683-7371

The Office of the Registrar & Institutional Research serves The University of Montana-Western community by providing enrollment and student records services. In addition, the department serves as a major provider of current and historical institutional enrollment data that is used by various constituencies to determine effectiveness of University operations and to assist with organizational planning and advancement.

In fulfilling its mission, the department helps to further the institutional strategic plan by continuously striving for excellence, improving responsiveness to the needs of campus and community constituents, enhancing Western's ability to assess student success and assuring institutional accountability.

Registration

To participate in Western's learning/instructional activities, receive college credit for classes completed and earn grades, eligible individuals must officially register for classes and pay all required expenses within deadlines outlined in the University's academic calendar. Current students will find registration information on the University's website and in printed class schedules distributed prior to the start of registration activities. Registration-related information is normally given to new students upon notification of acceptance for admission to Western.

Who May Register

- Current students in "good" academic standing
- Students new to Western who have satisfactorily completed the UMW admissions procedure
- Former/previous students who have been officially readmitted
- Part-time, evening, weekend, and off-campus students

Registration procedures vary slightly depending upon: the term of enrollment; status as a current or new student; whether registration is for day, evening, weekend, on-campus, off-campus, or internet classes; the number of classes/credits attempted; and whether the prospective enrollee is pursuing completion of a degree or formal program of study at Western.

Students are responsible for making informed decisions regarding course enrollment and for knowledge of university policies and procedures governing admission, registration, enrollment, obligation for payment, student conduct, and graduation. Students should consult the University Catalog, current class schedule, Student Handbook, DAWGS (dawgs.umwestern.edu), or the University website (www.umwestern.edu) for specific information about their academic status or answers to general questions.

DAWGS ONLINE ENROLLMENT SYSTEM

dawgs.umwestern.edu

“DAWGS” Online Student Enrollment Information System provides students with virtually unlimited access to their UM-Western records and enrollment status. Students are encouraged to check their personal information on DAWGS regularly to assure accuracy. Information available to students via DAWGS includes:

- Final grades for a term
- Transcript information
- Mailing and billing address information
- Student e-mail address(es) on file
- Emergency contacts on file
- View “holds” (if any)
- Enrollment verification self-service
- Registration and class schedule change information
- Current student class schedule details
- Account/billing information
- Access to course descriptions
- Current and future term course offerings

Students access DAWGS account information by following the instructions below. DAWGS works best with Internet Explorer.

1. Click on “Login To Secure Area”.
2. Enter your Password, User ID (your SSN/Student ID) and PIN (initially the student’s birth date in “mmddy” format; example if DOB is June 7, 1972, PIN is 060772). The system will prompt first-time DAWGS users to change their PIN for security purposes and require them to enter an “alternate security access” question & answer in case they forget their new PIN number.
3. Select Menu items as needed.
4. Exit the system and close the browser to prevent unauthorized third-party access to confidential account information in DAWGS. Western does all it can to secure its computer network and systems from unauthorized access. However, the protection of the systems can be compromised if people do not protect their ID and password. In an environment where transactions are processed, it is imperative that we protect the integrity of the data by insuring that ID’s and passwords are secure. This is the responsibility of all users of the system. Identity theft is a serious crime and should be reported to appropriate on- and off-campus authorities: Federal Trade Commission at <http://www.consumer.gov/idtheft/>, or Western’s Dean of Students or Director of Information & Technology Services.

Specific instructions for using the registration and add/drop features in DAWGS are included in printed class schedules and on the Registration Information pages of Western’s website. Contact the Registrar’s Office with questions or problems. Please be ready to explain problems or quote “error messages”.

REGISTRATION PROCEDURES

Current Students in Good Academic Standing

- Contact an advisor to discuss academic goals, to develop a class schedule for the coming term and to pick up your Personal Identification Number (PIN).
- Access DAWGS to select classes OR submit a completed, advisor-approved registration form to the Registrar's Office.
- Pay (or make arrangements to pay) all enrollment-related expenses and submit a completed *Attendance Confirmation/Contract Payment* form to Business Services.

Registration must be completed at the beginning of the appropriate term; class schedules of non-paying registrants will be cancelled. However, this does not automatically eliminate all charges. Review the academic calendar carefully regarding deadlines.

Students New to Western

All first-time enrollees at UM-Western should complete the admissions application procedure and be formally accepted for admission prior to attempting to enroll.

- Contact an advisor to discuss academic goals, to develop a class schedule for the coming term, and to pick up assigned PIN.
- Access DAWGS to select classes, OR submit a completed, advisor-approved registration form to the Registrar's Office.
- Pay (or make arrangements to pay) all enrollment related expenses and submit a completed *Attendance Confirmation/Contract Payment* form to Business Services.

Registration must be completed at the beginning of the appropriate term; class schedules of non-paying registrants will be cancelled. However, this does not automatically eliminate all charges. Review the academic calendar carefully regarding deadlines. All new students are strongly encouraged to attend Orientation sessions scheduled at the beginning of a term.

Part-Time Evening, Weekend, and Off-Campus Students

All part-time, evening, weekend, and off-campus students should complete the admissions application procedure and be formally accepted for admission prior to attempting to enroll.

- Contact an advisor or the School of Outreach to discuss enrollment, goals, registration, and fee payment options.
- Submit a completed, advisor-approved registration form to the School of Outreach or the Registrar's Office.
- Pay (or make arrangements to pay) all enrollment-related expenses and submit a completed *Attendance Confirmation/Contract Payment* form to Business Services.

Registration must be completed at the beginning of the appropriate term; class schedules of non-paying registrants will be cancelled. However, this does not automatically eliminate all charges. Review the academic calendar carefully regarding deadlines, etc. All new students are strongly encouraged to attend Orientation sessions scheduled at the start of a new term.

May Interim/Summer Session Students

All May Interim/Summer Session students who are seeking a degree, Major, Minor, licensure, or are registering for more than six credits, must complete the admissions application procedure and be formally accepted for admission prior to attempting to enroll.

- Contact an advisor or the School of Outreach to discuss enrollment, goals, registration, and fee payment options.
- Submit a completed, advisor-approved registration form to the School of Outreach or the Registrar's Office.
- Pay (or make arrangements to pay) all enrollment-related expenses at and submit a completed *Attendance Confirmation/Contract Payment* form to Business Services.

Registration must be completed at the beginning of the appropriate session; class schedules of non-paying registrants will be cancelled. However, this does not automatically eliminate all charges. Review the academic calendar carefully regarding deadlines. All May Interim/Summer enrollees are strongly encouraged to ask questions regarding enrollment policies BEFORE the start of classes.

Late Registration Students

Individuals who find it necessary to enroll after the start of classes for a term will be charged late fees.

Procedures for registering after the start of a term are outlined below. No enrollments will be accepted after the published deadline to add for a term or session.

- Contact an advisor to discuss academic goals and to develop a class schedule for the coming term.
- Submit a completed, advisor-approved *Registration* form to the Registrar's Office; all course instructors must approve late enrollment.
- Pay (or make arrangements to pay) all enrollment related expenses (including late fees) at the Business Services Office immediately after submitting the *Registration* form to the Registrar's Office, and submit a completed *Attendance Confirmation/Contract Payment* form to Business Services.

COURSE SCHEDULE CHANGES

Add Courses, Drop Courses, & Withdraw from College

Students must officially register for, add or drop a course, or withdraw from all courses for a term. Course schedule changes must be completed in a timely fashion and according to procedures outlined below. Check records carefully before and after taking action to assure that intended changes are officially recorded. Student course schedule changes are grouped into three different categories depending upon when the change takes place:

- BEFORE classes begin
- AFTER classes begin but before the published deadline
- AFTER THE DEADLINE for such action

Add, Drop Courses or Cancel Registration BEFORE the Semester/Term Begins

Adding courses, dropping courses or canceling registration can be done by any of these methods:

- Access DAWGS and make the needed changes.
- Submit a completed *Student Class Schedule Change* form available at the Registrar's Office or online to the Registrar's Office.
- Submit a written notification to the Registrar's Office, including a date, student ID number or Social Security Number, any other pertinent information, and the student's signature.

Students attempting to ADD a closed or restricted class must complete a *Student Class Schedule Change* form or an *Add/Drop/Withdrawal* form and obtain written approval of the course instructor.

Add, Drop, or Withdraw AFTER the Semester/Term Begins

Once a term begins, all student class schedule changes, including withdrawal from Western, begin and end at the Registrar's Office.

1. Complete an *Add/Drop/Withdrawal* form. Incomplete forms will not be accepted.
2. Obtain the necessary approvals and signatures.
3. Return the completed form to the Registrar's Office before the published deadline in the Academic Calendar. Save all enrollment related paperwork for future reference.
4. Pay all expenses related to the action taken.

Add, Drop, or Withdraw AFTER Published Deadline

Students must petition for late add, drop or withdrawal. Approval of requests occurring after the published deadlines will be decided by the UM-Western Academic Admissions & Standards Committee. To initiate this process:

1. Complete a *Policy Waiver Request* form and an *Add/Drop/Withdrawal* form.
2. Obtain the necessary signatures and approvals.
3. Obtain documentation to verify the existence of extenuating circumstances that might have prevented timely action (e.g. illness, family emergency, non-attendance, registration errors, etc.). Only in verifiable and pertinent cases of emergency or extenuating circumstances are post-deadline schedule changes permitted. Reasons for late submission must be fully explained and justification well documented.
4. Return completed forms and documentation to the Registrar's Office within one year of the end of the term in which affected course enrollment occurred.
5. Pay all expenses related to the action taken.

Dropping Courses and Record of Enrollment

Courses are not recorded on a student's transcript if an official cancellation or course drop occurs on or before the deadline to drop with no record of enrollment. A "W" (Withdrawal) will be recorded in the grade section of a student's academic transcript for drops or withdrawals that occur after this deadline.

Auditing Classes (AU)

With the consent of the instructor, students may enroll in classes on a no-credit "Audit" basis. Audit students pay the same fees as students enrolled for credit. Individuals who are auditing a class are not expected to complete coursework assignments nor take course exams for that class. Audit course credits may not be used to satisfy degree or program requirements nor do the credits count as part of the load for financial aid or athletic eligibility purposes. It is the responsibility of the person enrolling for classes to communicate to the Registrar's Office before the start of a term his or her intent to audit a course.

Changing Audit Status

To change audit status, students should follow the Add/Drop procedures outlined in this section. In addition to recording the appropriate course information, a student should write the word "Audit" in the applicable "CR" (credits) section of the *Add/Drop/Withdrawal* form or the *Student Schedule Change* form. Course instructor approval is required to change enrollment status. Students with questions about changing to/from audit status should contact the Registrar's Office. Note that there is a mid-term/block deadline for changing audit status.

REGISTRATION POLICIES

Refunds Following Class Schedule Changes

All refunds associated with class schedule changes are handled through Business Services. The amount refunded is based on the date a drop or withdrawal is processed and the remaining credit load after processing the changes. For questions about refunds, contact Business Services, (406) 683-7101.

Maximum Credit Load Policy

Average credit load during a regular semester for full-time students is 16 semester credits, 32 credits per year, or a total of 120 or 128 credits for a four-year curriculum. To be classified as full-time, a student must maintain active enrollment in at least 12 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. Because of the highly intensive nature of instruction, many institutions consider six semester credits a full-time credit load during time-shortened terms such as May Interim and Summer Session. Students seeking financial aid funding for time-shortened terms should contact the Financial Aid Office regarding specific student credit 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 and online. 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 or semester. Incomplete petitions or petitions with inaccurate information will not be processed. No *Course/Credit Overload Petition* forms for an overload will be accepted for consideration after the deadline to add courses for a semester or term.

Maximum Credit Load: Fall or Spring Semester

Full-time students with a GPA over 3.00 may register for up to 20 credits during a regular semester without petition. Students must petition to carry more than 20 semester credits during a regular semester. No more than four block course credits may be attempted during any single block.

Maximum Credit Load: May Interim or Summer Session

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

Early Admission students are limited to a maximum of four semester credits during any time-shortened session or combination of sessions.

Academic Probation and Suspension Terms

Academic Probation

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

Continued Academic Probation

Students whose UM-Western GPA is below a 2.00 and who were on Academic Probation the previous term of attendance including May Interim and/or Summer Session, 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 Cumulative 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 Interim/Summer on probationary status, fail to earn a minimum 2.00 GPA during the next term of enrollment or attendance are academically suspended.

Transfer students admitted to Western on probation (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 GPA in their first term at Western, including May Interim and/or Summer Session, 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 Policy

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 or continued probation may enroll at Western during the next term but are limited to registering for a maximum of 16 credits (any combination of ribbon and block classes) 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 or 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 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 or continued probation will be notified of their status in writing following the end of the term. Notification will explain enrollment limitations and conditions and advise 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 directory information, mailing addresses, phone numbers, etc.

Academic Suspension Policy

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.

A student who has been academically suspended from Western for the first time during the Fall Semester may not enroll at Western for Spring Semester. A student who has been academically suspended from Western for the first time during Spring Semester may not enroll at Western for May Interim, Summer Session, or the following Fall 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. 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 following the end of the term. Any future class schedules that exist in Western’s computer system prior to the end of the term of the suspension will be cancelled.

Written notification of academic suspension to the suspended student will explain available options.

Readmission Following Academic Suspension

Students who are suspended for academic reasons must apply for readmission to Western. Students seeking readmission after sitting out the required suspension period must submit the following:

1. A properly completed Application for Readmission form
2. A 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. Western’s Registrar reviews and rules on these requests.

Appeals of Academic Suspension

Students seeking to appeal their suspension and return to Western prior to the semester they are eligible to return must submit the following to the Registrar’s Office:

1. a properly completed *Application for Readmission* form
2. a 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; this statement must be reviewed by the student’s faculty advisor, the Dean of Students, and the Campus Counseling Center
4. any additional 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 who are denied readmission have the right to appeal. Please see the Vice Chancellor for Academic Affairs to begin the appeal process.

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: the Registrar’s Office, School of Education, Business, & Technology Office, Admissions Office, Library, and on 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 ensure that the program of study being followed at Western is suitable for transfer to the particular transfer institution.

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, e.g., names, offices, and telephone numbers, to aid in reconciling credit or 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 program should contact Western’s Registrar.

GRADES

Grading System

UM-Western utilizes a 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

Pass/Fail/No Pass (P/F/NP)

A student may elect to take a course on a Pass, Fail, or No Pass basis in lieu of a traditional letter grade. Pass/Fail/No Pass graded credits may not be counted for degree-required courses with the exception of Student Teaching, Senior Project/Thesis, Internships, and all nontraditional coursework (CLEP, AP, Military Training, Tech Prep, Institutional Exams for Credit). Nontraditional coursework must be evaluated according to Western’s Course Equivalency List.

No more than 10 credits of Pass/Fail/No Pass graded elective-only coursework may be counted toward a baccalaureate degree, and no more than 6 credits of Pass/Fail/No Pass graded elective-only coursework may be counted toward an associate degree.

A freshman or sophomore with a grade point average of 2.00 or better may take one Pass/Fail/No Pass graded course each semester. Juniors and Seniors may take more than one Pass/Fail/No Pass course per semester. Election of the Pass/Fail/No Pass grade option requires the consent of the instructor. Attempted courses that are graded Pass/Fail/No Pass are excluded from GPA calculation.

Many graduate and professional schools and some employers do not recognize Pass/Fail/No Pass graded courses. Although Western encourages students to consider the potential value of learning without the pressures associated with traditional grades and to experiment with certain courses on a Pass/Fail/No Pass basis, students should be aware of the potential negative effects of selecting this grading option.

Incomplete Grades (I/INC)

All assignments for a class must normally be completed by the last day of the semester or term of enrollment or an earlier date set by the instructor of record. Faculty may give Incompletes 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 or term. Incompletes on a student’s academic record automatically prevent graduation.

Students with Incompletes on their transcripts may jeopardize financial aid funding. For more information contact Financial Aid, (406) 683-7511.

Conditions required for assigning an Incomplete are:

1. The student must notify the course instructor of the emergency situation before the end of the term, or as soon as reasonably possible.
2. Three-fourths (3/4) or more of the required coursework must have been completed by the student before the end of the term.
3. The course instructor should communicate requirements or conditions for course completion in writing. This documentation should include assignments and tests. The agreement should include a deadline for completion of all work. This deadline must be within one year of the date of the Incomplete unless an earlier deadline is established by the instructor. Deadlines beyond one year may be established by the instructor under extenuating circumstances.

Final Grade Reports

Final grades are normally available to students within three weeks following the end of the term. Students can access final grades on the DAWGS website.

Grade reports or transcripts of students who have outstanding debts or other restrictions at Western will not be issued. Students with outstanding debts may review final grades by stopping at the Registrar’s Office during normal business hours or accessing final grade information at the DAWGS website.

Grade Changes

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 term or block 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.

Repeating Courses

Repeating a course is defined as re-enrolling in the same UM-Western course that a student previously attempted. Students may have either failed or passed the course and the purpose for repeating the course is to improve the grade. 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.

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 during the most recent term(s) of enrollment. A student in good standing is eligible to continue at or return to Western.

Aaron Richmond

Ione, California

BA: Social Science, Cultural Studies Related Area

What influenced your decision to attend Western?

I fell in love with the town and university while visiting high school friends at Western. Western's most appealing aspect was the personal education that was engendered by every faculty member that I encountered.

Favorite memories at Western?

My fondest memories include all-day Sunday dinners and Bronco games at Dr. Mark Krank's house, the annual Enviro-Studies bash, taking out novice rock and ice climbers with Dr. Steve Mock, and the kind and sincere conversations with the sage Robert Mock. But, most importantly, meeting my wife Amanda and beginning a lifelong friendship.

Favorite people at Western?

The familial atmosphere that one experiences at Western makes practically everyone you meet your favorite. Whether it be Terra Verde meetings, Patagonia outings, late night jam sessions at Dr. Gary Lundy's, summiting the Grand Teton with Dr. Krank, Dr. Mock, and Dr. Alan Weltzien, there are countless people that I consider family.

Favorite faculty member at Western?

I am indebted to Dr. Krank without whose guidance and profound influence I would not have matured as an academic and a passionate teacher. Dr. Mock, Dr. Weltzien, Dr. John Hajduk, and numerous other professors made my undergraduate career some of the most memorable and cherished experiences of my life. Western is rich with creative and extremely supportive faculty.

What have you been doing since graduating from Western?

I received a Master's of Science in Applied Cognitive Psychology from MSU-Bozeman, serving as a Graduate Teaching Assistant in the Psychology Department. I'm now a Doctoral Candidate in Education Psychology, a Graduate Research Assistant, a Graduate Teaching Assistant for the Department of Counseling and Educational Psychology, and have a Principal Reviewer Assistantship for the Social Behavioral Institutional Review Board of the University of Nevada-Reno Office of Human Protection. I am also an Adjunct Professor for the HPSS Department at UM-Western.

Dean's List, 3 semesters
Undergraduate Teaching Assistant,
General Psychology
AmeriCorps Educational Scholarship

GRADUATION REQUIREMENTS

Catalog Governing Graduation

The effective dates of this catalog are July 1, 2004 through June 30, 2005.

Degree-seeking students should select, rigorously follow, and meet graduation requirements in the selected UM-Western catalog. Students enrolling between July 1, 2004 and June 30, 2005 are allowed to follow this catalog provided all of the following conditions are met:

- student graduates within six years of initial enrollment (July 2010)
- there has been continuous enrollment with no interruptions except May Interim/Summer Session
- student has not changed majors or degrees
- student has not elected to meet requirements listed in a more recent catalog

Students may select an alternative catalog for graduation after initial enrollment at Western provided:

- student obtains faculty advisor approval
- catalog selected is no more than six years old at time of graduation
- there has been continuous enrollment with no interruptions except May Interim/Summer Session
- student has not changed majors or degrees
- student is not attempting to select a catalog dated before the student's enrollment date began

A student whose attendance is interrupted for two or more consecutive semesters must switch to a catalog less than six years old that was published after the student's final readmission date.

Declaration of Academic Field 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 reaching Junior status (60 credits earned). Earlier declarations are required of some students, such as those receiving federal financial aid. Upper division students must report to the Registrar's Office all degrees, Majors, Minors, Option Areas, and Related Areas toward which they are working. A student who wishes to change their previously reported academic field of study must file a *Student Information Change* form signed by the student and the student's advisor.

A student wishing more time to select a major has the opportunity to enroll in the General Education courses provided by Western. However, a student is encouraged to 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.

Change of Major or Degree

Students who change majors or degree programs must notify the Registrar's Office by filing a completed *Student Information Change* form.

General Graduation Information

To graduate on one of the four UM-Western graduation dates, 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. All applicable paperwork (e.g. completed *Course Substitution/Waiver* forms, official transfer transcripts) must be on file in the Registrar's Office by the end of the graduation term. Candidates for graduation from Western are responsible for ascertaining that all requirements for their intended degree program have been completed within the deadline.

Note that additional preparation, competencies, or remedial work may be specified by the department to correct any deficiencies for that academic field of study.

Grade Point Average

A minimum UM-Western GPA of 2.00 in all courses specified for a degree is required for graduation. Some degree programs may require a higher GPA. Also, GPA requirements within a degree for such things as individual Majors, Minors, Options, or Related Areas might be higher.

Required Credits

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

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 30 semester credits. A minimum of 20 of the last 30 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 10 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 complete all requirements for the second degree. All additional credits for the second degree must be completed in residence. In cases where the 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.

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 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 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 16 additional credits beyond the 60 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. Students planning to earn a second degree must complete a separate *Graduation Application* form for each degree.

Course Application to Degree Requirements: Single Course with Multiple Applications

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 must seek official approval for these overlap substitutions through their advisors (e.g., some of the courses required for a specific Major or Minor may also be required as part of a second Major or Minor, or as part of General Education or Professional Education requirements). All other course substitutions or waivers must be approved and documented on *Course Substitution/Waiver* forms and must be on file in the Registrar's Office prior to applying for graduation. Refer to General Information section, Definitions, "Substitution (course)".

Nontraditional Credits Applied to a Degree

No more than 30 semester credits of nontraditional coursework, e.g., CLEP, AP, Military Training, Credit by Exam, 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 three courses in Independent Study may be counted toward the degree.

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 specified on the student's Graduation Application form. Examples of the most common variations include:

- substituting a non-specified course for a required course as published in the catalog (complete a *Course Substitution/Waiver* form); refer to General Information section, Definitions, "Substitution (course)"
- waiving a degree requirement based upon satisfactory completion of work done in a nontraditional setting (complete a *Substitution/Waiver* form); refer to General Information section, Definitions, "Waiver"

Applying for Graduation

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.

Students who submit their *Graduation Application* at the appropriate time will receive an audit of their academic record prior to the start of their last semester before graduation. This audit helps determine any deficiencies in the requirements for graduation. The deadline for receiving an audit is listed in the table below under "Early Submission Deadline."

Students who miss the early submission deadline may still graduate if their *Graduation Application* is received by the "Final Deadline" listed in the table. However, these students will likely not receive a graduation audit before their last semester prior to graduation. Please note that if it is discovered that a student has an academic deficiency, the student's diploma will be held until that deficiency is remedied.

Graduation Applications not received by the Final Deadline will be accepted for the next applicable graduation date.

Graduation Application Submission Dates		
For students graduating at the end of:	Early Submission Deadline	Final Application Deadline
Spring Semester	May 1 of the previous year	January 1
May Interim	May 1 of the previous year	January 1
Summer	Sept 15 of the previous year	May 1
Fall Semester	March 15 (of the previous spring semester)	September 1

Example: A student who plans to graduate at the end of Spring Semester and files a *Graduation Application* by May 1st of the previous year will receive a graduation audit before the start of Spring Semester. If that same student files the *Graduation Application* after May 1st but before January 1st, the student has met the graduation application deadline for spring graduation but will likely not receive a graduation audit before the start of Spring Semester. If the student misses the January 1st application deadline, the graduation date will be moved to Summer.

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:
 - Faculty Advisor
 - Financial Aid Office
 - Business Office
3. Return completed *Graduation Application* form to the Registrar's Office on or before the published deadline. Complete all questions and obtain all necessary approvals.
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 fees.

Applications of students not meeting degree requirements by the end of the semester or term indicated on the *Graduation Application* form will be moved to the next semester or term and are subject to an additional \$10 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 stated graduation date.

After a *Graduation Application* form 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 and address. Students may be required to reapply depending upon the change made and the timing of such notification. Students should notify the Registrar's Office of any changes to their mailing address.

Application for Program Completion

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 (second 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:

- satisfy residency requirements
- successfully complete all prerequisite and required courses for the program
- meet all grade point average requirements of the appropriate division
- submit completed *Graduation Application* form to the Registrar's Office and pay appropriate fees by the published deadline

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

Tuition & Fees Information

INTRODUCTION

Business Services
James E. Short Administration Building
710 S Atlantic
Dillon MT 59725-3598
(406) 683-7101

Western's Business Services office provides accounting and business services and strives to serve students in an efficient, effective, and timely manner in compliance with appropriate University, State and Federal regulations. The information that follows will help guide the student in understanding Western's fees, the costs associated with higher education, and the policies surrounding these issues.

According to federal law, a student's financial and academic account is posted under the student's name, not the parent's. Therefore, all fee statements, bills, and refund checks are mailed to the student, not the parents. However, refund checks generated as a result of a Parent PLUS loan are mailed to the parents unless the Financial Aid Office has received written authorization to disburse the funds to the student.

Students are personally responsible for knowledge of policies and procedures governing payment of fees at the time stated in the academic calendar. A student's registration is not complete until all fees are paid or until fee payment arrangements have been made. To finalize registration, students must complete the mandatory *Attendance Confirmation/Contract Payment* form, available at Business Services and enclosed in the first billing of the semester.

Checks should be made payable to UM-Western for the exact amount due for fees, board and room, and other necessary expenses.

A check presented to UM-Western that is subsequently returned by the bank for insufficient funds or other reasons will cause the student to be charged a returned check service charge of \$15 in addition to the face value of the check. If payment for a returned check including the \$15 returned check charge is received after the fee payment deadline, Western will also assess 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 plus the \$30 deferred payment fee are paid at registration, another 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. *Attendance Confirmation/Contract Payment* forms are available at Business Services.

As of the date of this publication, the Board of Regents has not made final approval on the fees and rates included in this section. All fees are subject to change by the Montana Board of Regents. Contact Business Services for current fee information.

TUITION & MANDATORY FEE SCHEDULES

FALL/SPRING 2004-05

Information about student fees provided in this Catalog is based upon proposed rates for the 2004-2005 academic year. For a current schedule of tuition and fees, see the Montana Board of Regents website, <http://mus.montana.edu/directories.htm>.

The summary tables of fees listed below are the per-credit, per-semester charges for resident, nonresident, Western Undergraduate Exchange (WUE), and Post-Baccalaureate students.

Undergraduate

Credits	Undergraduate-Lower Division (0-60 earned credits ¹)				Undergraduate-Upper Division (61 and above earned credits ¹)			
	Resident		Nonresident		Resident		Nonresident	
	Tuition Fee	Mandatory Fees	Tuition Fee	Mandatory Fees	Tuition Fee	Mandatory Fees	Tuition Fee	Mandatory Fee
1	\$ 101.95	\$ 99.00	\$ 438.29	\$102.00	\$ 142.18	\$ 99.00	\$ 451.92	\$102.00
2	203.90	109.75	876.58	115.75	284.36	109.75	903.84	115.75
3	305.85	120.50	1,314.87	129.50	426.54	120.50	1,355.76	129.50
4	407.80	131.25	1,753.16	143.25	568.72	131.25	1,807.68	143.25
5	509.75	142.00	2,191.45	157.00	710.90	142.00	2,259.60	157.00
6	611.70	152.75	2,629.74	170.75	853.08	152.75	2,711.52	170.75
7	713.65	346.50	3,068.03	367.50	995.26	346.50	3,163.44	367.50
8	815.60	357.25	3,506.32	381.25	1,137.44	357.25	3,615.36	381.25
9	917.55	368.00	3,944.61	395.00	1,279.62	368.00	4,067.28	395.00
10	1,019.50	378.75	4,382.90	408.75	1,421.80	378.75	4,519.20	408.75
11	1,121.45	389.50	4,821.19	422.50	1,563.98	389.50	4,971.12	422.50
12+	1,223.40	400.25	5,259.48	436.25	1,706.16	400.25	5,423.04	436.25

¹ Cumulative credits/hours earned (at all institutions). Transfer students who have more than 60 earned credits from other institutions and who do not submit their transcripts on a timely basis may have significant increases from their initial billing after transcripts are received by the Registrar's Office. They will be reclassified as Undergraduate Upper Division students and their fees will be adjusted accordingly if the transfer evaluation determines the student is upper division.

WUE² & Post-Baccalaureate

Credits	WUE Lower/Upper Division (Western Undergraduate Exchange)				Post-Baccalaureate (Earned Baccalaureate Degree)			
	Lower (0-60 earned credits)		Upper (61 and above earned credits)		Resident		Nonresident	
	Tuition Fee	Mandatory Fees	Tuition Fee	Mandatory Fees	Tuition Fee	Mandatory Fees	Tuition Fee	Mandatory Fees
1	\$ 152.92	\$102.00	\$ 213.28	\$102.00	\$ 155.70	\$ 99.00	\$ 465.44	\$102.00
2	305.84	115.75	426.56	115.75	311.40	109.75	930.88	115.75
3	458.76	129.50	639.84	129.50	467.10	120.50	1,396.32	129.50
4	611.68	143.25	853.12	143.25	622.80	131.25	1,861.76	143.25
5	764.60	157.00	1,066.40	157.00	778.50	142.00	2,327.20	157.00
6	917.52	170.75	1,279.68	170.75	934.20	152.75	2,792.64	170.75
7	1,070.44	367.50	1,492.96	367.50	1,089.90	346.50	3,258.08	367.50
8	1,223.36	381.25	1,706.24	381.25	1,245.60	357.25	3,723.52	381.25
9	1,376.28	395.00	1,919.52	395.00	1,401.30	368.00	4,188.96	395.00
10	1,529.20	408.75	2,132.80	408.75	1,557.00	378.75	4,654.40	408.75
11	1,682.12	422.50	2,346.08	422.50	1,712.70	389.50	5,119.84	422.50
12+	1,835.04	436.25	2,559.36	436.25	1,868.40	400.25	5,585.28	436.25

² Western Undergraduate Exchange (WUE) – Students from Alaska, Arizona, Colorado, Hawaii, Idaho, 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 will pay 1.5 times the incidental fee for resident students plus all other fees applicable to non-resident students. Contact Admissions for more information on WUE Scholarships.

MANDATORY FEE SCHEDULE DEFINITIONS

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, after which late fees will be charged (see Academic Year Calendar for applicable dates).

NON-REFUNDABLE FEES (ASSESSED FROM THE 1ST CREDIT):

Orientation Fee – assessed once to every new/transfer student admitted to Western. \$50

Registration Fee – assessed each semester of registration. \$30

Admission Application Fee – must accompany all applications for admission. \$30

FEES ASSESSED FROM THE 1ST CREDIT:

Academic Facilities Fee – initiated by students to remodel classrooms and laboratories, which was financed through the issuance of bonds. This fee repays the bond indebtedness and provides funds for classroom and lab maintenance. \$1.95/credit up to 12 credits

Building Fees – applied to the long-term debt and used for the acquisition and renovation of buildings, parking lots, or campus infrastructure. \$22.50 up to 6 credits, \$80.50 at 7 credits or more; nonresident students are charged an additional \$3/credit up to 12 credits

Computer Fee – used for the purchase, lease, and maintenance of computer equipment, software, or related items that benefit the instructional program including state-of-the-art computer labs. \$4/credit up to 12 credits

Instructional Equipment Fee – applied to the purchase, lease, and maintenance of equipment, which will provide a primary benefit to the educational program, including library, faculty, Internet, laboratories and other related acquisitions. \$2.10/credit up to 12 credits

Radio Fee – supports the student radio station. \$20/semester

Student Union (SUB) Fee – used to pay a portion of the operating costs, including debt service, for the Student Union Building. \$12.75 up to 6 credits, \$25.50 at 7 credits or more

Technology Fee – used to keep the campus infrastructure updated for current technology (Internet access and email, etc.) as well as provides student support for these services. \$2.70/credit up to 12 credits

Tuition Fees – applied to instructional costs; varies by student classification and number of credits taken. *Varies*

Western Wire Fee – This student-initiated fee is applied toward costs of publishing the student newspaper. \$3/semester

FEES ASSESSED AT THE 7TH CREDIT:

Activity Fee – applied to the Associated Students organization (ASUM-Western), this fee provides support to ASUMW activities. \$50/semester with 7 or more credits

Athletic Fee – helps to support intercollegiate athletics programs and comply with gender equity laws. Students can attend all Western sporting events except tournaments. \$28.25/semester with 7 or more credits

Health Service Fee – UM Western has contracted with a health care provider to provide medical services for students. This fee provides for a Campus Counselor, Community Health Center services, and Student Wellness program. \$32/semester with 7 or more credits

Medical Insurance Fee – All students are required to have medical insurance while attending Western. Students enrolled for seven or more credits for either Fall or Spring Semester will be charged for the student insurance plan on their schedule bill. Students have until the 15th class day each term to waive this student insurance coverage. Proof of other insurance must be provided to the Student Insurance Representative located in the Financial Aid office. Students who drop below seven credits by the 15th class day and have not specifically requested insurance are automatically dropped from the plan and the premium amount is credited to the student's account. Internet class credits are not considered in determining the eligibility of the student. After the 15th class day, students may petition to waive the coverage. Proof of other insurance must be provided to the Student Insurance Representative. No waiver will be granted after the end of the term.

The student insurance plan is available to all students taking a minimum of four credits, with the exception of Internet students. Under limited circumstances, students enrolled for fewer than four credits may petition for insurance coverage. Contact Business Services for information.

Recycling Fee – this student-initiated fee supports the campus-recycling program. *\$2/semester with 7 or more credits*

Yearbook Fee – assessed each Fall and Spring Semester of enrollment each year, this student-initiated fee pays for yearbook expenses. Students receive a yearbook for any year they have paid this fee. *\$20 per semester*

J.T. Smith

Arlee, Montana

BA: Business & Communications, Tourism Related Area

What influenced your decision to attend Western?

I came to Western because I loved the campus and the outdoor life that was available around Dillon.

Favorite memories at Western?

I had better say my wife, who I met at Western, or she'll beat me up!

Favorite faculty at Western?

Dr. Jim Sethi has been a great resource for me and has really broadened my horizons.

Favorite staff at Western?

Jeff Nelson at the Physical Plant has been a true friend over the years.

What are you doing now?

After working for the Beaverhead Economic Development Corporation in Dillon, Kirsten and I recently moved to Joliet. Kirsten is working for Wells Fargo in Billings, and I am the Economic Development Coordinator for Beartooth Resource Conservation & Development Area, Inc. This non-profit corporation is sponsored and directed by local people as a regional vehicle to improve the economic and social conditions through the conservation, utilization, and development of the natural and human resources of a five-county area.

Business Club President, 1999-2000

SPECIAL/OTHER FEES

Fee	Notes	Amount
Auditor Tuition Fee	Auditors are assessed the same fees as if courses were taken for credit	Varies
Cooperative Student/Internship Fee	Per credit hour	\$10
Course Fees/Field Trip Fees ¹	Variable	Varies
Deferred Payment Service Charge	To set up a deferred student installment plan	\$30
Distance Learning		Varies
Key Replacement		\$60
Late Deferred Payment Fee	Late charge for default or delinquency of deferred student installment plan	\$15
Late Add/Drop Fee	Per course, if Add/Drop approved	\$10
Late Registration Fees	Maximum of two may be charged	\$40
Experience One Program Fee	In lieu of course lab fees for Experience One cohort	\$40
Graduation Fee	Per degree	\$15
Graduation--Program Completion/Audit Fee	Per audit	\$10
Out-of-State Student Teaching Fee		Minimum \$100
Placement Charge	Varies according to service requested to cover postage, copying, etc.	Varies
Returned Check Fee		\$15
Student ID Card Replacement Fee		\$6
Summer/Continuing Education Fee	Published in current Outreach Bulletins	Varies
Transcript Fee	Per copy; one official copy at no charge	\$3

¹ The Board of Regents may approve additional fees at the request of campuses. Fees frequently are assessed for selected courses such as science lab fees, art materials, and health & human performance course costs. Course-related fees are listed on fee statements, which are mailed to all pre-registered students prior to the start of a regular semester or may be viewed and printed from the website <http://dawgs.umwestern.edu>. Special fees are assessed for extended field trips in various departments. An Education Service Fee is charged for off-campus programs. Others fees and costs may apply.

REFUND OF FEES

Refund for Withdrawal from the University

The withdrawal process begins at the Registrar's Office. The date used in determining the amount credited to the student's account is the official withdrawal date as recorded by the University Registrar. There is no refund after the 15th class day.

Students using the deferred payment plan will have their withdrawal credit applied to their student account, but may still owe some or all of the deferred balance. All existing debts such as a deferred payment plan balance, library charges, bookstore charges, etc., may be deducted from any refund due the student. For further information, contact Business Services.

Federal regulations define the amount of federal aid funds to be returned by students who have received aid the semester that they withdraw. Students who received aid must consult the Financial Aid Office before withdrawing.

Fees paid for room and board charges are refunded on a pro-rata basis. During the final two weeks of the term, room fees will be forfeited. 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.

Medical withdrawals are granted for significant medical problems. Refunds for medical withdrawals initiated after the third week of classes are reviewed only if a significant medical problem originated in the first three weeks. A medical provider must document this.

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 15th instructional day during a standard academic semester or the pro-rated equivalency during a shorter term.

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. 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* form. 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 the School of Outreach. Exceptions may apply to courses requiring the prepayment of fees. Exceptions are described in School of Outreach course bulletins.

Note that the \$30 Registration Fee, \$30 Admissions Application Fee, and \$50 Orientation Fee are non-refundable.

Refunds: Regular Semesters

Students who withdraw or drop below full-time status during a regular 16-week semester will receive a refund based upon the number of instruction days of a semester completed from the start of classes of a term until the time a student completes official action to drop/withdraw. Refund percentages shown below do not include any nonrefundable fees.

Withdrawal Date for Regular Semester

The "Day of Instruction" pertains to the instructional day as determined by the academic calendar.

	<u>Refund %</u>
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%

Refunds: Time-Shortened Terms (May Interim/Summer Session)

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. Refund percentages shown below do not include any nonrefundable fees.

Withdrawal Date for Time-Shortened Courses

The "Day of Instruction" pertains to the instructional day as determined by the academic calendar.

	<u>Refund %</u>
Before 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%

BUSINESS SERVICES POLICIES

Monthly Bill Statements

Students will be sent statements on a monthly basis. It is the student's responsibility to keep their mailing address current through DAWGS online. Students are responsible for all tuition payments even if they have not received a billing statement. Payments for billed amounts are due by the due date showing on the statement. Failure to make timely payments may result in an interest charge assessed on balances not paid in full by the following monthly billing.

Non-Payment

Any person who owes the University any fees, fines, or other charges, regardless of the amount owed, will not be allowed to do any of the following until the full amount due has been paid or satisfactorily adjusted with Business Services:

- receive academic credit or grades
- register
- obtain any transcript, diploma, or record
- access any University facilities or services

Interest may be charged on the balance due from the day after the due date until the full amount has been paid, and any attorney's fees or other costs or charges necessary for the collection of the amount owed may be added to the balance due. Western reserves the right to apply funds owing to students, including wages, toward a student's outstanding balance owed to the University.

COSTS OF ON CAMPUS SERVICES

Housing

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 final check out, providing the proper residence hall check out procedure is followed. Amounts listed are per semester unless otherwise stated.

Housing Residency Requirements

All students with fewer than 30 total credits are required to live in the residence halls. Exceptions to this policy are granted for the following reasons:

- Student is living at home with parents or guardians
- Student graduated three or more years ago from high school
- Student is married or a parent with child custody

2004-05 Residence Hall Rates (proposed)	
Room Type	Per Semester
Regular Single Room	\$1,005
Large Single Room	1,060
Suite as a Single Room	1,175
Regular Double Room	890
Suite (as a Double)	950
2-Room Apt (as a Double)	1,005

The above room charges do not include a \$10 fee to defray the cost of activities in the residence halls and a \$46 basic telephone 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.

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 television connections. Contact Student Life for information and applications.

2004-05 Family Housing Rates (proposed)	
Type	Monthly Rate
1-Bedroom Apartment	\$325
2-Bedroom Apartment	370
South Campus Housing Regular Room	285
South Campus Housing Suite, 1-Bedroom	315
South Campus Housing Suite, 2-Bedroom	475

The above rental charges do not include a \$10 fee to defray the cost of activities in the residence halls and a \$46 basic telephone charge. The telephone fee is charged to all residents to defray a portion of the fixed costs of the phone system

Dining Services

A Dining Services Meal Plan is required of every student living in the residence halls. The meal plan is \$1,375 per semester. A portion of this cost, \$75, is used to establish a cash flex plan for the student that can be used at Western's convenience store, the Bark 'n' Bite. There is no carryover of unused funds to the next semester.

Vehicle Registration

Students receive a hanger decal at no charge when they register their vehicle at the Traffic Office. All students must display a current campus decal if they park on campus between the hours of 7:00 a.m. and 5:00 p.m. Monday through Friday year round. Reserved parking is available on a first come, first served basis for \$150 a year. There is a \$7.50 replacement fee for all decals lost or stolen.

Other Services

Other services provided on campus include the swimming pool, a full bookstore, testing programs, etc. As rates charged for these services are too varied to present in this publication, please contact the department providing the service for more information.

Joe Brandon

Lake Elmo, Minnesota
BA: Social Science, Society & Culture Related Area

Where did you live before coming to Western?

St. Paul, Minnesota, but I had lived in Dillon for a number of years prior to attending Western.

What influenced your decision to come to Western?

I liked the small campus environment and the high quality of the instructors.

Your favorite memories of Western?

Meeting my wife, hanging out at The Cup, and making new friends.

Your favorite people at Western?

Chris and Laura at The Cup always took care of me and kept my coffee cup full. I also enjoyed meeting individuals with completely different outlooks and life experiences. Western is truly a diverse campus with many interesting individuals.

Faculty member with the most impact on you?

Michael Francisconi reshaped the way I look at the world. Mark Krank was a huge help in getting me through college and making sure I was able to graduate on time. Mike Klakken was responsible for me overcoming my phobia of math. Alan Weltzien was invaluable in teaching me the importance of public speaking. Each of these instructors taught me things that I could apply to my life after college and I am eternally grateful.

Staff member with the most impact on you?

The entire School of Outreach, Anneliese Ripley, Vickie Lansing, and staff made a huge impression on me. Deborah Henningsen, Verna Macpherson, and Jackie Zadow of Elderhostel opened many opportunities for me, and taught me the importance and value of clear and concise communication. What I learned from them prepared me for many of the challenges that I face today.

What are you doing now?

I am working with Western's Birch Creek Outdoor Education Center.

Dean's List, 3 semesters
Graduated cum laude
Graduated with Honors Endorsement

Academic Information

General Education Philosophy Statement *The University of Montana-Western*

All baccalaureate degree-seeking students at UM-Western complete a program called "General Education". The purpose of the General Education program at UM-Western is fivefold: to introduce all students to the core arts and sciences disciplines to prepare students for university-level thinking, to help students develop the skills and knowledge necessary for lifelong learning, to give each student a foundation in democratic values, and to foster engaged participation in a global society.

In keeping with its Mission Statement, Western recognizes and values both the integrity of the individual and membership in an increasingly diverse and global society. Thus, the General Education program is experiential, multidisciplinary, and multicultural. This multidisciplinary program consists of at least two semesters of focused study. Each course in the General Education program presents a breadth of content including a survey of basic information, methods of identifying and solving problems, methods to communicate the results of scholarly endeavors, and a general set of inquiry skills that can be transferred or adapted to other disciplines.

The program is scheduled so each student with the prerequisite skills can complete the requirements in one academic year, preferably the freshman year. The intent of the program is to provide a coherent academic experience through selected courses, some interdisciplinary, with the emphasis in each on developing students' intellectual and communication skills.

Western students are encouraged to work closely with an advisor to select courses that focus on developing his or her individual qualities and interests.

Articulation agreements among the Montana University System institutions ensure that students can transfer from one Montana institution to another with minimal loss of credit or time.

Western's General Education program is consistent with the Montana University System General Education Standards at <http://www.mus.montana.edu/transfer/courses.htm>.

GENERAL EDUCATION PROGRAM
2004-05 Experience One Program
The University of Montana-Western

Below is the recommended General Education curriculum for the 2004-05 Experience One program.
 Students should consult individual degree programs regarding specific degree requirements.
 Prior to opting out of the recommended 4-block schedule, students should contact their faculty advisor.

General Education Program—32 credits

Written & Oral Communications—4 credits
ENG 102 Foundations of Language (4)
Mathematics—4 credits
One of the following: MATH 105 Number Theory (4) MATH 111 College Algebra (4) MATH 131 Probability (4) MATH 191 Topics in Mathematics (4)
Behavioral & Social Sciences—8 credits
One of the following: ¹ ANTH 191 Introduction to Cultural Anthropology (4) GEOG 191 Human Geography (4) SOC 191 Introduction to Sociology (4)
One of the following: HIST 191 Western Civilization I (4) HIST 191 Western Civilization II (4) HIST 191 American History to the Civil War (4) HIST 191 American History Since Reconstruction (4) HIST 291 History of the Far East (4) HIST 291 World History (4)
Humanities: Expressive Arts—4 credits
One of the following: ART 191 Fundamentals of Art (4) ART 191 Basic Drawing (4) FA 191 Introduction to Visual & Performing Arts (4)
Humanities: Literary & Artistic Studies—4 credits
One of the following: ENG 166 Literature & Politics (4) ENG 167 Literature & Gender (4) ENG 280 Visions of America (4)
Natural Sciences—8 credits
Two of the following: ² BIO 150 Conservation Biology (4) BIO 191 Introduction to Life Science (4) BIO 251 Systematic Botany (4) CHEM 191 Introduction to Chemistry (4) GEOL 150 Environmental Geology (4) GEOL 191 Introduction to Geology (4)

¹ Business & IT majors must take either ECON 251 or 252 in lieu of the ANTH/GEOG/SOC requirement

² For the Mathematics Major, Broadfield, and Minor, students should take PHYS 233 as one of their required Science General Education courses

Western students must demonstrate computer competency as a requirement for graduation. All students must pass a computer competency test, which is based on national standards. Courses are available to assist in development of skills necessary to pass the test.

INTRODUCTION TO ACADEMIC DEGREES

Bachelor Degrees

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 Associate of Applied Science degree. The Montana University System requires the completion of a minimum of 120 credit hours for Bachelor of Arts degrees and the Bachelor of Science in Business degree. The University System requires a minimum of 128 credit hours for Bachelor of Science in Education degrees.

The baccalaureate degree is conferred upon completion of the proper curriculum. Refer to various degree outlines for specific course requirements and to the graduation requirements listed in the Enrollment & Graduation section of this catalog.

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.

Associate Degrees

The Associate degrees are generally four semesters of academic work that lead to a general understanding and knowledge base in a given area. Information on these degrees should be solicited from the appropriate department as listed on the following page.

Pre-professional Programs

Pre-professional 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 the professional school's 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. 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.

College of Arts & Sciences

Bachelor of Applied Science Degree

Bachelor of Arts Degrees

Options:

Environmental Sciences
Literature & Writing
Pre-professional Health Sciences
Social Science
Visual Arts

Related Areas:

Applied Health Sciences
Applied Mathematical Science
Art Studio
Biology
Business
Crafts
Creative Writing
Drama¹
Environmental Geochemistry
Equine Studies
Geology
Health & Human Performance
History
Music
Political Science
Pre-Law
Psychology
Society & Culture
Sociology
Sustainable Natural Resource Management
Visual Arts
Western Culture
Wildlands Interpretation
Wildlands Therapy
Wildlife Biology
Women's Studies

Associate Degrees

Associate of Arts
Associate of Science

See the Index to locate degree program pages

¹ The following degrees are also available at Western, but are not included in this publication. The necessary program changes will be finalized and included in the Catalog published for the 2005-06 Academic Year:

AAS: Business
AAS: Education Studies
AAS: Equine Studies
AAS: Tourism & Recreation
AS: Business 2+2
Advising Protocol for Educator Licensure in Business
& Computer Applications
Advising Protocol for Single Major Endorsement
Secondary Education Licensure (for students in
BA: Environmental Sciences)

School of Education, Business, & Technology

Bachelor of Science Degrees

Business

Options:

Business Administration Health & Fitness Management
Computer Technology Industrial Technology Management
Equine Studies Tourism

Early Childhood Education

Elementary Education

Minor:

Early Childhood Education

Options:

Coaching Science
Instructional Technology Social Studies
Mathematics

Secondary Education

Majors:

Art K-12
Art K-12 Broadfield
Biology
Business & Computer Applications
Business & Computer Applications Broadfield
English
General Science Broadfield
Health K-12
Health & Human Performance K-12
Health & Human Performance K-12 Broadfield
History
Industrial Technology
Mathematics
Mathematics Broadfield
Social Science Broadfield

Minors:

Art K-12
Biology
Business & Computer Applications
Computer Science K-12
Drama¹
Earth Science
English
Health & Human Performance K-12
History
Industrial Technology
Library Media K-12
Literacy K-12
Mathematics
Music K-12
Special Education K-12

Option: Coaching

Associate Degrees

Associate of Applied Science: Business¹
Associate of Applied Science: Early Childhood Education
Associate of Applied Science: Education Studies¹
Associate of Applied Science: Equine Studies¹
Associate of Applied Science: Natural Horsemanship
Associate of Applied Science: Tourism & Recreation¹
Associate of Science: Business 2+2¹

College of Arts & Sciences

INTRODUCTION

The College of Arts & Sciences offers a Bachelor of Applied Science degree, a Bachelor of Arts degree in five Option Areas including Environmental Sciences, Literature & Writing, Pre-Professional Health Sciences, Social Sciences, and Visual Arts, and two Associate degrees.

For further information on the Bachelor of Applied Science and Associate degrees, students should contact their Faculty Advisor. The Bachelor of Arts degree Options and Related Areas are listed on the following pages.

BACHELOR OF APPLIED SCIENCE

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.

BACHELOR OF APPLIED SCIENCE CREDIT SUMMARY

- Earned Associate of Applied Science (AAS) degree from a regionally accredited institution.

AAS Credits

60

- 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. Included in this category are:
 - Completion of Western's General Education program (p. 69) 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.
 - Completion of an Option 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 areas listed.
 - Electives for a total of 60 credits beyond the AAS degree.

Gen Ed Credits

32

- Completion of an Option 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 areas listed.

Option Area Credits

18

- Electives for a total of 60 credits beyond the AAS degree.

Elective Credits

10

Option Area	18
<i>Fine Arts & Humanities</i> (music, drama, art, English, philosophy, foreign language, humanities)	18
<i>Business</i> (business, economics, computer science, tourism & recreation)	
<i>Early Childhood Education</i>	
<i>Health & Human Performance</i>	
<i>Industrial Technology</i>	
<i>Mathematics</i>	
<i>Natural Science</i> (biology, chemistry, geology, physics)	
<i>Social & Behavioral Science</i> (history, geography, political science, anthropology, sociology, psychology)	
<i>Interdisciplinary Core</i> (approved by student's advisor)	

TOTAL Credits Required 120

BACHELOR OF ARTS

The College of Arts & Sciences offers a Bachelor of Arts degree in five Option Areas including Environmental Sciences, Literature & Writing, Pre-Professional Health Sciences, Social Science, and Visual Arts. Students choosing these degree Option Areas are also required to complete the General Education program (32 credits), an internship or thesis, elective courses, and a minimum of one Related Area. The Bachelor of Arts degrees requires completion of a minimum of 120 total credits.

The BA Related Area is a prescribed combination of courses that focuses on a specific subject area and provides the student with an in-depth knowledge that complements a chosen Bachelor of Arts Option Area. Students must complete a minimum of 10 semester credits of approved and required resident courses to complete a Related Area. Certain Related Areas are designed to be taken with particular degree Option Areas, although students may choose any Related Area in the Bachelor of Arts program to complete this requirement. Students should consult with an advisor about Related Areas.

The elective courses must be approved by the student's advisor. A maximum of six elective credits can be lower division and at least half of the elective credits must be outside the Option Area and/or Related Area.

BACHELOR OF ARTS: ENVIRONMENTAL SCIENCES OPTION

The BA: Environmental Sciences degree 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 BA: Environmental Sciences degrees 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.

In cooperation with Western, the Professional Guide Institute is now offering professional guide certification by recognition of competencies that may be acquired by individuals taking certain courses of study under the 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 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

CREDIT SUMMARY – General Education & Core Classes

Students must complete the General Education requirements, the Environmental Sciences Core, an Internship or Thesis, one Related Area, and Elective requirements. The total minimum credits needed for this degree are 120.

GENERAL EDUCATION – see page 69

BIO 150	4
GEOL 150	4

Gen Ed Credits **32**

ENVIRONMENTAL SCIENCE CORE

CHEM 131	4
CHEM 132	4
ENVS/PHIL 201	4
ENVS 269	2
ENVS 329	4
ENVS 348	4
ENVS 429	4
MATH 201	4
MATH 232	4
PHYS 233	4

Core Credits **38**

INTERNSHIP/THESIS

4-8 credits from:	4-8
BIO, CHEM, ENVS, GEOL, MATH 400 or 498	

Internship/Thesis Credits **4-8**

Related Area Credits **21-32**

See page 71 for complete list of available Related Areas. Some Option/Related Area combinations will require completion of additional prerequisites for some classes. The Related Areas that follow can be completed in conjunction with the ENVS BA Option with no additional prerequisites except those specified.

Elective Credits **0-12**

(Choose an appropriate number of elective credits to bring degree total to 120. Electives can be chosen from any catalog course.)

TOTAL Credits Required **120**

BA: ENVIRONMENTAL SCIENCES OPTION

CREDIT SUMMARY – Related Areas

APPLIED MATHEMATICAL SCIENCE

Elective credits required for this area	10-14
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Total Credits 10-14

MATH 202	4
MATH 203	4
MATH 260	4
MATH 401	4
MATH 433	4
PHYS 234	4
Take 2 from these 7:	8
BIO 471 ¹ (4)	
BIO 477 ¹ (4)	
GEOL 378 (4)	
MATH 343 ² (4)	
PHYS 235 (4)	
PHYS 340 ³ (4)	
PHYS 401 ³ (4)	

Total Credits 32

BIOLOGY

Elective credits required for this area	14-18
---	-------

Total Credits 14-18

BIO 151	4
BIO 152	4
BIO 341	4
BIO 343	4
BIO 477	4
Take 2 from these 6:	8
BIO 251 (4)	
BIO 262 (4)	
BIO 273 (4)	
BIO 473 (4)	
BIO 475 (4)	
BIO 479 (4)	

Total Credits 28

¹ Prereq: BIO 151 & 152

² Prereq: MATH 341

³ Prereq: PHYS 235

ENVIRONMENTAL GEOCHEMISTRY

Elective credits required for this area	14-18
---	-------

Total Credits 14-18

BIO 341	4
CHEM 331	4
CHEM 332	4
CHEM/GEOL 431	4
GEOL 226	4
GEOL 378	4
GEOL 480	4

Total Credits 28

GEOLOGY

Elective credits required for this area	14-18
---	-------

Total Credits 14-18

GEOL 226	4
GEOL 330	4
GEOL 378	4
GEOL 409	4
CHEM/GEOL 431	4
GEOL 432	4
GEOL 480	4

Total Credits 28

SUSTAINABLE NATURAL RESOURCE MANAGEMENT

Elective credits required for this area	11-15
---	-------

Total Credits 11-15

BIO 471 ¹	4
BIO 477 ¹	4
ECON 434	3
ENVS 381	4
ENVS 441	4
ENVS 480	4
GEOL 378	4
Take 1 from these 2:	4
SOC 475 (4)	
SOC 484 (4)	

Total Credits 31

BA: ENVIRONMENTAL SCIENCES OPTION

CREDIT SUMMARY – Related Areas

WILDLANDS INTERPRETATION

Elective credits required for this area	12-16
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Total Credits 12-16

Select 1 Area from these 2:

WILDLANDS INTERPRETATION -BIOLOGY

BIO 151	4
GEOL 230	4
ENVS 260-268	2
BIO 251	4
ENVS 452	4
BIO 477	4
ENVS 480	4
Take 1 from these 3:	4
BIO 273	
BIO 473	
BIO 475	

Total Credits 30

WILDLANDS INTERPRETATION-GEOLOGY

BIO 151	4
GEOL 226	4
GEOL 230	4
ENVS 260-268	2
ENVS 452	4
GEOL 432	4
ENVS 480	4
Take 1 from these 3:	4
GEOL 330 (4)	
GEOL 378 (4)	
CHEM/GEOL 431 (4)	

Total Credits 30

WILDLANDS THERAPY

GENERAL EDUCATION

PSY 100	4
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Elective credits required for this area	11-15
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Total Credits 11-15

ENVS 260-268	2
ENVS 452	4
ENVS 480	4
GEOL 230	4
HHP 231 or equivalent	1
PSY 360 ¹	4
Take 1 from these 2:	4
PSY 238	
PSY 438 ¹	
Take 1 from these 2:	4
PSY 265	
PSY 365 ¹	
Take 1 from these 2:	4
PSY 240	
PSY 440 ¹	

Total Credits 31

Prereq: PSY/SOC 220

WILDLIFE BIOLOGY

Elective credits required for this area	10-14
---	-------

Total Credits 10-14

BIO 151	4
BIO 152	4
BIO 343	4
BIO 471	4
BIO 473	4
BIO 475	4
BIO 477	4
Take 1 from these 5:	4
BIO 273	
BIO 341	
BIO 479	
ENVS 480	
GEOL 378	

Total Credits 32

BACHELOR OF ARTS: LITERATURE & WRITING OPTION

The humanities and a liberal arts education form the foundation of our present society and culture. Without an understanding of this, however, we find ourselves today in a time of great imbalance where greed and violence rather than humanity and compassion rule. The study of literature, the practice of writing, compels people toward self-reflection where they discover not only those possible sites of commonality, but also how important it is to value our wide differences. The value of studying literature and writing, thus, is one of creating a stronger and more civic-minded person, a person less apt to react thoughtlessly, and more apt to comprehend the complexity of existence. As our century begins and as technology drives us further and further from our neighbors even as it draws us closer to those more distant, the need is for a citizenry informed by tradition but with the courage to create and invent new approaches when necessary. We need a citizenry able to articulate their thoughts formally and informally, in writing and in speech, while acknowledging the importance of diverse opinion to understanding and knowledge.

The BA: Literature & Writing degree at Western is founded on the ideals of personal satisfaction in knowledge, diversity of application, and fresh perspectives in learning. The emphasis here is on distinction and individuality, and the freedom to pursue a history of ideas through a broad and eclectic range of courses. While writing courses prepares students for continued academic success, it is Western's goal to teach "writing for life," encouraging writers to apply their craft for both self-articulation and for occupational purposes. Western's perspective on the study of literature and writing is to both teach and learn through new and innovative processes and fosters creative and innovative approaches to learning in the classroom and beyond.

Western encourages students to become empowered and astute readers, writers, speakers, listeners, and especially thinkers—analytical, creative, courageous, and resistant to the brittle, the brutal, and the oppressive.

With this degree, students will be able to engage the world more fully, with greater insight and understanding. They will have the ability to nurture their creative spirit and mind, and will have the capacity to enjoy life more fully and completely because they will have learned the skills to engage ideas more deeply, to think more complexly.

BA: LITERATURE & WRITING OPTION

CREDIT SUMMARY – General Education & Core Classes

Students must complete the General Education requirements, the Literature & Writing Core, an Internship or Thesis, one Related Area, and Elective requirements. The total minimum credits needed for this degree are 120.

GENERAL EDUCATION – see page 69

Gen Ed Credits

32

LITERATURE & WRITING CORE

ENG 204	4
ENG 279	4
Take 1 from these 4:	4
ENG 263 (4)	
ENG 264 (4)	
ENG 265 (4)	
ENG 266 (4)	
Take 1 from these 4:	4
ENG 273 (4)	
ENG 274(4)	
ENG 275 (4)	
ENG 276 (4)	
Take 3 from these 8:	12
ENG 313 (4)	
ENG 314 (4)	
ENG 320 (4)	
ENG 330 (4)	
ENG 335 (4)	
ENG 339 (4)	
ENG 361 (4)	
ENG 362 (4)	
Take 4 from these 6:	16
ENG 413 (4)	
ENG 452 (4)	
ENG 453 (4)	
ENG 454 (4)	
ENG/DR 455 (4)	
ENG 479 (4)	

Core Credits

44

INTERNSHIP/THESIS

ENG 400 or 498	12
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Internship/Thesis Credits

12

Related Area Credits

21-32

See page 71 for complete list of available Related Areas.

Elective Credits

0-12

Choose an appropriate number of elective credits to bring degree total to 120. Electives can be chosen from any catalog course.

TOTAL Credits Required

120

BA: LITERATURE & WRITING OPTION
CREDIT SUMMARY – Related Areas

CREATIVE WRITING

Elective credits required for this area	4
Total Credits	4

ENG 301 ¹	4
ENG 302 ¹	4
ENG 303 ¹	4
Take 2 from these 3:	8
ENG 401 (4) ENG 402 (4) ENG 403 (4)	
Take 2 from these 7:	8
DR 401 (4) ED 466 (4) ENG 313 (4) ENG 314 (4) ENG 361 (4) ENG 453 (4) ENG 479 ² (4)	
Total Credits	28

WESTERN CULTURE

Elective credits required for this area	4
Total Credits	4

ART 211	4
ART 212	4
HIST 380	4
MUS 202	4
MUS 461	4
Take 1 from these 2:	4
ENG 452 (4) ENG/DR 455 (4)	
Take 1 from these 2:	4
HIST 101 (4) HIST 102 (4)	
Total Credits	28

¹ ENG 204 required as prerequisite

² ENG 279 required as prerequisite

BACHELOR OF ARTS: PRE-PROFESSIONAL HEALTH SCIENCES OPTION

The BA: Pre-professional Health Sciences degree 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 Pre-professional 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 Pre-professional Health Sciences Option.

The Pre-professional 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 believe 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, that reflects 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: PRE-PROFESSIONAL HEALTH SCIENCES OPTION

CREDIT SUMMARY – General Education & Core Classes

Students must complete the General Education requirements, the Pre-professional Health Sciences Core, an Internship or Thesis, one Related Area, and Elective requirements. The total minimum credits needed for this degree are 120.

GENERAL EDUCATION – see page 69

Gen Ed Credits **32**

PRE-PROFESSIONAL HEALTH SCIENCES CORE

BIO 151	4
BIO 343	4
BIO 371	4
BIO 372	4
CHEM 131	4
CHEM 132	4
MATH 201	4
MATH 232	4
PHYS 233	4

Core Credits **36**

INTERNSHIP/THESIS

6-12 credits from:	6-12
BIO/CHEM 400	
BIO/CHEM 498	
HHP 479	

Internship/Thesis Credits **6-12**

Related Area Credits **21-32**

See page 71 for complete list of available Related Areas. Some Option/Related Area combinations will require completion of additional prerequisites for some classes. The Related Areas that follow can be completed in conjunction with the Pre-Professional Health Sciences BA Option with no additional prerequisites except those specified.

Elective Credits **0-12**

Choose an appropriate number of elective credits to bring degree total to 120. Electives can be chosen from any catalog course.

TOTAL Credits Required **120**

BA: PRE-PROFESSIONAL HEALTH SCIENCES OPTION
CREDIT SUMMARY – Related Areas

APPLIED HEALTH SCIENCES

Elective credits required for this area	11-15
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Total Credits 11-15

SOC 115	4
BIO 262	4
BIO 341	4
CHEM 331	4
CHEM 332	4
HHP 315	4
HHP 364	3
PHYS 234	4

Total Credits 31

HEALTH & HUMAN PERFORMANCE

Elective credits required for this area	12-16
--	-------

Total Credits 12-16

BIO 371 ¹	4
BIO 372 ¹	4
HHP 102	4
HHP 311	4
HHP 315	4
HHP 317	4
HHP 410	3
HHP 472	3

Total Credits 30

¹ If already taking BIO 371 & 372 for Pre-professional Health Sciences Option, student will take PHYS 234 and BIO 341 for Related Area requirements instead.

BACHELOR OF ARTS: SOCIAL SCIENCE OPTION

The Department of History, Philosophy, & Social Sciences (HPSS) offers courses in anthropology, geography, history, philosophy, political science, psychology, and sociology. Together these subjects comprise a set of disciplines whose main purpose is to promote understanding of human experience, societies, and cultures. The department offers degrees that provide students with the academic foundation necessary to understand and evaluate critical issues facing contemporary society, which includes approaching those issues from a variety of perspectives.

Completion of any of the HPSS Related Areas will provide students with practical and intellectual skills that may be applied to any number of professions, as well as in making decisions and solving problems in everyday life. Graduates of HPSS programs may choose to pursue careers in law, social work, psychology, public administration, research, teacher education, wildlands therapy, and entry-level positions in the helping professions. Students planning to go on to professional or graduate school will find this program especially valuable, because the exposure to a variety of disciplines gives students the breadth of knowledge and experience required for advanced study.

Although any of the Related Areas in the Bachelor of Arts program may be selected, students are encouraged to meet with their advisor to select a degree plan that closely matches their personal career objectives. The senior thesis and internship components of the BA: Social Science degree offer students the opportunity to expand their educational experience far beyond the typical undergraduate curriculum. The senior thesis is a written project based on primary research on a topic chosen by the student working with his/her advisor. Research may focus on library resources, archival materials, fieldwork, or interviews. Internships are available at the sophomore and senior level and provide students a chance to put classroom-developed skills to work in an occupational setting. 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, history, and sociology, with topics ranging from differences in gender communication styles, motivation for high-risk recreational sports, the influence of American popular culture overseas, and federal projects as societal change agents. For additional information about HPSS, contact John Hajduk, HPSS Chair, UM-Western, 710 S Atlantic, Dillon MT 59725-3598; (406) 683-7219; j_hajduk@umwestern.edu.

BA: SOCIAL SCIENCE OPTION
CREDIT SUMMARY – General Education & Core Classes

Students must complete the General Education requirements, the Social Science Core, an Internship or Thesis, one Related Area, and Elective requirements. The total minimum credits needed for this degree are 120.

GENERAL EDUCATION – see page 69

Gen Ed Credits **32**

SOCIAL SCIENCE CORE

GEOG 305	4
HIST 452	4
HIST 456	4
POLS 250	4
PSY/SOC 220	4
PSY 452	4
SOC 115	4
SOC 425	4
SOC 450	4
Take 1 from these 2:	4
HIST 362 (4)	
HIST 370 (4)	

Core Credits **40**

INTERNSHIP/THESIS

ANTH, GEOG, HIST, POLS, PSY, SOC 400 or 498	6
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Internship/Thesis Credits **6**

Related Area Credits **21-32**

See page 71 for complete list of available Related Areas.

Elective Credits **0-12**

Choose an appropriate number of elective credits to bring degree total to 120. Electives can be chosen from any catalog course.

TOTAL Credits Required **120**

BA: SOCIAL SCIENCE CREDIT SUMMARY – Related Areas

HISTORY

Elective credits required for this area	18
Total Credits	18

HIST 371	4
HIST 409	4
POLS 313	4
Take 1 from these 2:	4
HIST 225 (4)	
HIST 240 (4)	
Take 1 from these 4:	4
HIST 320 (4)	
HIST 321 (4)	
HIST 360 (4)	
HIST 380 (4)	
Take 1 from these 2:	4
HIST 263 (4)	
HIST 325 (4)	
Total Credits	24

POLITICAL SCIENCE

Elective credits required for this area	14
Total Credits	14

POLS 121	4
POLS 131	4
POLS 321	4
POLS 360	4
Take 3 from these 4:	12
GEOG/POLS 441 (4)	
POLS 313 (4)	
POLS 351 (4)	
SOC 315 (4)	
Total Credits	28

PRE-LAW

Elective credits required for this area	11
Total Credits	11

POLS 121	4
POLS 131	4
POLS 360	4
SOC 425	4
Take 1 from these 2:	4
HIST 325 (4)	
HIST 362 (4)	
Take 1 from these 2:	4
DR 101 (4)	
ENG 215 (4)	
Take 1 from these 3:	3
BUS 241 (3)	
BUS 364 (3)	
ECON 251 (3)	
Take 1 from these 3:	4
SOC 315 (4)	
SOC 450 (4)	
SOC 485 (4)	
Total Credits	31

PSYCHOLOGY

Elective credits required for this area	14
Total Credits	14

PSY 201	4
PSY 265	4
PSY 360	4
PSY 375	4
PSY 437	4
PSY 438	4
PSY 454	4
Total Credits	28

SOCIETY & CULTURE

Elective credits required for this area	14
Total Credits	14

PSY/SOC 220	4
PSY 385	4
SOC 315	4
SOC 425	4
SOC 475	4
SOC 484	4
SOC 485	4
Total Credits	28

SOCIOLOGY

Elective credits required for this area	18
Total Credits	18

SOC 115	4
SOC 409	4
SOC 425	4
SOC 475	4
SOC 484	4
SOC 486	4
Total Credits	24

WOMEN'S STUDIES

Elective credits required for this area	14
Total Credits	14

HIST 370	4
PSY/SOC 452	4
SOC 485	4
ENG 362	4
ENG 479	4
Take 1 from these 2:	4
HIST 263 (4)	
HIST 362 (4)	
Take 1 from these 3:	4
HIST 320 (4)	
HIST 321 (4)	
HIST 360 (4)	
Total Credits	28

BACHELOR OF ARTS: VISUAL ARTS OPTION

The BA: Visual Arts degree 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 curriculum includes introductory studio courses in a variety of two- and three-dimensional media, plus art history and art criticism.

Students select a Related Area of study to supplement their Visual Arts option. Although any Related Area is available, from Political Science to Psychology, most Visual Arts majors select Art Studio, Business, or Crafts. The Art Studio Related Area gives students further customized experience in painting, printmaking, drawing, watercolor, photography, computer art, and/or sculpture. The Business Related Area provides 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, art centers, or art councils. The Crafts Related Area gives students with interests in crafts media, such as ceramics, glass blowing, blacksmithing, and jewelry, extensive experience toward the goal of becoming a practicing and selling artist in these popular art forms.

The senior year Internship, Senior Project, or Thesis completes the degree. Students work with faculty to structure an experience relevant to their interests and career goals. Internships have included working at art galleries, art museums, and arts councils. Senior projects have included research into new and unusual techniques, as well as mounting an exhibit of one's own work. Thesis papers have included researching biographical, art historical, or technical developments in the visual arts.

BA: VISUAL ARTS OPTION

CREDIT SUMMARY – General Education & Core Classes

Students must complete the General Education requirements, the Visual Arts Core, an Internship or Thesis, one Related Area, and Elective requirements. The total minimum credits needed for this degree are 120.

GENERAL EDUCATION – See page 69

Taking ART rubric courses is recommended to fulfill both Gen Ed Humanities categories for this major

Gen Ed Credits **32**

VISUAL ARTS CORE

ART 141	4
ART 143	4
ART 211	4
ART 212	4
ART 221	4
ART 231	4
Studio Core:	
ART 343	4
ART 361	4
ART 367	4
ART 371	4
ART 431	4

Core Credits **44**

INTERNSHIP/THESIS

ART 400/498	4-12
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Internship/Thesis Credits **12**

Related Area Credits **21-32**

See page 71 for complete list of available Related Areas.

Elective Credits **4-20**

Choose an appropriate number of elective credits to bring degree total to 120. Electives can be chosen from any catalog course.

TOTAL Credits Required **120**

BA: VISUAL ARTS OPTION
CREDIT SUMMARY – Related Areas

ART STUDIO

Elective credits required for this area	12
Total Credits	12

Select from these courses in consultation with advisor :	20
ART 225 (4)	
ART 241/341 (4)	
ART 270 (4)	
ART 311 (4)	
ART 381 (4)	
ART 443 (4)	
ART 478 (1-4)	
ART 482 (1-4)	
ART 483 (1-4)	
ART 485 (1-4)	
ART 486 (1-4)	
ART 487 (1-4)	
ART 488 (1-4)	
Total Credits	20

CRAFTS

Elective credits required for this area	12
Total Credits	12

Select from these courses in consultation with advisor:	20
ART 232 (4)	
ART 311 (4)	
ART 347 (4)	
ART 380 (4)	
ART 381 (4)	
ART 422 (4)	
ART 423 (4)	
ART 447 (4)	
ART 479 (1-4)	
ART 480 (1-4)	
ART 481 (1-4)	
ART 484 (1-4)	
ART 489 (1-4)	
Total Credits	20

BUSINESS

Elective credits required for this area	11
Total Credits	11

BUS 201	3
BUS 217	3
BUS 241	3
BUS/ECON Elective 300 or higher	3
COMS 101	1
COMS 102	1
COMS 104	1
COMS 108	1
COMS 109	1
Take 1 from these 2:	3
BUS 281 (3)	
BUS 283 (3)	
Take 1 from these 2:	3
BUS 325 (3)	
BUS 329 (3)	
Total Credits	23

VISUAL ARTS *

Elective credits required for this area	12
Total Credits	12

ART 142	4
ART 143	4
ART 211	4
ART 212	4
ART 221	4
Total Credits	20

* *Not to be taken with Visual Arts Option*

BACHELOR OF ARTS CREDIT SUMMARY – Other Related Areas

EQUINE STUDIES RELATED AREA

Elective credits required for this area	Varies depending on Option Selected
--	--

Total Credits

Varies

EQST 101	4
EQST 102	2
EQST 104	2
EQST 201	4
EQST 202	4
EQST 203	4
EQST 204	4
Take 1 from these 2:	4
EQST 401	
EQST 404	

Total Credits

28

MUSIC RELATED AREA

Elective credits required for this area	Varies depending on Option Selected
--	--

Total Credits

Varies

MUS 115	2
MUS 131	2
MUS 132	2
MUS 141	2
MUS 142	2
MUS 162	2
Take 1 from these 2:	2
MUS 182	
MUS 183 ¹	
MUS 202	4
MUS 461	4
2 credits from:	2
MUS 316	
MUS 365	

Total Credits

24

¹with instructor approval

ASSOCIATE OF ARTS

The Associate of Arts (AA) degree is a two-year general transfer degree, typically with an emphasis in the humanities or social sciences. It is recommended for students who expect to transfer to a four-year program and work toward a Bachelor of Arts 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 program required for bachelor's degrees at Western will have met the lower division General Education requirements at any/all Montana University System institutions (see page 69).

ASSOCIATE OF ARTS CREDIT SUMMARY

Students completing the AA degree are encouraged to complete their General Education requirements in the first year of the program. In the second year, students complete interest area courses and electives.

GENERAL EDUCATION – see page 69

Gen Ed Credits 32

AREA OF INTEREST

Complete 20 credits in no more than two of the following areas:	
Anthropology	Fine Arts
Art	Geography
Business	History
Drama	Music
Education	Psychology
English	Sociology
Equine Studies	

Interest Area Credits 20

ELECTIVE REQUIREMENTS

Complete 8 credits from any catalog courses

Elective Credits 8

TOTAL Credits Required 60

ASSOCIATE OF SCIENCE

The Associate of Science (AS) degree is a two-year general transfer degree, typically with an emphasis in the natural, physical, or social sciences. It is similar to the Associate of Arts degree, but primarily intended for transfer into a Bachelor of Science degree, and requires focused coursework in one or two subject areas or academic disciplines.

ASSOCIATE OF SCIENCE CREDIT SUMMARY

Students completing the AS degree are encouraged to complete their General Education requirements in the first year of the program. In the second year, students complete interest area courses and electives.

GENERAL EDUCATION – see page 69

Gen Ed Credits 32

AREA OF INTEREST

Complete 20 credits in no more than two of the following areas:	
Biology	Geology
Business	Health & Human Performance
Chemistry	History
Computer Science	Industrial Technology
Economics	Mathematics
Education	Physics
English	Political Science
Environmental Science	Psychology
Equine Studies	Sociology

Interest Area Credits 20

ELECTIVE REQUIREMENTS

Complete 8 credits from any catalog courses

Elective Credits 8

TOTAL Credits Required 60

School of Education, Business, & Technology

INTRODUCTION

General Program Information

The School of Education, Business, & Technology is comprised of a Bachelor of Science degree in Business, Bachelor of Science degree in Early Childhood Education, Bachelor of Science degree in Elementary Education, a Bachelor of Science degree in Secondary Education, and a number of two-year degrees.

Please consult with a departmental advisor for detailed information on the two-year degrees and career opportunities.

BACHELOR OF SCIENCE: BUSINESS

The Bachelor of Science degree in Business is designed to provide students with the managerial, 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 also prepares the graduate to pursue a graduate degree.

The BS: Business educational experience is shaped by Western's experiential approach to general management, innovative teaching methodologies, and field-based learning that promotes teamwork and collaboration. Participants are exposed to an in-depth education that goes beyond frameworks and theories—preparing them to leverage their enhanced leadership potential for their future careers in diverse fields.

Integrated into the academic experience, technology plays a major role in the learning process by equipping students with hands-on tools that facilitate in-depth exploration, as well as communication and collaboration among participants and faculty. Computer simulations, web casts, videoconferencing, and other interactive multimedia add a real-life dimension to the classroom sessions. Students are encouraged to use the latest software, Internet research, and e-mail.

The Internship component of this program is extremely valuable. Students acquire hands-on experience in a business climate that is local, regional, national, or international. This part of the degree program provides the appropriate work experience relative to the job objective that many employers are now requiring.

Employment opportunities for graduates include, but are not limited to, project manager assistants, human resource managers, software trainers, public relations specialists, manufacturing supervisors, purchasing managers, retail managers, advertising and media salespersons, assistant account executives, assistant marketing managers, health and fitness managers, facilities managers, and business proprietors.

BS: BUSINESS

CREDIT SUMMARY – General Education & Core Classes

Students must complete the General Education requirements, the Business Core, an Internship, and one Option Area.

Gen Ed Credits **32**

GENERAL EDUCATION – see page 69

BUSINESS CORE

BUS 217	3
BUS 241	3
BUS 242	3
BUS 325	3
BUS 347	3
BUS 364	3
COMS 101	1
COMS 102	1
COMS 104	1
COMS 108	1
COMS 109	1
ECON 252	3
ECON 358	3
MATH 232	4
Take 1 from these 3 ¹ :	3
COMS 205 (3) COMS 232 (1) & 238 (2) COMS 339 (3)	
Take 1 from these 2 ² :	3
BUS 281 (3) BUS 282 (3)	
Take 1 from these 2 ² :	3
BUS 341 (3) BUS 353 (3)	

INTERNSHIP/THESIS

BUS 400 ^{3,4}	10
BUS 210/410	2

Core Credits **42-51**
(Admin Option = 51 credits)
(Computer Tech Option = 48 credits)

Internship/Thesis Credits **12**

Option Area Credits **21-38**

Elective Credits **0-4**
Choose an appropriate number of elective credits to bring degree total to 120. Electives can be chosen from any catalog course.

TOTAL Credits Required **120**

¹ The Business Administration Option requires students to take COMS 232, 238, & 339 (add 3 credits to Core).
¹ The Computer Technology Option requires students to take COMS 205, 232, 238, & 339 (add 6 credits to Core).
² The Business Administration Option requires students to take both of these courses (add 6 credits to Core).
³ HHP Option majors must take HHP 400 in lieu of BUS 400.
⁴ Equine Studies Option majors may take EQST 400 in lieu of BUS 400.

BS: BUSINESS CREDIT SUMMARY – Option Areas

BUSINESS ADMINISTRATION OPTION

Elective credits required for this Option	4
Total Credits	4

BUS 461	3
ECON 251	3
Take 1 from these 2:	3
BUS 329 (3) BUS 426 (3)	
Take 4 from these 5:	12
BUS 202 (3) BUS 377 (3) BUS 466 (3) ECON 357 (3) HTR 204 (3)	
Total Credits	21

EQUINE STUDIES OPTION

Elective credits required for this area	4
Total Credits	4

EQST 101	4
Take 1 from these 2:	2
EQST 102 (2) EQST 104 (2)	
EQST 201	4
EQST 202	4
EQST 204	4
EQST 354	4
EQST 401	4
EQST 404	4
Total Credits	30

COMPUTER TECHNOLOGY OPTION

Elective credits required for this area	0-4
Total Credits	0-4

COMS 126	4
COMS 210	3
COMS 387	3
COMS 403	4
Take 5 from these 12:	10-24
COMS 111 (3) COMS 176 (4) COMS 215 (3) COMS 226 (4) COMS/IT 230 (3) COMS 234 (2) COMS 245 (3) COMS 306 (2-6) COMS 334 (2) COMS 420 (2-6) COMS 270 (2) or 370 (3)	
Total Credits	24-38

HEALTH & FITNESS MANAGEMENT OPTION

Elective credits required for this area	1
Total Credits	1

HHP 102	3
HHP 140	2
HHP 142	2
HHP 241	3
HHP 311	4
HHP 315	4
HHP 317	4
HHP 347	3
HHP 364	3
HHP 416	2
HHP 472	3
Total Credits	33

BS: BUSINESS
CREDIT SUMMARY – Option Areas

**INDUSTRIAL TECHNOLOGY MANAGEMENT
OPTION**

Elective credits required for this area	2
Total Credits	2

BUS 201	3
Take 1 from these 2:	3
BUS 329 (3)	
BUS 426 (3)	
IT 120	4
IT 130	4
IT 140	4
IT 222	3
IT 235	4
IT 240	3
IT 241	3
IT 330	3
Total Credits	34

TOURISM OPTION

Elective credits required for this area	3
Total Credits	3

BUS 202	3
ECON 334	3
HTR 112	3
HTR 204	3
HTR 210	4
Take 3 from these 4:	9
HTR 222 (3)	
HTR 345 (3)	
HTR 350 (3)	
HTR 355 (3)	
Take 2 from any 300-400 level BUS, COMS, ECON, or HTR course	6
Total Credits	31

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-Western as well as 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.

BS: EARLY CHILDHOOD EDUCATION CREDIT SUMMARY – Prescribed Curriculum

The BS: Early Childhood Education degree is a prescribed curriculum. This means that there is little room for variation in the courses required to complete the degree. Please follow the program of study below as closely as possible. Consult with Early Childhood Education faculty members for course rotation and scheduling.

First Year	
Fall	
ENG 102 ¹	4-6
ED 142	1
ED 143	1
ED 250	3
ED 251	1
Gen Ed-Humanities	3-4
Gen Ed-Math	3-4
Spring	
ED 144	2
ED 145	1
ED 240	2
ED 241	1
Introductory Psychology	3-4
Gen Ed-Natural Science	3-4
Second Year	
Fall	
ED 242	2
ED 243	1
ED 320	2
ED 321	1
Electives (any catalog course)	5
Spring	
ED 246	2
ED 247	1
ED 324	2
ED 325	1
Electives (any catalog course)	6
Summer	
ED 326	4
ED 421	3

Third Year	
Fall	
ED 341	4
ED 346	3
ED 422	3
Computer Course Elective ²	3
Related Area Course ³	3
Spring	
ED 354	3
ED 455	3
Gen Ed-Humanities ²	3-4
Related Area Course ³	3
Summer	
Creative Arts Workshop (see Advisor)	3
	1
Fourth Year	
Fall	
ED 348	3
ED 424	3
Gen Ed-Behav/Soc Sci (History)	3-4
Gen Ed-Natural Science	3-4
Related Area Course ³	3
Spring	
ED 457	3
Gen Ed-Behav/Soc Sci (non-History)	3-4
Related Area Course ³	3
ED 496	6
Total Credits	120

¹ English courses not taken through UM-Western must demonstrate an ORAL and WRITTEN communication component.

² Students must choose one course from the Humanities: Literary & Artistic Studies category and one course from the Humanities: Expressive Arts category.

³ See Advisor. Each student must develop an appropriate related area for the degree and complete 4 courses in the area.

INTRODUCTION

BACHELOR OF SCIENCE: ELEMENTARY EDUCATION SECONDARY EDUCATION

Teacher Education Program & Licensure Office
Main Hall 212
(406) 683-7325

Mission

The mission of the Education Department is to prepare highly qualified entry-level educators within a learning community that is characterized by experiential learning. The program links content area knowledge with research-based pedagogical knowledge. We believe this leads to the best teaching practices that meet and exceed local, State, and national standards.

Accreditation

The programs in Elementary and Secondary 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.

The Teacher Education Program (TEP)

All Elementary and Secondary Education majors must apply for and be accepted into Western's Teacher Education Program (TEP) as a part of their academic preparation. Western considers teacher preparation a learning process involving field observations, close interactions with the Education faculty, development of a teaching portfolio, and proficiency in writing, communication, and professional skills. To maintain consistent growth as pre-professionals, it is important that students consult with their faculty advisor prior to application to TEP and throughout their program of study.

Students at Western participate in a variety of field experiences, including observations in American Indian Reservation Schools and fieldwork in typical single-grade classrooms & rural schools. The Montana Rural Education Center, as part of Western's Education Department, is endorsed by the National Rural Education Association as one of only five rural education research centers in the nation. As a result, UM-Western candidates are uniquely prepared to teach in a multi-age classroom located in a rural school setting.

Requirements for admission into TEP are summarized in this section. Detailed information about these requirements, including all Education Department policies and procedures, is also contained in the Education Handbook, which must be purchased at the Campus Bookstore during the student's first year in the Education program. The Education Handbook is also available at the Education & Licensure Office, the Lucy Carson Library, and the office of the Vice Chancellor for Academic Affairs.

Freshman students apply for admission to TEP during their third semester at Western. Transfer students must meet with an advisor upon admission to Western to discuss their application for entrance into TEP. Additional admission requirements for transfer students are based upon their previous academic work and the timing of their application.

The Teacher Education Program at Western consists of three phases, beginning with successful admission into TEP, followed by supporting course and field work, and concluding with student teaching. The requirements associated with each phase are consistent with program assessment goals. These requirements are summarized below and explained in greater detail in the Education Handbook. Certain *General* as well as *Teaching Portfolio* requirements are necessary for students to be successfully admitted as teaching candidates into the Teacher Education Program and for accepted candidates to progress through the three phases of TEP.

Phase I: Admission into the Teacher Education Program

General Requirements

- A completed application with signatures from the Education & Licensure Officer and the student's Faculty Advisor
- 2.50 GPA with no grade lower than a 'C' in all required General Education coursework prior to application
- 75%, or 6 out of 8, General Education courses completed
- Completion of the following courses:
 - ENG 102
 - MATH 105 (for Elementary Ed) or
 - MATH 104 or higher (for Secondary Ed)
 - ED 120
 - ED 253
- A successful interview with the faculty TEP committee, which will discuss the student's:
 - Curriculum vita
 - Interests in teaching
 - Educational & career goals
 - Written and oral communication ability and potential
 - Highlights of the *Teaching Portfolio*

Teaching Portfolio Requirements

- Introductory Section
 - A written autobiographical essay including life and educational experiences
 - A written essay on why the student wants to be a teacher
 - A written outline with commentary on the student's professional goals
 - A written philosophy of teaching and learning based on field observations and observations of UM-Western's General Education faculty
 - Based on early field observations and classroom experiences, the student will show evidence of developing proficiency in two of ten standards for effective teachers as defined through state and national elementary and secondary accrediting bodies including NCATE. These standards are to be documented and reviewed in writing by the student.

Phase II: Methods Courses, Field Experiences, and Application to Student Teach

General Requirements

- A State and Federal background check
- Completion of the following courses:
 - ED 258
 - ED 270
 - ED 328
 - ED 381 (for Elementary Ed) or
 - ED 351 (for Secondary Ed)
- Completion of all other coursework, except ED 499 for Elementary Majors
- Application to student teach

Teaching Portfolio Requirements

- During **Phase II**, ongoing work on the portfolio will occur in the various required courses. As a part of ED 328, the candidate will provide evidence of progress toward five more of the effective teaching standards and present evidence and summaries of progress to peers and faculty.

Phase III: Student Teaching and Final Portfolio Presentation

General Requirements

- A completed application packet with signatures from the Education & Licensure Officer and the student's Faculty Advisor
- Student teaching placement request
- 3.00 GPA in the Education Core courses
- 100% of the coursework in the Education Core completed
- 2.50 GPA in all Major and Minor courses with no grade lower than a 'C'
- 66% of all coursework in the Major and Minor completed
- Completed First Aid certification
- Current Federal and State background check

Teaching Portfolio Requirements

- A successful interview with a faculty portfolio review committee demonstrating:
 - evidence of growing competency in the 10 standards for effective teachers
 - adequate understanding of the student's Major and Minor areas as well as of the education core courses
 - revisions and additions to portfolio sections consistent with the candidate's academic and field experiences
- Following a successful student teaching experience, there will be a presentation and defense of the revised teaching portfolio to classmates and faculty occurring in ED 499 for Elementary Education majors, and in seminars and meetings for Secondary Education majors.

Field Experiences

Education students are expected to complete a series of field experiences to assist in their preparation for a career in education. Time commitments for field experiences range from 15 hours to 30 hours, depending upon one's field of study and the requirements of the coursework associated with the field experience. Students may expect to complete their field experience in a location at least 65 miles from Dillon and should plan on additional financial expenses to cover the costs of these experiences.

Experience in Cultural Diversity

All candidates 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 or may be included in the field experiences. The field experience in cultural diversity must involve regular and personal interaction, which provides a better understanding of the cultural group.

Behavioral Expectations

Every candidate who engages in a field experience or student teaching will undergo a Federal & State background check and behavioral review by the Director of Field Experiences and the Dean of Students. Students who have documented misconduct or background check discrepancies will be required to meet with an appropriate administrator to discuss an appropriate plan of action. Background checks are an additional expense for teacher candidates and may be required multiple times.

Application to Student Teach

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.

The *Application to Student Teach* is an important part of the candidate's journey toward becoming a certified teacher. Teacher candidates planning to student teach must attend a series of student teaching meetings and apply for student teaching one full semester, or approximately four months, in advance. The application has several general requirements and requires that the portfolio initially begun in the TEP Admission process be presented again to demonstrate additional competencies under all ten of the effective teaching standards.

Review of the *Application to Student Teach* is conducted by the Director of Field Experiences. Candidates are notified of their placement by the Director of Field Experiences and may not make arrangements on their own with school administrators or supervising teachers.

Student Teaching Fees & Course Registration

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:

ED 472 Student Teaching-Elementary Education	Kindergarten through Grade 8
ED 473 Student Teaching-Secondary Education	Grades 5 through 12
ED 474 Student Teaching-K-12	Kindergarten through Grade 12

Student teaching assignments comprise 12-15 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 for Elementary Education students ED 499 is required.

Student Teaching Expectations

Involvement in extracurricular activities is a necessary part of student teaching. Students should plan their student teaching semester to match their school site activities and the public school calendar. The student teaching assignment is a rigorous experience and students are strongly discouraged from taking additional employment outside of the student teaching assignment.

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 two semesters in advance.

Licensure

Licensure is not automatic with University graduation. 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 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 Media, Health & Human Performance, Literacy, and Special Education. K-12 candidates graduate under the Secondary Education degree requirements.

All students seeking licensure under the following circumstances must begin the process by consulting with the Licensure Officer.

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 TEP and complete all Education Core class 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.

Licensure Programs for Second Degrees

Western considers that the General Education requirements have been met with a teaching candidate's first bachelor's degree. However, candidates must complete the Broadfield, Major/Minor, and Education Core requirements with a 2.50 GPA plus be admitted into TEP. Western maintains a 15-credit residency requirement for the Major, and a 10-credit residency requirement for the Minor.

Educator Licensure Conversions

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 the Licensure Officer to develop a plan.

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 case of licensure only, all but six 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 the Licensure Officer.

Special Teaching Options

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.

BACHELOR OF SCIENCE: ELEMENTARY EDUCATION

The Bachelor of Science in Elementary Education degree prepares teachers for positions in grades K-8 in rural, urban, and global classrooms. Through coursework and extensive field experiences in a variety of settings, teacher candidates are able to integrate content knowledge, curriculum, pedagogy, and classroom management into effective research-based instructional practices. The Elementary Education program believes in integrated hands-on, experiential learning based on the constructivist philosophy.

Students majoring in Elementary Education may also select minors from Secondary Education-approved Minors, including the K-12 Minors of Art, Library Media, Literacy, and Special Education. Minors lead to licensure endorsements.

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. Option areas include Instructional Technology, Math, Science, and Social Studies. Although these Options are not licensure endorsements, they show evidence of additional study in these areas.

All Elementary Education majors must purchase the Education Handbook at the Bookstore during their first year at Western. The Education Handbook contains policies and procedures necessary from the first year of the program through to completion.

BS: ELEMENTARY EDUCATION

CREDIT SUMMARY – Prescribed Curriculum

The BS in Elementary Education is a prescribed curriculum. This means that there is no room for variation in the courses required to complete the degree. Please follow the program of study below as closely as possible. Consult with Elementary Education faculty for course rotation and scheduling. Students may opt to complete a Minor and/or an Option area.

Students Beginning in Fall

First Year	
Fall	
BIO 101 ¹	4
ENG 102 ¹	4
MATH 105 ²	4
POLS 121 ¹	4
Spring	
FA 101 ¹	4
COMS 115 ²	4
ED 120 ³ & MUS 101 ¹	2 + 2
HIST 111 ¹ or HIST 112 ¹	4
Second Year	
Fall	
ED 234 ³	4
ED 253 ³	4
ED 258 ³	4
ENG 162 ¹ or ENG 163 ¹	4
Spring	
ED 270 ³	4
GEOL 101 ¹	4
MATH 106 ¹	4
PHYS 101 ² or CHEM 101 ²	4
Third Year	
Fall	
ED 328 ³	4
ED 334 ³ & 335 ³	3 + 1
ED 377 ³ & 378 ³	3 + 1
HHP 241 ³ & MATH 100 ²	3 + 1
Spring	
ED 332 ³ & 333 ³	3 + 1
ED 341 ³	4
GEOG 102 ²	4
HHP 374 ³ & 375 ³	3 + 1
Fourth Year	
Fall	
ED 370 ³ & 371 ³	3 + 1
ED 376 ³ and ART 346 ³ or DR 346 ³ or ED 356 ³	2 + 2
ED 381 ³ & 382 ³	3 + 1
ED 425	4
Spring	
ED 472 ³	4
ED 472 ³	4
ED 472 ³	4
ED 499 ³	4

Students Beginning in Spring

First Year	
Spring	
FA 101 ¹	4
COMS 115 ²	4
ED 120 ³ & MUS 101 ¹	2 + 2
HIST 111 ¹ or HIST 112 ¹	4
Fall	
ED 258 ³	4
ENG 102 ¹	4
MATH 105 ²	4
POLS 121 ¹	4
Second Year	
Spring	
ED 270 ³	4
GEOL 101 ¹	4
MATH 106 ¹	4
PHYS 101 ² or CHEM 101 ²	4
Fall	
BIO 101 ¹	4
ED 234 ³	4
ED 253 ³	4
ENG 162 ¹ or ENG 163 ¹	4
Third Year	
Spring	
ED 332 ³ & 333 ³	3 + 1
ED 341 ³	4
GEOG 102 ¹	4
HHP 374 ³ & 375 ³	3 + 1
Fall	
ED 328 ³	4
ED 334 ³ & 335 ³	3 + 1
ED 377 ³ & 378 ³	3 + 1
HHP 241 ³ & MATH 100 ²	3 + 1
Fourth Year	
Spring	
ED 370 ³ & 371 ³	3 + 1
ED 376 ³ and ART 346 ³ or DR 346 ³ or ED 356 ³	2 + 2
ED 381 ³ & 382 ³	3 + 1
ED 425 ³	4
Fall	
ED 472 ³	4
ED 472 ³	4
ED 472 ³	4
ED 499 ³	4

¹ General Education Requirements
² Program Requirements/Arts & Sciences
³ Professional Education Requirements for Elementary Education

BS: Elementary Education Total Credits: 128

BS: ELEMENTARY EDUCATION CREDIT SUMMARY – Minor

The Early Childhood Education Minor is a State-recognized area of specialized competency that is an “add on” to an Elementary Education 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. This Minor is only available with the BS: Elementary Education.

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

EARLY CHILDHOOD EDUCATION MINOR

ED 142	1
ED 143	1
ED 144	2
ED 145	1
ED 240	2
ED 241	1
ED 242	2
ED 243	1
ED 246	2
ED 247	1
ED 250	3
ED 251	1
ED 320	2
ED 321	1
ED 324	2
ED 325	1
ED 341	2

Total Credits 26

BS: ELEMENTARY EDUCATION CREDIT SUMMARY – Option Areas

INSTRUCTIONAL TECHNOLOGY

An “Instructional Technology Option” transcript notation is available with BS: Elementary Education only.

Elementary Education graduates with this option will not only be prepared to integrate technology effectively into their own curriculum and instruction, but will also be able to help others more effectively integrate technology to enhance learning and teaching in K-8 classrooms.

COMS 101	1
Take 1 from these 2:	4
COMS 115 (4) or COMS 102 (1) & 104 (1) & 108 (1) & 109 (1)	
COMS 210	3
COMS 234	2
COMS 240	1
COMS 334	2
COMS Elective	1
ED 234	4
Total Credits	18

MATHEMATICS

A “Mathematics Option” transcript notation is available with BS: Elementary Education only.

All Mathematics 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.

MATH 112	4
MATH 131	4
MATH 232	4
Take 1 from these 6:	4
MATH 101 (4) MATH 102 (4) MATH 103 (4) MATH 107 (4) MATH 108 (4) MATH 109 (4)	
Take 1 from any 200 level or higher MATH course	4
Total Credits	20

SCIENCE

A “Science Option” transcript notation is available with BS: Elementary Education only.

Students must complete 16 credits in courses with BIO, CHEM, GEOL, or PHYS rubric and from at least 3 different rubrics; at least 12 credits should be above 100 level.

16 credits from: BIO, CHEM, GEOL, PHYS (at least 3 different rubrics); at least 12 credits should be above 100 level ¹	16
ENVS/PHIL 201 ²	4
Total Credits	20

¹ May use one of the General Education science courses required for the Elementary Education Major, and the 3rd science course to satisfy any part of the credits required for the Science Option.

² May use ENVS/PHIL 201 as a General Education class

SOCIAL STUDIES

A “Social Studies Option” transcript notation is available with BS: Elementary Education only.

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.

ANTH 105	4
HIST 371	4
PSY 100	4
SOC 115	4
Take 1 from these 3:	4
HIST 225 (4) HIST 240 (4) HIST 274 (4)	
Total Credits	20

BACHELOR OF SCIENCE: SECONDARY EDUCATION

Candidates in the Bachelor of Science in Secondary Education may instruct grades 5-12 in the subject area in which they are prepared. Teacher candidates receive endorsements for teaching in either Broadfield, Major, or Minor subject areas. Teacher candidates in Secondary Education must complete at least one Broadfield or Major in a teachable subject. Secondary Education students are encouraged to select a second Major or Minor to increase their employability. Teacher candidates are allowed to teach in their Minor area if they take a methods course and student teach in the specified area. It is to the students' advantage to have multiple teaching endorsements if they plan to teach in rural areas such as Montana.

All Secondary Education majors must purchase the Education Handbook at the Bookstore during their first year at Western. The Education Handbook contains policies and procedures necessary from the first year of the program through to completion.

**BS: SECONDARY EDUCATION
ART K-12 MAJOR
CREDIT SUMMARY**

GENERAL EDUCATION – see page 69

Taking ART rubric courses is recommended to fulfill both Gen Ed Humanities categories for this Major
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Gen Ed Credits 32

ART K-12 MAJOR

ART 141	4
ART 143	4
ART 211	4
ART 212	4
ART 221	4
ART 231	4
ART 343	4
ART 361	4
ART 367	4
ART 371	4
ART 431	4

Major Credits 44

EDUCATION CORE

ED 120	2
ED 253	4
ED 328	4
ED 341	4
ED 425 ¹	4
ART 351	4
HHP 231	1
Take 1 from these 3:	3
HHP 241 (3)	
HHP 245 (3)	
HHP 256 (3)	
¹ Students are strongly encouraged to take an Anthropology course prior to ED 425	

Core Credits 26

ELECTIVE REQUIREMENTS

Complete 14 credits from any catalog courses
--

Elective Credits 14

STUDENT TEACHING

ED 473	12
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Student Teaching Credits 12

TOTAL Credits Required 128

**BS: SECONDARY EDUCATION
ART K-12 BROADFIELD MAJOR
CREDIT SUMMARY**

GENERAL EDUCATION – see page 69

Gen Ed Credits 32

Taking ART rubric courses is recommended to fulfill both Gen Ed Humanities categories for this Major

ART K-12 BROADFIELD MAJOR
credits

ART 141	4
ART 143	4
ART 211	4
ART 212	4
ART 221	4
ART 231	4
ART 343	4
ART 361	4
ART 367	4
ART 371	4
ART 431	4
ART Studio Elective	4
ART Studio Elective or Advanced Studio	4
Advanced Studio	4

Major Credits 54

EDUCATION CORE

ED 120	2
ED 253	4
ED 328	4
ED 341	4
ED 425 ¹	4
ART 351	4
HHP 231	1
Take 1 from these 3:	3
HHP 241 (3)	
HHP 245 (3)	
HHP 256 (3)	
¹ Students are strongly encouraged to take an Anthropology course prior to ED 425	

Core Credits 26

ELECTIVE REQUIREMENTS

Complete 4 credits from any catalog courses

Elective Credits 4

STUDENT TEACHING

ED 473	12
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Student Teaching Credits 12

TOTAL Credits Required 128

BS: SECONDARY EDUCATION BIOLOGY MAJOR CREDIT SUMMARY

GENERAL EDUCATION – see page 69

BIO 151	4
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Gen Ed Credits 32

BIOLOGY MAJOR

credits

Take 1 from these 2:	4
BIO 152 (4)	
BIO 251 (4)	
BIO 262	4
BIO 341	4
BIO 343	4
BIO 371	4
BIO 372	4
BIO 477	4
CHEM 131	4
CHEM 132	4

Major Credits 36

EDUCATION CORE

ED 120	2
ED 253	4
ED 328	4
ED 341	4
ED 425 ¹	4
ED 355	4
HHP 231	1
Take 1 from these 3:	3
HHP 241 (3)	
HHP 245 (3)	
HHP 256 (3)	

¹Students are strongly encouraged to take an Anthropology course prior to ED 425

Core Credits 26

ELECTIVE REQUIREMENTS

Complete 22 credits from any catalog courses
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Elective Credits 22

STUDENT TEACHING

ED 473	12
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Student Teaching Credits 12

TOTAL Credits Required 128

BS: SECONDARY EDUCATION
BUSINESS & COMPUTER APPLICATIONS MAJOR
CREDIT SUMMARY

GENERAL EDUCATION – see page 69

Gen Ed Credits

32

BUSINESS & COMPUTER APPLICATIONS MAJOR

BUS 201	3
BUS 217	3
BUS 241	3
BUS 242	3
Take 1 from these 2:	3
BUS 281 (3)	
BUS 282 (3)	
Take 1 from these 2:	3
BUS 325 (3)	
BUS 347 (3)	
BUS 410	2
COMS 101	1
COMS 102	1
COMS 104	1
COMS 108	1
COMS 109	1
COMS 126	4
COMS 205	3
COMS 210	3
COMS 232	1
COMS 238	2
ECON 252	3
Take 2 (or more) from these 7	4 minimum
COMS 111 (3)	
COMS 234 (2)	
COMS 334 (2)	
COMS 339 (3)	
COMS 387 (3)	
COMS 420 (2-6)	
COMS 270 (2) or 370 (3)	

Major Credits

45

EDUCATION CORE

ED 120	2
ED 253	4
ED 328	4
ED 341	4
ED 425 ¹	4
BUS 351	2
COMS 351	2
HHP 231	1
Take 1 from these 3:	3
HHP 241 (3)	
HHP 245 (3)	
HHP 256 (3)	
¹ Students are strongly encouraged to take an Anthropology course prior to ED 425	

Core Credits

26

ELECTIVE REQUIREMENTS

Complete 13 credits from any catalog courses

Elective Credits

13

STUDENT TEACHING

ED 473	12
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Student Teaching Credits

12

TOTAL Credits Required

128

BS: SECONDARY EDUCATION
BUSINESS & COMPUTER APPLICATIONS BROADFIELD
MAJOR
CREDIT SUMMARY

GENERAL EDUCATION – see page 69

Gen Ed Credits

32

BUSINESS & COMPUTER APPLICATIONS BROADFIELD MAJOR

BUS 201	3
BUS 217	3
BUS 241	3
BUS 242	3
Take 1 from these 2:	3
BUS 281 (3)	
BUS 282 (3)	
BUS 410	2
COMS 101	1
COMS 102	1
COMS 104	1
COMS 108	1
COMS 109	1
COMS 126	4
COMS 205	3
COMS 210	3
COMS 232	1
COMS 238	2
COMS 403	4
ECON 252	3
Take 2 from these 4:	6
BUS 202 (3)	
BUS 325 (3)	
BUS 347 (3)	
HTR 204 (3)	
Take 3 from these 8:	7-9
COMS 111 (3) COMS 334 (3)	
COMS 176 (4) COMS 339 (3)	
COMS 234 (2) COMS 387 (3)	
COMS 420 (2-6)	
COMS 270 (2) or 370 (3)	

Major Credits

54

EDUCATION CORE

ED 120	2
ED 253	4
ED 328	4
ED 341	4
ED 425 ¹	4
BUS 351	2
COMS 351	2
HHP 231	1
Take 1 from these 3:	3
HHP 241 (3)	
HHP 245 (3)	
HHP 256 (3)	
¹ Students are strongly encouraged to take an Anthropology course prior to ED 425	

Core Credits

26

ELECTIVE REQUIREMENTS

Complete 4 credits from any catalog courses

Elective Credits

4

STUDENT TEACHING

ED 473	12
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Student Teaching Credits

12

TOTAL Credits Required

128

BS: SECONDARY EDUCATION ENGLISH MAJOR CREDIT SUMMARY

GENERAL EDUCATION – see page 69

Gen Ed Credits

32

ENGLISH MAJOR

DR 241	4
ED 445	4
ENG 279	4
ENG 280	4
Take 1 from these 4:	4
ENG 301 (4)	
ENG 302 (4)	
ENG 303 (4)	
ENG 304 (4)	
ENG 320	4
ENG 360	4
ENG 413	4
Take 2 from these 8:	8
ENG 263 (4)	
ENG 264 (4)	
ENG 265 (4)	
ENG 266 (4)	
ENG 273 (4)	
ENG 274 (4)	
ENG 275 (4)	
ENG 276 (4)	
Take 2 from any 400 level ENG courses	8

Major Credits

48

EDUCATION CORE

ED 120	2
ED 253	4
ED 328	4
ED 341	4
ED 425 ¹	4
ENG 351	4
HHP 231	1
Take 1 from these 3:	3
HHP 241 (3)	
HHP 245 (3)	
HHP 256 (3)	
¹ Students are strongly encouraged to take an Anthropology course prior to ED 425	

Core Credits

26

ELECTIVE REQUIREMENTS

Complete 30 credits from any catalog courses

Elective Credits

30

STUDENT TEACHING

ED 473	12
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Student Teaching Credits

12

TOTAL Credits Required

128

**BS: SECONDARY EDUCATION
GENERAL SCIENCE BROADFIELD MAJOR
CREDIT SUMMARY**

GENERAL EDUCATION – see page 69

MATH 201	4
BIO 151	4
Take 1 from these 2:	4
GEOL 101 (4)	
GEOL 150 (4)	

Gen Ed Credits 32

**GENERAL SCIENCE BROADFIELD MAJOR
credits**

Take 1 from these 2:	4
BIO 152 (4)	
BIO 251 (4)	
BIO 341	4
BIO 343	4
CHEM 131	4
CHEM 132	4
CHEM 331	4
CHEM 332	4
ENVS/PHIL 201	4
GEOL 226	4
GEOL 432	4
PHYS 233	4
PHYS 234	4
PHYS 235	4
PHYS 240	4

Major Credits 56

EDUCATION CORE

ED 120	2
ED 253	4
ED 328	4
ED 341	4
ED 425 ¹	4
ED 355	4
HHP 231	1
Take 1 from these 3:	3
HHP 241 (3)	
HHP 245 (3)	
HHP 256 (3)	

¹Students are strongly encouraged to take an Anthropology course prior to ED 425

Core Credits 26

ELECTIVE REQUIREMENTS

Complete 6 credits from any catalog courses

Elective Credits 6

STUDENT TEACHING

ED 473	12
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Student Teaching Credits 12

TOTAL Credits Required 128

BS: SECONDARY EDUCATION HEALTH K-12 MAJOR CREDIT SUMMARY

GENERAL EDUCATION – see page 69

Gen Ed Credits

32

HEALTH K-12 MAJOR

HHP 102	4
HHP 140	2
HHP 142	2
HHP 201	3
HHP 202	3
HHP 241	3
HHP 245	3
HHP 256	3
HHP 315	4
HHP 347	3
HHP 364	3
HHP 374	3
HHP 420	3
Take 1 from any 100 level or higher BIO, CHEM, COMS, PHYS, HTR course	2-4

Major Credits

41-43

A Coaching Option is available with any Education degree, but does not lead to licensure (see page 133).

EDUCATION CORE

ED 120	2
ED 253	4
ED 328	4
ED 341	4
ED 425 ¹	4
HHP 231	1
HHP 351	4
Take 1 from these 3:	3
HHP 241 (3) HHP 245 (3) HHP 256 (3)	
¹ Students are strongly encouraged to take an Anthropology course prior to ED 425	

Core Credits

26

ELECTIVE REQUIREMENTS

Complete 15-18 credits from any catalog courses

Elective Credits

15-18

STUDENT TEACHING

ED 473	12
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Student Teaching Credits

12

TOTAL Credits Required

128

BS: SECONDARY EDUCATION
HEALTH & HUMAN PERFORMANCE K-12 MAJOR
CREDIT SUMMARY

GENERAL EDUCATION – see page 69

Gen Ed Credits

32

HEALTH & HUMAN PERFORMANCE K-12 MAJOR

HHP 102	4
HHP 123	1
HHP 140	2
HHP 142	2
HHP 201	3
HHP 202	3
HHP 205	1
HHP 206	1
HHP 241	3
HHP 315	4
HHP 317	4
HHP 347	3
HHP 374	3
HHP 375	1
HHP 454	3
Take 1 from any 100 level or higher BIO, CHEM, COMS, PHYS, HTR course	2-4

Major Credits

40-42

A Coaching Option is available with any Education degree, but does not lead to licensure (see page 133).

EDUCATION CORE

ED 120	2
ED 253	4
ED 328	4
ED 341	4
ED 425 ¹	4
HHP 231	1
HHP 351	4
Take 1 from these 3:	1
HHP 241 (3)	
HHP 245 (3)	
HHP 256 (3)	
¹ Students are strongly encouraged to take an Anthropology course prior to ED 425	

Core Credits

26

ELECTIVE REQUIREMENTS

Complete 16-18 credits from any catalog courses

Elective Credits

16-18

STUDENT TEACHING

ED 473	12
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Student Teaching Credits

12

TOTAL Credits Required

128

**BS: SECONDARY EDUCATION
HEALTH & HUMAN PERFORMANCE K-12
BROADFIELD MAJOR
CREDIT SUMMARY**

GENERAL EDUCATION – see page 69

Gen Ed Credits

32

HEALTH & HUMAN PERFORMANCE K-12 BROADFIELD MAJOR

HHP 102	4
HHP 123	1
HHP 140	2
HHP 142	2
HHP 201	3
HHP 202	3
HHP 205	1
HHP 206	1
HHP 241	3
HHP 245	3
HHP 256	3
HHP 315	4
HHP 317	4
HHP 347	3
HHP 364	3
HHP 374	3
HHP 375	1
HHP 420	3
HHP 454	3

Major Credits

50

A Coaching Option is available with any Education degree, but does not lead to licensure (see page 133).

EDUCATION CORE

ED 120	2
ED 253	4
ED 328	4
ED 341	4
ED 425 ¹	4
HHP 231	1
HHP 351	4
Take 1 from these 3:	3
HHP 241 (3) HHP 245 (3) HHP 256 (3)	
¹ Students are strongly encouraged to take an Anthropology course prior to ED 425	

Core Credits

26

ELECTIVE REQUIREMENTS

Complete 8 credits from any catalog course
--

Elective Credits

8

STUDENT TEACHING

ED 473	12
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Student Teaching Credits

12

TOTAL Credits Required

128

BS: SECONDARY EDUCATION HISTORY MAJOR CREDIT SUMMARY

GENERAL EDUCATION – see page 69

Gen Ed Credits

32

HISTORY MAJOR

HIST 101	4
HIST 102	4
HIST 111	4
HIST 112	4
HIST 371	4
Take 1 from these 2:	4
HIST 225 (4) HIST 240 (4)	
Take 1 from these 2:	4
HIST 452 (4) HIST 456 (4)	
Take 2 from these 12:	8
HIST 320 (4) HIST 321 (4) HIST 325 (4) HIST 360 (4) HIST 362 (4) HIST 370 (4) HIST 380 (4) HIST 409 (4) HIST 452 (4) HIST 456 (4) POLS 313 (4) POLS 321 (4) POLS 341 (4)	

Major Credits

36

EDUCATION CORE

ED 120	2
ED 253	4
ED 328	4
ED 341	4
ED 357	4
ED 425 ¹	4
HHP 231	1
Take 1 from these 3:	3
HHP 241 (3) HHP 245 (3) HHP 256 (3)	
¹ Students are strongly encouraged to take an Anthropology course prior to ED 425	

Core Credits

26

ELECTIVE REQUIREMENTS

Complete 22 credits from any catalog courses

Elective Credits

22

STUDENT TEACHING

ED 473	12
--------	----

Student Teaching Credits

12

TOTAL Credits Required

128

**BS: SECONDARY EDUCATION
INDUSTRIAL TECHNOLOGY MAJOR
CREDIT SUMMARY**

GENERAL EDUCATION – see page 69

CHEM 101	4
PHYS 101	4

Gen Ed Credits 32

INDUSTRIAL TECHNOLOGY MAJOR

COMS 210	3
IT 120	4
IT 130	4
IT 140	4
IT 220	3
IT 235	4
IT 240	3
IT 241	3
IT 311	2
IT 320	3
IT 350	4
IT 440	3

Major Credits 40

EDUCATION CORE

ED 120	2
ED 253	4
ED 328	4
ED 341	4
ED 425 ¹	4
HHP 231	1
IT 351	4
Take 1 from these 3:	3
HHP 241 (3) HHP 245 (3) HHP 256 (3)	
¹ Students are strongly encouraged to take an Anthropology course prior to ED 425	

Core Credits 26

ELECTIVE REQUIREMENTS

Complete 18 credits from any catalog courses

Elective Credits 18

STUDENT TEACHING

ED 473	12
--------	----

Student Teaching Credits 12

TOTAL Credits Required 128

**BS: SECONDARY EDUCATION
MATHEMATICS MAJOR
CREDIT SUMMARY**

GENERAL EDUCATION – see page 69

Take 1 from these 4:	4
MATH 101 (4)	
MATH 103 (4)	
MATH 107 (4)	
MATH 108 (4)	
MATH 109 (4)	
MATH 112 (4)	
PHYS 233	4

Gen Ed Credits 32

MATHEMATICS MAJOR

COMS 111	3
MATH 131	4
MATH 201	4
MATH 202	4
MATH 203	4
MATH 232	4
MATH 260	4
MATH 341	4
MATH 342	4
MATH 343	4

Major Credits 39

EDUCATION CORE

ED 120	2
ED 253	4
ED 328	4
ED 341	4
ED 425 ¹	4
HHP 231	1
MATH 351	4
Take 1 from these 3:	3
HHP 241 (3)	
HHP 245 (3)	
HHP 256 (3)	
¹ Students are strongly encouraged to take an Anthropology course prior to ED 425	

Core Credits 26

ELECTIVE REQUIREMENTS

Complete 19 credits from any catalog courses

Elective Credits 19

STUDENT TEACHING

ED 473	12
--------	----

Student Teaching Credits 12

TOTAL Credits Required 128

**BS: SECONDARY EDUCATION
MATHEMATICS BROADFIELD MAJOR
CREDIT SUMMARY**

GENERAL EDUCATION – see page 69

Take 1 from these 4:	4
MATH 101 (4)	
MATH 103 (4)	
MATH 107 (4)	
MATH 108 (4)	
PHYS 233	4

Gen Ed Credits

32

MATHEMATICS BROADFIELD MAJOR

COMS 111	3
MATH 131	4
MATH 201	4
MATH 202	4
MATH 203	4
MATH 232	4
MATH 260	4
MATH 341	4
MATH 342	4
MATH 343	4
Take 1 from these 2:	4
MATH 401 (4)	
MATH 433 (4)	
Take 1 from these 2:	4
MATH 441 (4)	
MATH 442 (4)	
Take 1 from these 2:	4
MATH 443 (4)	
MATH 444 (4)	

Major Credits

51

EDUCATION CORE

ED 120	2
ED 253	4
ED 328	4
ED 341	4
ED 425 ¹	4
HHP 231	1
MATH 351	4
Take 1 from these 3:	3
HHP 241 (3)	
HHP 245 (3)	
HHP 256 (3)	
¹ Students are strongly encouraged to take an Anthropology course prior to ED 425	

Core Credits

26

ELECTIVE REQUIREMENTS

Complete 7 credits from any catalog courses
--

Elective Credits

7

STUDENT TEACHING

ED 473	12
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Student Teaching Credits

12

TOTAL Credits Required

128

BS: SECONDARY EDUCATION SOCIAL SCIENCE BROADFIELD MAJOR CREDIT SUMMARY

GENERAL EDUCATION – see page 69

Gen Ed Credits

32

SOCIAL SCIENCE BROADFIELD MAJOR

HIST 274	4
HIST 371	4
Take 1 from these 2:	4
HIST 101 (4)	
HIST 102 (4)	
Take 1 from these 2:	4
HIST 111 (4)	4
HIST 112 (4)	
Take 1 from these 2:	4
HIST 225 (4)	4
HIST 240 (4)	
Upper Level History Elective	4
POLS 121	4
POLS 131	4
Take 2 from these 4:	4
POLS 313 (4)	4
POLS 321 (4)	
POLS 351 (4)	
POLS 360 (4)	
Take 1 from these 2:	4
GEOG 102 (4)	
GEOG 202 (4)	
Take 1 from these 2:	4
GEOG/POLS 441 (4)	
SOC 425 (4)	
Select 1 Option Area:	12
Economics Option	
Sociology Option	

Economics Option	
ECON 251	3
ECON 252	3
Take 2 from these 4:	6
ECON 357 (3)	
ECON 358 (3)	
ECON 434 (3)	
ECON 455 (3)	

Sociology Option	
SOC 115	4
SOC 425	4
Take 1 from these 5:	4
SOC 315 (4)	
SOC 409 (4)	
SOC 450 (4)	
SOC 475 (4)	
SOC 485 (4)	

EDUCATION CORE

ED 120	2
ED 253	4
ED 328	4
ED 341	4
ED 357	4
ED 425 ¹	4
HHP 231	1
Take 1 from these 3:	3
HHP 241 (3)	
HHP 245 (3)	
HHP 256 (3)	
¹ Students are strongly encouraged to take an Anthropology course prior to ED 425	

Major Credits

56

Core Credits

26

ELECTIVE REQUIREMENTS

Take 2 credits from any catalog courses

Elective Credits

2

STUDENT TEACHING

ED 473	12
--------	----

Student Teaching Credits

12

TOTAL Credits Required 128

BS: SECONDARY EDUCATION CREDIT SUMMARY – Minor Areas

ART K-12 MINOR

ART 141	4
ART 143	4
ART 211	4
ART 212	4
ART 221	4
ART 351	4
Take 1 from these 2:	4
ART 231 (4) ART 371 (4)	
Take 1 from these 2:	4
ART 361 (4) ART 367 (4)	
ART 431	4
Total Credits	36

BIOLOGY MINOR

GENERAL EDUCATION

BIO 151	4
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Take 1 from these 2:	4
BIO 152 (4) BIO 251 (4)	
BIO 341	4
BIO 343	4
BIO 371	4
BIO 372	4
BIO 477	4
ED 355	4
Total Credits	28

BUSINESS & COMPUTER APPLICATIONS MINOR

BUS 201	3
BUS 241	3
BUS 351	2
BUS 410	2
COMS 101	1
COMS 102	1
COMS 104	1
COMS 108	1
COMS 109	1
COMS 205	3
COMS 210	3
COMS 232	1
COMS 238	2
COMS 351	2
ECON 252	3
Take 2 (or more) from these 7:	4 minimum
COMS 111 (3) COMS 234 (2) COMS 334 (2) COMS 339 (3) COMS 387 (3) COMS 270 (2) OR 370 (3)	
Total Credits	33

COMPUTER SCIENCE K-12 MINOR

COMS 111	3
COMS 210	3
COMS 215	3
COMS 339	3
COMS 351	2
COMS 387	3
COMS 403	4
Take 3 from these 6:	11-12
COMS 126 (4) COMS 176 (4) COMS 226 (4) COMS 245 (3) COMS 276 (4) MATH 103 (4) or MATH 108 (4)	
Total Credits	32-33

BS: SECONDARY EDUCATION CREDIT SUMMARY – Minor Areas

EARTH SCIENCE MINOR

GENERAL EDUCATION

CHEM 131	4
Take 1 from these 2:	4
GEOL 101	
GEOL 150	

ED 355	(4)
GEOL 226	4
GEOL 330	4
GEOL 378	4
GEOL 432	4
PHYS 239	4
PHYS 240	4

Total Credits 24

ENGLISH MINOR

DR 241	4
ED 445	4
ENG 279	4
ENG 280	4
ENG 320	4
ENG 351	4
ENG 360	4
ENG 413	4
Take 1 from these 8:	4

ENG 263 (4)	
ENG 264 (4)	
ENG 265 (4)	
ENG 266 (4)	
ENG 273 (4)	
ENG 274 (4)	
ENG 275 (4)	
ENG 276 (4)	

Total Credits 36

HEALTH & HUMAN PERFORMANCE K-12 MINOR

HHP 102	4
HHP 140	2
HHP 142	2
HHP 201	3
HHP 202	3
HHP 241	3
HHP 315	4
HHP 347	3
HHP 351	4
HHP 374	3
Take 2 from these 3:	2

HHP 123 (1)	
HHP 205 (1)	
HHP 206 (1)	

Total Credits 33

HISTORY MINOR

ED 357	4
Take 1 from these 2:	4
HIST 101 (4)	
HIST 102 (4)	
Take 1 from these 2:	4
HIST 111 (4)	
HIST 112 (4)	
Take 1 from these 2:	4
HIST 225 (4)	
HIST 240 (4)	
HIST 371	4
Take 1 from these 2:	4
HIST 452 (4)	
HIST 456 (4)	
Take 1 from these 12:	4
HIST 320 (4)	
HIST 321 (4)	
HIST 325 (4)	
HIST 360 (4)	
HIST 362 (4)	
HIST 370 (4)	
HIST 380 (4)	
HIST 409 (4)	
HIST 452 (4)	
HIST 456 (4)	
POLS 313 (4)	
POLS 321 (4)	
POLS 341 (4)	

Total Credits 28

INDUSTRIAL TECHNOLOGY MINOR

IT 120	4
IT 130	4
IT 140	4
IT 220	3
IT 235	4
IT 240	3
IT 241	3
IT 351	4

Total Credits 29

LIBRARY MEDIA K-12 MINOR

ED 360	3
ENG 360	3
LIB 461	3
LIB 464	3
C&I 480 ¹	3
C&I 483 ¹	2
C&I 484 ¹	3
C&I 488 ¹	2
Take 1 from these 2:	3
C&I 485 ¹ (3)	
LIB 469 (3)	

Total Credits 25

¹Class offered through UM-Missoula

BS: SECONDARY EDUCATION CREDIT SUMMARY – Minor Areas

LITERACY K-12 MINOR

ED 258	4
ED 270	4
ED 370/371	3+1
ED 381/382	3+1
ED 445	4
ED 446/447	3+1
ED 460/461	2+2
Select 4-5 credits from:	4-5
ED 479 (2)	
ED 346 (3)	
ED 351 (3)	
ED 360 (1)	
ED 419 (1-3)	
ED 431 (3)	
ENG 360 (4)	
ENG 413 (4)	
Total Credits	32-33

MATHEMATICS MINOR

GENERAL EDUCATION

PHYS 233	4
MATH 131	4
MATH 201	4
MATH 232	4
MATH 260	4
MATH 341	4
MATH 342	4
MATH 343	4
MATH 351	4
Total Credits	32

MUSIC K-12 MINOR

MUS 131	2	
MUS 132	2	
MUS 141	2	
MUS 142	2	
MUS 162	2	
MUS 202	4	
MUS 209	1	
MUS 212	1	
MUS 213	1	
MUS 214	1	
MUS 351	3	
MUS 372	3	
MUS 376	3	
MUS 377	1	
2 credits from Lessons:	2	
MUS 114	MUS 187	
MUS 153	MUS 314	
MUS 163	MUS 353	
MUS 182	MUS 363	
MUS 183	MUS 387	
2 credits from Ensembles:	2	
MUS 113	MUS 313	
MUS 116	MUS 316	
MUS 117	MUS 317	
MUS 119	MUS 319	
MUS 165	MUS 365	
Total Credits	25	

¹ Ensemble participation is expected of Music K-12 minors each semester of full-time attendance except the student teaching semester. Also, there are piano and voice requirements for the Music Education professional. Consult Music faculty for details.

SPECIAL EDUCATION K-12 MINOR

ED 281	4
ED 341	4
ED 431	4
ED 434	4
ED 436	4
ED 446	3
ED 447	1
Select 3-6 credits from these courses in consultation with advisor:	3-6
BUS 329 (3)	
ED 283 (3)	
ED 285 (3)	
ED 343 (3)	
ED 391 (2)	
HHP 454 (3)	
PSY 438 (4)	
Total Credits	27-30

BS: SECONDARY EDUCATION
CREDIT SUMMARY – Coaching Option

COACHING OPTION ¹

May be taken with any Education degree,
but does not lead to licensure

	credits
HHP 311	4
HHP 315	4
HHP 349	2
HHP 350	2
HHP 416	2
Take 3 from these 8:	6
HHP 352 (2)	
HHP 353 (2)	
HHP 354 (2)	
HHP 355 (2)	
HHP 356 (2)	
HHP 357 (2)	
HHP 358 (2)	
HHP 359 (2)	
Total Credits	20

¹ Students completing this option
are encouraged to take HHP 410

ASSOCIATE OF APPLIED SCIENCE: EARLY CHILDHOOD EDUCATION

The Associate of Applied Science degree in Early Childhood Education 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 for an advanced educational opportunity in early childhood.

The AAS degrees are a prescribed curriculum. This means that there is no room for variation in the courses required to complete the degree. Please follow the program of study below as closely as possible. Consult with faculty members for course rotation and scheduling.

GENERAL EDUCATION – see page 69

Behav/Soc Sci	3-4
English	3-4
Math	3-4
Natural Science	3-4
COMS 101	1

Gen Ed Credits

13-17

EARLY CHILDHOOD CORE

ED 142	1
ED 143	1
ED 144	2
ED 145	1
ED 240	2
ED 241	1
ED 242	2
ED 243	1
ED 246	2
ED 247	1
ED 250	3
ED 251	1
ED 320	2
ED 321	1
ED 324	2
ED 325	1
Art, Drama, Music Elective	3-4
Health, Safety, Nutrition Elective	3-4

Core Credits

30-32

PROFESSIONAL ELECTIVES

11-17 credits are needed from this group.
Other courses may apply (see Advisor).

ED 200	6
ED 326	4
ED 341	4
ED 421	3
ED 435	2

Professional Elective Credits

11-17

TOTAL Credits Required

60

ASSOCIATE OF APPLIED SCIENCE: NATURAL HORSEMANSHIP

The Associate of Applied Science in Natural Horsemanship degree will provide students with the opportunity to develop a strong foundation in equestrianism as well as in the basics of Natural Horsemanship—the art of working with horses in a manner that incorporates an understanding of the horse’s behavior, instincts and personality. Students will be introduced to widely accepted equine management principles, and they may choose an option in either Natural Horsemanship Management or Natural Horsemanship Science.

AAS: NATURAL HORSEMANSHIP CREDIT SUMMARY

GENERAL EDUCATION

POLS 121	3
COMS 101	3
ENG 101	3
ENG 131	3
MATH 101 or higher level Math	4

Gen Ed Credits **16**

NATURAL HORSEMANSHIP CORE

EQST 101	3
EQST 155	4
EQST 200	4
EQST 201	3
EQST 202	3
EQST 252	4
EQST 254	4
EQST 255	4

Core Credits **29**

OPTION

Select One Option from:	27
Natural Horsemanship Management Natural Horsemanship Science	

Option Credits **27**

TOTAL Credits Required **72**

AAS: NATURAL HORSEMANSHIP CREDIT SUMMARY – Option Areas

NATURAL HORSEMANSHIP MANAGEMENT OPTION CORE

BUS 201	3
BUS 241	3
BUS 281	3
BUS 347	3
ECON 252	3

Total Credits 15

NATURAL HORSEMANSHIP SCIENCE OPTION CORE

BIO 101	3
BIO 151	4
BIO 262	4
CHEM 131	4

Total Credits 15

NATURAL HORSEMANSHIP MANAGEMENT PROFESSIONAL ELECTIVES

Select 12 credits from:	12
ART 380 (3)	
BUS 202 (3)	
BUS 242 (3)	
BUS 282 (3)	
COMS 135 (3)	
COMS 236 (3)	
ENVS 260-269 (2-4)	
HHP 231 (1)	
HTR 112 (3)	
HTR 143 (3)	
HTR 204 (3)	
SPAN 101 (5)	
Any EQST course not taken in Natural Horsemanship Core	

Total Credits 12

NATURAL HORSEMANSHIP SCIENCE PROFESSIONAL ELECTIVES

Select 12 credits from:	12
BIO 150 (4)	
BIO 251 (3)	
CHEM 132 (4)	
ENVS 260-269 (2-4)	
GEOL 150 (4)	
GEOL 230 (4)	
HHP 231 (1)	
PHYS 239 (3)	
Any EQST course not taken in Natural Horsemanship Core	

Total Credits 12

Course Descriptions

INTRODUCTION

Western reserves the right to add, discontinue, cancel, or change offerings listed in this publication as authorized by the Montana University System Board of Regents.

Course Numbering

The following numbers are used to designate courses:

- 000-99 College Prep Courses, do not meet graduation requirements
- 100-199 Primarily for Freshmen, considered lower division courses
- 200-299 Primarily for Sophomores, considered lower division courses
- 300-399 Primarily for Juniors, considered upper division courses
- 400-499 Primarily for Seniors, considered upper division courses

- 200/400 Cooperative Education or Internship courses
- 219/419 Directed Study courses
- 290/490 Independent Study courses
- 498 Senior Thesis or Internship courses
- 191/291/ Experimental or Temporary courses
- 391/491

Additional fees may apply for some courses.

Seminar & Practicum

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 proposal is then approved by the appropriate academic administrator. There are two levels of Directed Study: lower division (219) and upper division (419). Directed Study is available for 1-5 students and the course of study may duplicate catalog courses that are not regularly scheduled classes during the term in question. Directed Study 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 proposal is then approved by the appropriate academic administrator. 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 three Independent Study courses will be applicable to graduation. Independent Study courses can be from 1-4 credits.

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 abbreviations as follows:

- c/dfc* Requires consent of Director of Field Experiences
- c/i* Requires consent of instructor
- c/pc* Requires consent of program or department chair
- c/sebt* Requires consent of Dean, School of Education, Business, & Technology
- c/vc* Requires consent of Vice Chancellor for Academic Affairs
- TEP** Requires admission to Teacher Education Program

Course Credit

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 (=).

Timing of Course Offerings

Please make sure to consult with your advisor to assure that courses will be offered when desired. Note that some courses are offered every semester, some are only offered in the fall or spring, and others are only offered every other year. Designing your 4-year plan of study with your advisor early in your academic career is essential in guaranteeing you will get the courses you need to graduate.

Lab Fees

For course descriptions that indicate a lab fee is assessed for that course, current course lab fee information is available at: <http://www.mus.montana.edu/directories.htm>

2004-05 COURSE DESCRIPTIONS

The course descriptions in this section are approved General Education offerings at UM-Western for the 2004-05 Experience One students.

ANTH 191 INTRODUCTION TO CULTURAL ANTHROPOLOGY (4)

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/spring)

ART 191 FUNDAMENTALS OF ART (4)

This beginning art course requires no previous formal experience in art, and is geared toward development of ideas and skills in handling materials and understanding concepts as they apply toward the practice, viewing, and discussion of art. Lab fee. (fall)

ART 191 BASIC DRAWING (4)

Upon successful completion of this course students will demonstrate rendering skills, a proficiency in varied drawing media, and will explore the express, conceptual, and communication possibilities of drawing. (fall)

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. Lab fee. (fall)

BIO 191 INTRODUCTION TO LIFE SCIENCE (4)

Unifying features of living organisms; diversity of life forms, and the history and relevance of the study of biology within human society. Lab included. Lab fee. (fall/spring)

BIO 251 SYSTEMATIC BOTANY (4)

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. Lab fee. (fall)

CHEM 191 INTRODUCTION TO CHEMISTRY (4)

This class is designed for non-science majors. Students will study the fundamental principles of chemistry in the context of real-world applications to atmospheric and water chemistry. Major fundamental topics covered include atomic structure, chemical bonding, chemical reactions, radiant energy, thermodynamics, acids and bases, and solutions. Most applications are cross-disciplinary with physics, biology, and/or earth sciences. Student learning is evaluated through homework, exams, labs, fieldwork, and research papers. Lab fee. (spring)

ENG 102 FOUNDATIONS OF LANGUAGE (4)

This course is designed to be a celebration of the varieties of written and oral communication. Students will immerse themselves in language, to experience its range of expression. They will recognize the power of language to influence the world and to define the individual. Students will be provided opportunities to explore and express the possibilities language offers to influence others and to explore students' own individuality. This course will examine the symbiotic relationship between spoken and written language. Emphasis will be on personal expression, clear communication for selected purposes, the writing of essays, drafting and revising processes with attention to organization, style, and critical thinking, and critical reading and listening skills. Techniques will include discussion, improvisation, peer and instructor response, and self-evaluation. In preparation for this course, students will be expected to read, prior to the block, a text selected by the department. (fall)

ENG 166 LITERATURE & POLITICS (4)

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. A variety of teaching and learning practices are included in this course: e.g., traditional lecture, oral readings, group discussions, creative and/or analytical writing, listening activities, oral and/or dramatic presentations, visits with authors, interviews, internet and off campus activities, research practice, etc. (spring)

ENG 167 LITERATURE & GENDER (4)

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. A variety of teaching and learning practices are included in this course: e.g., traditional lecture, oral readings, group discussions, creative and/or analytical writing, listening activities, oral and/or dramatic presentations, visits with authors, interviews, internet and off campus activities, research practice, etc. (spring)

ENG 280 VISIONS OF AMERICA (4)

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. A variety of teaching and learning practices are included in this course: e.g., traditional lecture, oral readings, group discussions, creative and/or analytical writing, listening activities, oral and/or dramatic presentations, visits with authors, interviews, internet and off campus activities, research practice, etc. (spring)

FA 191 INTRODUCTION TO VISUAL & PERFORMING ARTS (4)

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. In addition to traditional lecture, students visit galleries, attend arts events, explore arts information and images on the internet, learn from visiting artists, experiment with various arts materials and performance techniques. Lab fee. (fall/spring)

GEOG 191 HUMAN GEOGRAPHY (4)

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/spring)

GEO 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. Lab fee. (fall/spring)

GEO 191 INTRODUCTION TO GEOLOGY (4)

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. Lab fee. (fall/spring)

HIST 191 WESTERN CIVILIZATION I (4)

A survey that examines the evolution of Western Society from prehistoric times up until the early 1700s. The course stresses cultural/social history, or the history of everyday life. The course concentrates on the nature of everyday life, politics, and economic, social, cultural, and intellectual developments. 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 191 WESTERN CIVILIZATION II (4)

A survey that examines the evolution of Western Society from the early 1700s up until the present. The course stresses cultural/social history, or the history of everyday life. The course concentrates on the nature of everyday life, politics, and economic, social, cultural, and intellectual developments. 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 191 AMERICAN HISTORY TO THE CIVIL WAR (4)

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 191 AMERICAN HISTORY SINCE RECONSTRUCTION (4)

A survey of the important events and key issues involved in the emergence of the United States 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 291 HISTORY OF THE FAR EAST (4)

This course is an introductory survey of Chinese, Japanese, and Korean culture, society and politics. The course will examine both common characteristics as well as the differences between these cultures. The course emphasizes three main themes: cultural exchange in East Asia prior to the 19th century, the impact of 19th century foreign imperialism on East Asia, and the rise of East Asia as a key player in 20th century world economics and politics. Students will be evaluated on class participation, examinations, and several written assignments based on critical core readings. Lecture and discussion. (fall)

HIST 291 WORLD HISTORY (4)

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. (spring)

MATH 007 ALGEBRA (4)

(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.)

In this course numbers, variables, and symbols are studied. Students learn to graph a library of basic functions, their shifts and stretches. An elementary set of operations and solution methods for linear, quadratic, rational, and radical forms and equations is developed. In addition, basic arithmetic operations necessary for the basic algebra described above are reviewed. (spring)

MATH 105 NUMBER THEORY (4)

In this course the student will study the development and properties of number systems. This includes the study of the real numbers and algorithms that use them. It also includes the study of number sequences and number patterns. Prereq: MATH 007 grade C or better, or c/i. (spring)

MATH 111 COLLEGE ALGEBRA (4)

In this course the library of functions, their shifts and stretches, is expanded to include third or higher order polynomials, a comprehensive look at rational expressions, exponential and logarithmic equations, and the relations called conic sections. Domain, range, composition, and inverse concepts and calculations are presented. More comprehensive operations and solution methods are developed for linear, quadratic, rational, and radical forms. Operations and solution methods for exponential and logarithmic forms are introduced. Prereq: MATH 007 grade C or better, or c/i. (spring)

MATH 131 PROBABILITY (4)

This course is designed as an introductory course to probability. Upon successful completion of this course the student should be familiar with basic set theory concepts, combinations and permutation problems, probability distributions, and basic probability computations. The student will also be introduced to calculator or computer technology used in simulating and calculating probabilities. Prereq: MATH 007 grade C or better, or c/i. (spring)

MATH 191 TOPICS IN MATHEMATICS (4)

Introductory mathematical topics appropriate for students with a background in intermediate algebra. This course will investigate an instructor-selected area of mathematics that involves reflective-analytic, mathematical reasoning, and computational components. Prereq: MATH 007 grade C or better, or c/i. (spring)

SOC 191 INTRODUCTION TO SOCIOLOGY (4)

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/spring)

2005-06 COURSE DESCRIPTIONS

The course descriptions in this section are approved General Education offerings at UM-Western for the 2005-06 Academic Year and beyond.

ANTHROPOLOGY

ANTH 105 INTRODUCTION TO CULTURAL ANTHROPOLOGY (4)

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. (spring/even-numbered years)

ANTH 219 DIRECTED STUDY (V 1-4)

Selected topics under faculty supervision, with emphasis on experiential learning. Prereq: ANTH 105, c/i, and c/vc. (fall/spring)

ANTH 290 INDEPENDENT STUDY (V 1-4)

Directed research or study, with emphasis on experiential learning. Prereq: ANTH 105, c/i, and c/vc. (fall/spring)

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 1-4)

Selected topics of interest, with emphasis on experiential learning. Prereq: ANTH 105 and PSY/SOC 220. (on demand)

ANTH 419 DIRECTED STUDY (V 1-4)

Selected topics under faculty supervision, with emphasis on experiential learning. Prereq: PSY/SOC 220 and c/i. (on demand)

ANTH 490 INDEPENDENT STUDY (V 1-4)

Advanced directed research or study, with emphasis on experiential learning. 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, and c/i. (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, and c/i. (fall/spring)

ART

ART 101 FUNDAMENTALS OF ART (4)

This beginning art course requires no previous formal experience in art, and is geared toward development of ideas and skills in handling materials and understanding concepts as they apply toward the practice, viewing, and discussion of art. Lab fee.

ART 141 BASIC DRAWING (4)

Upon successful completion of this course students will demonstrate rendering skills, a proficiency in varied drawing media, and will explore the express, conceptual, and communication possibilities of drawing.

ART 143 2-D DESIGN/COLOR THEORY (4)

Upon successful completion of this course students will demonstrate the application of design principles, color theory, and spatial definition to 2-dimensional compositions.

ART 211 ART HISTORY (4)

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 212 ART HISTORY II (4)

Upon successful completion of this course students will understand the development of art and architecture representing Western Culture between the 14th and 20th centuries, will evaluate the contributions of individual artists and architects, and analyze the relationship between artistic expression, style, and cultural values.

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 (4) 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. Lab fee. Prereq: ART 143. (spring)

ART 225 COMPUTER ART (4)

Upon successful completion of this course students will demonstrate appropriate software and hardware skills, explore a variety of conceptual approaches to computer art, and explore the expressive and communication possibilities of computer art.

ART 231 CERAMICS (3) R

Hand building and beginning wheel techniques. Lab fee. Prereq: c/i. (fall/spring)

ART 232 CERAMICS (4) R

Throwing on the potter's wheel, decorating, and glazing. Lab fee. Prereq: ART 231 and c/i. (fall/spring)

ART 241 CALLIGRAPHY I (4)

An introduction to calligraphy including brush, pen, and layout. Lab fee.

ART 242 FIGURE DRAWING (4) R

Upon completion of this course students will exhibit figurative rendering skills and competence in the use of various dry and wet drawing media. Lab fee.

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 270 PHOTOGRAPHY (4) R

A basic black and white photography course. Camera handling, composition, developing, and presentation are practiced. Lab fee.

ART 290 INDEPENDENT STUDY (V 1-4)

Directed research or study on an individual basis. Prereq: c/i and c/vc. (fall/spring)

ART 341 CALLIGRAPHY II (4)

An in-depth study of creative lettering and techniques used from inception of lettering to the present. Lab fee. Prereq: ART 241.

ART 343 PRINTMAKING (3)

A survey of basic printmaking media. Fundamental procedures in the relief and intaglio printmaking techniques. Lab fee.

ART 347 GLASS BLOWING (4)

Off-hand glass blowing, creating objects with glass. The class includes lectures on constructing tools and equipment and sources of materials. 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). Lab fee. Prereq: ART 221 and TEP. (fall)

ART 361 WATERCOLOR (4)

Upon successful completion of this course students will demonstrate a variety of technical approaches to the use of drawing watercolor, and will explore the expressive,

conceptual, and communication possibilities of watercolor painting.

ART 367 PAINTING (4) R

This course is intended to provide students with a variety of concepts, theories, and media found in both past and present painting practices. Lab fee.

ART 371 SCULPTURE (4) R

Bas-relief, wood, and stone carving. Lab fee. Prereq: ART 141, ART 143, and c/i. (spring).

ART 372 SCULPTURE (4) R

Clay modeling and casting of clay, plaster, or cement. Lab fee. Prereq: ART 371, and c/i. (spring)

ART 380 ARTIST BLACKSMITHING (4)

Basic techniques in creative blacksmithing. The course will include the history of blacksmithing, forging techniques, use of tools, and sources of equipment. Lab fee. Prereq: c/i. (fall)

ART 381 ART MEDIA WORKSHOP (V 1-4)

Upon successful completion of this course students will demonstrate rendering skills, a proficiency in varied drawing media, and will explore the expressive, conceptual, and communication possibilities.

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 419 DIRECTED STUDY (V 1-5)

Selected topics under faculty supervision. Prereq: c/i and c/vc. (on demand)

ART 422 JEWELRY (4) R

Fabrication and sheet construction. Lab fee. Prereq: ART 143 and c/i. (fall)

ART 423 JEWELRY (4) R

Casting and surface decoration. Lab fee. Prereq: ART 422 and c/i. (fall)

ART 431 SENIOR SEMINAR IN ART (4)

Upon successful completion of this course students will demonstrate an introductory level understanding of Aesthetics and Art Criticism as they pertain to their own artwork and to the wider context of Contemporary Art. Students will also create and present a cohesive body of their artwork in a group exhibit. Coreq: at least one Advanced Studio course during the same semester.

ART 443 ADVANCED PRINTMAKING (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. Lab fee.

ART 446 STAINED GLASS (V 1-3) R

Basic techniques in stained glass, glass cutting, grozing, pattern making, soldering, and the use of copper foil and lead came. Lab fee. Prereq: c/i. (fall)

ART 447 FIBER ARTS (4)

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. Lab fee. (on demand)

ART 472 RURAL ARTMOBILE (4)

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. (on demand)

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)

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 1-4)

Prereq: c/i.

ART 479 ADVANCED STUDIO-ARTIST BLACKSMITHING (V 1-4)

Lab fee. Prereq: c/i.

ART 480 ADVANCED STUDIO-FIBERS (V 1-4)

Prereq: c/i.

ART 481 ADVANCED STUDIO-CRAFTS (V 1-4)

Lab fee. Prereq: c/i.

ART 482 ADVANCED STUDIO-DRAWING (V 1-4)

Prereq: c/i.

ART 483 ADVANCED STUDIO-PAINTING (V 1-4)

Prereq: c/i.

ART 484 ADVANCED STUDIO-CERAMICS (V 1-4)

Lab fee. Prereq: c/i.

ART 485 ADVANCED STUDIO-PHOTOGRAPHY (V 1-4)

Prereq: c/i.

ART 486 ADVANCED STUDIO-PRINTMAKING (V 1-4)

Prereq: c/i.

ART 487 ADVANCED STUDIO-SCULPTURE (V 1-4)

Lab fee. Prereq: c/i.

ART 488 ADVANCED STUDIO-COMPUTER ART (V 1-4)

Prereq: c/i.

ART 489 ADVANCED STUDIO-GLASSBLOWING (V 1-4)

Lab fee. Prereq: c/i.

ART 490 INDEPENDENT STUDY (V 1-4)

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.

BIOLOGICAL SCIENCES

A prerequisite for any course with a BIO rubric is documented mathematical ability equivalent to MATH 007 Algebra. Ability can be demonstrated by appropriate college/university credit or UM-Western Math Placement Exam score.

BIO 101 INTRODUCTION TO LIFE SCIENCE (4)

Unifying features of living organisms; diversity of life forms; history and relevance of the study of biology within human society. Lab included. Lab fee. Prereq: equivalent of MATH 007 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. 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 007 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. 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 007 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. 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 007 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 251 SYSTEMATIC BOTANY (4)

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. Lab fee. Students without a background in high school biology may want to consider taking BIO 101 before enrolling in this course. (fall)

BIO 262 MICROBIOLOGY (4)

This course focuses on the structure and biology of microorganisms including *Archaea*, bacteria, fungi, algae, protozoans, and viruses. A partial list of lecture topics includes microbial growth and nutrition, metabolism, microscopy, microbial diseases, and food microbiology. The laboratory investigates many aspects of microbiology including microbial diversity, ecology, water sampling, antibiotic susceptibility, enrichment cultures, as well as more exciting topics. Lab included. 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. 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)

This course examines many aspects of current cell and molecular biology in detail. Much attention is given to the structure and function of cellular macromolecules as well as the mechanisms underlying the central dogma of molecular biology. Other topics include biological membranes, cellular metabolism, enzymes, signal transduction, and much more. The exciting laboratory portion of the course allows students to perform novel projects using current tools and techniques to isolate genes, express these genes, and identify where in the cell the expressed proteins are localized. Students will become familiar with many techniques including DNA isolation, gene cloning, agarose gel electrophoresis, restriction enzyme analysis, western blot analysis, cell fractionation, centrifugation, and many more. Lab included. Lab fee. Prereq: BIO 151 and 152, or c/i. (spring)

BIO 343 GENETICS & EVOLUTION (4)

This course focuses on all aspects of genetics from Mendelian inheritance to molecular genetics and genomics. Students will become familiar with mechanisms of inheritance and explore how inheritance of genes influences all aspects of life. The alteration of genes over evolutionary time and its effects on life will also be examined. The laboratory portion of this course will investigate genetic principles using many techniques including mutant screens in yeast, molecular genetic tools, and computer databases. Lab fee. Prereq: BIO 151 and 152. (spring)

BIO 371 HUMAN ANATOMY & PHYSIOLOGY (4)

Structure and function of body tissues and the circulatory, skeletal, muscular, and nervous systems. Lab included. 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 (4)

Structure and function of the endocrine, respiratory, digestive, urinary, and reproductive systems. Lab included. 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)

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. 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. Lab fee. Prereq: BIO 150, 151, 152, and MATH 201, 232. (fall/even-numbered years)

BIO 473 ORNITHOLOGY (4)

Taxonomy, morphology, physiology, ecology, behavior, and evolution of birds. Labs include study of anatomy and techniques of field identification. Students will conduct field and/or laboratory projects and produce written analyses/reports. Lab fee. Prereq: BIO 151. (spring/even-numbered years)

BIO 475 MAMMALOLOGY (4)

Taxonomy, morphology, physiology, ecology, behavior, and evolution of mammals. Field and lab study included. Students will conduct field and/or laboratory projects and produce written analyses/reports. Prereq: BIO 151. 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. Lab fee. Prereq: BIO 151 and 152. (fall/odd-numbered years)

BIO 479 VERTEBRATE ZOOLOGY (4)

Taxonomy, morphology, physiology, ecology, behavior, and evolution of representative vertebrate groups. Students will conduct field and/or laboratory projects and produce written analyses/reports. Lab included. 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)

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. Lab fee. 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 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)

BUS 317 ADVANCED BUSINESS COMMUNICATIONS (4)

Students will learn and integrate fundamental principles and interrelationships within the context of real-world business communication issues. The course emphasizes an

understanding of the important methods, terms, theories, and findings in the field of Management Communications. The course will cover technological communications and communicating in intercultural and international contexts. The course will provide experiential instruction through active participation in an interactive classroom environment. The teaching methodology will focus on motivating students in gaining impact assessment of their communications, using a variety of instructional, assessment, and foundation techniques. Assessment will be through written exams, evaluation of field-based and classroom assignments, and presentations. Prereq: BUS 217, or c/i.

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, recruitment and selection, evaluating performance, compensation systems and governmental regulations, behavioral tools and techniques dealing with personnel problems, employee stress management, technostress, and organizational burnout, and labor-management relations. The course also covers contemporary issues in human resource management, including global human resource management and analysis and evaluation of collective bargaining issues. 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. Participation in microteaching experiences is required. 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, maintain a portfolio of their work experience, and make a final presentation of their internship to the business faculty as part of their exit interview. Lab fee. 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)

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 426 STRATEGIC MANAGEMENT (3)

The course will deal with theory and practice of strategic management covering strategy formulation, implementation, and evaluation in various environmental contexts. In today's hypercompetitive marketplace, future managers and leaders must learn to formulate and adapt strategy to become powerful competitors to survive. This course will analyze ingredients of a good strategy and effective methods for implementing that strategy. Strategic Management prepares students to anticipate and respond to the accelerating pace of global competition and technological innovation. This course will benefit future leaders in providing tools to formulate and evaluate new competitive strategies, determine how to lay the groundwork for change, and execute their action plans. Prereq: BUS 325, or c/i.

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 466 INTERNATIONAL MANAGEMENT (3)

The transformational forces of globalization and technology are radically challenging competitive strategies, business operations, and organizational structures as they are known today. Montana's economy is intimately tied to global business trends, hence this course is intended to provide a unique learning opportunity that is designed to broaden individual horizons, break parochial perspectives, and challenge conventional wisdom. The course will cover theory and practice of international management in a global environment, a firm grasp of Internet-based workgroup capabilities, an in-depth comprehension of global business challenges and opportunities, deeper insights into critical management issues, and greater cross-cultural understanding--in essence, a management tool for practical application for UMW graduates. This course will challenge participants to realize their full leadership potential and become outstanding future managers in the global business environment. Prereq: BUS 425, or c/i.

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)

CHEMISTRY

A prerequisite for any course with a CHEM rubric is documented mathematical ability equivalent to MATH 007 Algebra. Ability can be demonstrated by appropriate college credit or UM-Western Math Placement Exam score.

CHEM 101 INTRODUCTION TO CHEMISTRY (4)

This class is designed for non-science majors. Students will study the fundamental principles of chemistry in the context of real-world applications to atmospheric and water chemistry. Major fundamental topics covered include atomic structure, chemical bonding, chemical reactions, radiant energy, thermodynamics, acids and bases, and solutions. Most applications are cross-disciplinary with physics, biology, and/or earth sciences. Student learning is evaluated through homework, exams, labs, fieldwork, and research papers. Lab fee. Prereq: equivalent of MATH 007 or higher.

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. Lab fee. Prereq: equivalent of MATH 007 or higher. (fall)

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. Lab fee. Prereq: CHEM 131. (spring)

CHEM 219 DIRECTED STUDY (V 1-5)

Selected topics under faculty supervision. Prereq: c/i and c/vc. (fall/spring)

CHEM 251 QUANTITATIVE ANALYSIS (4)

Course in analytical chemistry emphasizing laboratory skills which include gravimetric, volumetric, and spectrophotometric techniques. Lab included. Lab fee. Prereq: CHEM 132. (fall/even-numbered years)

CHEM 290 INDEPENDENT STUDY (V 1-3)

Directed research or study on an individual basis. Prereq: c/i and c/vc. (fall/spring)

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. Lab fee. Prereq: CHEM 132, or c/i. (fall)

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. Lab included. Lab fee. Prereq: CHEM 132 and 331, or c/i. (spring)

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 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 409 SEMINAR (V 1-3)

Selected topics of interest. Prereq: c/i and c/pc. (on demand)

CHEM 419 DIRECTED STUDY (V 1-5)

Selected topics under faculty supervision. Prereq: c/i and c/vc. (on demand)

CHEM/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-disciplinary teamwork. May have a service-learning component. Lab fee. Prereq: GEOL 101 or 150, and CHEM 131 and 132. (spring/odd-numbered years)

CHEM 490 INDEPENDENT STUDY (V 1-3)

Directed research or study on an individual basis. Prereq: c/i and c/vc. (fall/spring)

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)

COMPUTER SCIENCE

COMS 101 INTRODUCTION TO COMPUTERS (1)

Students will become informed consumers of hardware and software products, learn basic functions to communicate through technology, explore legal, social, and ethical computer issues. Students will also learn terminology for technology and software applications used and will be introduced to the campus computer labs, email system, and WebCT. This course is articulated through Tech Prep.

COMS 102 BEGINNING WORD PROCESSING (1)

In this hands-on course students will develop a working knowledge of the basic features of Microsoft Word. At the conclusion of the course students will have covered the core competencies for the Microsoft Office Specialist exam in Microsoft Word. Students will be evaluated by hands-on assignments, examinations, and a final portfolio. This course is articulated through Tech Prep.

COMS 104 BEGINNING POWERPOINT (1)

In this hands-on course students will develop a working knowledge of the basic features of Microsoft PowerPoint. Students will be evaluated by hands-on assignments, examinations, and a final portfolio.

COMS 108 BEGINNING SPREADSHEETS (1)

In this hands-on course students will develop a working knowledge of the basic features of Microsoft Excel. At the conclusion of the course students will have covered the core competencies for the Microsoft Office Specialist exam in Microsoft Excel. Students will be evaluated by hands-on assignments, examinations, and a final portfolio. This course is articulated through Tech Prep.

COMS 109 BEGINNING DATABASE (1)

In this hands-on course students will develop a working knowledge of the basic features of Microsoft Access. Students will be evaluated by hands-on assignments, examinations, and a final portfolio.

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 101 or MATH 131. (fall)

COMS 112 ADVANCED PROGRAMMING (3)

Continuation of useful programming techniques using a variety of languages. Prereq: COMS 111. (on demand)

COMS 115 COMPUTER BASICS FOR EDUCATORS (4)

In this hands-on course students will develop a working knowledge of the basic features of the Microsoft Office Suite. Students will be evaluated by hands-on assignments, examinations, and a final portfolio.

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, or c/i.

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. Lab fee. Prereq: COMS 101, 102, 104, 108, and 109. (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. Lab fee. Prereq: COMS 101 and 102.

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 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 232 ADVANCED WORD PROCESSING (1)

In this hands-on course students will further develop their competence in word processing using the advanced features of Microsoft Word, such as macros, merges, desktop publishing features, large document creation and editing. Students will explore integration of Word with other computer application programs. At the conclusion of the course students will have covered the expert competencies for the Microsoft Office Specialist exam in Word. Students will be evaluated by hands-on assignments, special projects, examinations, and a final portfolio. Prereq: COMS 102, or c/i.

COMS 234 MULTIMEDIA (2)

In this hands-on course students will use Microsoft Publisher to create a variety of documents and publications, including calendars, brochures, and newsletters. Students will also further develop their competence in presentation software by using advanced features of Microsoft PowerPoint, and will learn to use different varieties of digital cameras and their features. At the conclusion of the course students will have covered the competencies for the Microsoft Office Specialist exam in PowerPoint. Students will be evaluated by hands-on assignments, special projects, examinations, and a final portfolio. Prereq: COMS 101, 102, and 104.

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 131, or concurrent enrollment.

COMS 238 ADVANCED SPREADSHEETS (2)

In this hands-on course students will further develop their competence in electronic spreadsheets by using the advanced features of Microsoft Excel, such as financial and trigonometric functions, macros, data tables, solver, and scenario management. Students will explore integration of Excel with other computer application programs and be introduced to QuickBooks software. At the conclusion of the course students will have covered the expert competencies for the Microsoft Office Specialist exam in Excel. Students will be evaluated by hands-on assignments, special projects, examinations, and a final portfolio. Prereq: COMS 108, or c/i.

COMS 240 ROBOTICS IN EDUCATION (1)

This hands-on course will give students the fundamentals of robotics and its use and benefit in the classroom. It will expand students' knowledge of Lego programming, curriculum integration of educational robots, and hardware components, and it will explore the impact of robots throughout different curriculum areas. Prereq: COMS 115 or equivalent COMS courses, or c/i.

COMS 245 PROGRAMMING FOR WEB APPLICATIONS (3)

This course introduces Internet and intranet programming languages such as HTML, PERL, and JavaScript in the context of building Internet and World Wide Web applications. This course will focus on best practices enabled by each tool.

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, 102, and 104. (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/May Interim) (arrange with instructor)

COMS 334 ADVANCED MULTIMEDIA (2)

In this hands-on course students will use a variety of hardware, software, and input/output media to complete multimedia projects, including web pages, electronic presentations and portfolios, and printed publications. Students will be evaluated by hands-on assignments, special projects, examinations, and a final portfolio. Prereq: COMS 104 and 234, or c/i.

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 101, 102, 108, and 109. (spring)

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 microteaching experiences. Class discussion, team projects, microteaching, lecture, and electronic media. Lab fee. Prereq: TEP and Junior standing. (fall)

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 (4)

The information system functions as a service and supports the overall operations of the organization. This course is designed as a capstone; it ties together concepts learned in various computer application courses as well as introductory management courses. This course emphasizes management functions and how they apply to and interrelate with information systems. This course contains a significant project management theory component including the hands-on use of project management software in assisting the analysis and design aspects of the systems project. Students will be evaluated on the basis of performance on examinations, case studies, and completion of a systems project for a selected business/institution. Lab fee. Prereq: COMS 210, and either COMS 232 and 238 or COMS 339, or c/i. (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, improvisational drama, and narrative film—are story, place, audience, and actor. Students will actively explore relationships between these fundamental elements, create dramas based on literary and historical sources or current events and societal issues, explore scripted drama, and perform and analyze their creations.

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. 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. 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. Lab fee. (fall/odd-numbered years)

DR 276 ACTING (2)

An introductory study of actor preparation, stage movement, character development, and contemporary performance theory. Students select and analyze scenes from dramatic literature, write script analyses and character biographies, plan and perform scenes, and participate in reflective critiques of performances.

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 DRAMA FOR YOUTH (2)

With theoretical and practical training in selection of playscripts and story material, acting, pantomime, and simple staging techniques, students will demonstrate abilities in designing and leading drama activities with youth. Creative drama, reader's theatre, children's theatre, and puppetry activities are explored with attention to drama's use in elementary schools and community youth programs. 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/ENG 455 SHAKESPEARE (4)

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)

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 and 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 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 BECOMING A PROFESSIONAL EDUCATOR (2)

This course is an introduction to the field of philosophical and sociological study of Education, as well as an introduction to the UM-Western Department of Education. The course considers education as philosophy independent of society and education as policy in response to society. Students explore the philosophical, social, legal, economic, and political relationships of society to school, school to community, school administration and the teacher, and teacher to students, as well as the theoretical and practical relationships between teaching and learning. Students are expected to view education as prospective teachers. Field experience is required.

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. 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. 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. (spring)

ED 145 CREATING AN ENVIRONMENT FOR LEARNING LAB (1)

Designing and implementing developmentally appropriate classroom arrangements, learning centers, schedules, lesson plans, and transitions. 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)

ED 234 TECHNOLOGY FOR ELEMENTARY TEACHERS (4)

This hands-on course is designed to prepare elementary teachers and paraprofessionals with skills and activities that can be integrated with other areas of instruction. Students will be creating technology-oriented activities to use with elementary school children. Special emphasis will be given to communication, production, and technology integration in the curriculum. Activities will also be designed to develop problem-solving and decision-making skills in elementary school children. Lab fee. Prereq: COMS 115 or equivalent COMS courses, and TEP.

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. 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. 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. 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. 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. 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. 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. 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. Lab fee.

ED 253 PSYCHOLOGICAL FOUNDATIONS OF TEACHING & LEARNING (4)

Candidates will explore, compare, contrast, and analyze major psychological theories of development and learning. Teacher candidates will apply these theories to teaching practices. The major progression of physical, social, emotional, moral, and cognitive development and the ranges of individual variation within these domains of development in children from birth to adolescence will be emphasized. The course will emphasize the diversity of all learners with regard to learning styles, multiple intelligences, gender differences, cultural expectations, and exceptionality as well as teaching approaches to accommodate these differences as well as normal psychological development.

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 258 ELEMENTS OF LANGUAGE, COMPOSITION, & LITERATURE FOR ELEMENTARY TEACHERS (4)

Topics include the study of literary devices and style, elements of grammar, usage, and composition, orthography and morphology, a review of literary genres, writing fiction and nonfiction texts, text structures and organization in writing. The course will include interactive projects and reflective examination of written

and oral communication strengths and challenges. Required for TEP entry.

ED 270 LITERACY, LANGUAGE, & TEXTS (4)

Literacy growth begins before children enter school as they experience and experiment with literacy activities—reading, writing, and associating spoken words with their graphic representations. The course will focus on the understanding of a balanced literacy curriculum that makes productive use of the literacy abilities that children of all ages bring to school as well as the multiple ways in which literacy is represented in our lives, texts, culture, and perceptions of the world. This course is required for the Literacy Minor and for Elementary Education Majors. Prereq: ED 258.

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/dfc. 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/dfc.

ED 279 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 281 PARTNERSHIPS & COLLABORATION (4)

This course investigates the relationships that exist between professionals, parents, and outside agencies. Students will learn to work effectively with teachers, principals, paraprofessionals, 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, 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. 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. Lab fee. (spring)

ED 326 INFANT/TODDLER DEVELOPMENT & GROUP CARE (4)

Provides a basic developmental foundation for the student, Examine research, theories, issues, developmental stages and the application of these in relationship to the child from birth to 3 years.

ED 328 CURRICULUM, INSTRUCTION, ASSESSMENT, & MANAGEMENT K-12 (4)

Teaching candidates will inquire into, think about, and integrate fundamental instructional concepts, principles, and inter-relationships within the context of real-world classroom problems and issues. Basic understanding of curriculum, instructional frameworks, assessment methods, management, and motivation will be explored and demonstrated as candidates develop into reflective professionals. This course is closely linked to INTASC standards governing pedagogy, professional-ism, and practice in teaching. The candidate will participate in an interactive classroom environment the content of which focuses on motivating students and encouraging success, and using a variety of instructional, assessment, and motivational techniques. Prereq: TEP; Elementary Ed Majors—ED 120, 253, 258, and 270; Secondary Ed Majors—ED 120 and 253.

ED 332 TEACHING SCIENCE THROUGH INQUIRY IN THE ELEMENTARY SCHOOL (3)

Candidates will explore, design, implement, and evaluate instructional materials for K-8 science instruction. Content, methods, and materials for teaching science knowledge, processes, and applications primarily through scientific inquiry and experientially oriented programs are emphasized. Infused topics include technology, science safety, cooperative learning, assessment, environmental education, and multicultural issues. Content will focus on all areas of science appropriate for elementary teachers. This course assesses candidate knowledge and offers methods needed by elementary candidates for integrating science into the elementary education curriculum. Prereq: TEP, ED 258, ED 270, and 3 "101" science classes from 3 different rubrics. Coreq: ED 333.

ED 333 TEACHING SCIENCE THROUGH INQUIRY IN THE ELEMENTARY SCHOOL PRACTICUM (1)

Students will spend 15 hours in various field experiences related to the content and context of ED 332. Content focus will be on field implementation of methods and materials in all areas of science instruction appropriate to the development of the K-8 educator. Coreq: ED 332.

ED 334 TEACHING SOCIAL STUDIES IN THE ELEMENTARY SCHOOL (3)

Candidates will know, understand, and use the major concepts of social studies instruction in a K-8 classroom. Course content will focus on geography, world history, and economics while creating instructional frameworks for the integrated study of other related areas (U.S. history, government, anthropology, sociology, and psychology). Multicultural topics, citizenship, and guided decision-making are included. Prereq: ED 258, 270, and TEP. Coreq: ED 335.

ED 335 TEACHING SOCIAL STUDIES IN THE ELEMENTARY SCHOOL PRACTICUM (1)

Candidates will know, understand, and use the major concepts of social studies instruction in a K-8 classroom. Course content will focus on creating instructional frameworks for the integrated study of social sciences, history, geography, and other related areas. Prereq: ED 258, 270, and TEP. Coreq: ED 334.

ED 341 EXCEPTIONAL LEARNER (4)

This course is an introduction to learners with a range of special needs including disabilities, at-risk, gifted, and culturally different. Includes current laws and regulations, identification, services, inclusion, assessment, curriculum, and behavior management issues in the field of special education and as related to general education and special education teachers. A field experience is required. Assessment involves readings, class discussions, papers, presentations, and a field experience report. This is one of the Professional Education courses offered by the Education Department. Lab fee. Prereq: TEP, or c/i.

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.

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). Lab fee. Prereq: c/i. (fall)

ED 356 MUSIC FOR YOUTH (2)

In this course students explore music as it is used in an elementary setting. Students will examine and experience singing, moving, playing, and creating music through elementary age-appropriate activities.

ED 357 METHODS & MATERIALS IN SOCIAL SCIENCE (4)

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)

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 370 TEACHING LANGUAGE ARTS & READING WITH CHILDREN'S LITERATURE IN THE ELEMENTARY SCHOOL (3)

Developmentally appropriate practice for teaching reading and writing in the elementary school will be addressed. Various methods and strategies for literacy learning will be discussed as candidates learn to plan and organize a balanced literacy program with a special focus on children's literature, multiple texts, the arts, and technologies. Thematic instruction in conjunction with content reading and writing workshop with a literature-based emphasis will focus the course; however, other interactive methods and strategies will be introduced. The use of multiple resources for inquiry, teaching, and learning within inclusive classrooms will be explored. Extensive exploration of genre, history, and theme in children's literature will be maintained throughout the course. This course is required for the Literacy Minor and Elementary Education Majors. Prereq: ED 258, 270, and TEP. Coreq: ED 371.

ED 371 LANGUAGE ARTS & READING PRACTICUM (1)

This course provides supervised experience in an elementary literacy setting drawing from current research and national standards in literacy education about connecting field experiences to university instruction. Application of "culturally responsive teaching and learning" is emphasized. Required for Elementary Education Majors. Prereq: ED 258, 270, and TEP. Coreq: ED 370.

ED 376 ARTS METHODS FOR ELEMENTARY TEACHERS (4)

This course is designed to provide knowledge of and experience with effective methods, techniques, and materials for teaching visual arts, drama, and music to children as part of an integrated curriculum in the elementary grades. Teacher Education candidates engage in experiences with the creative and critical experiences with the arts. They will design integrated arts instruction while learning how to document and assess student progress. Lab fee. Prereq: TEP, ART 101, MUS 101, and either DR 346 or ED 346.

ED 377 TEACHING MATHEMATICS IN THE ELEMENTARY SCHOOL (3)

Candidates will explore, design, implement, and evaluate instructional materials for K-8 mathematics instruction. Content, methods, and materials for teaching mathematics through inquiry and experientially oriented programs are emphasized. Infused topics include technology, cooperative learning, assessment, and multicultural issues. This course assesses candidate knowledge and concentrates on mathematics knowledge and methods needed by elementary candidates for integrating mathematics into the elementary education curriculum. Prereq: TEP, ED 258 and 270, MATH 100, 105, and 106. Coreq: ED 378.

ED 378 TEACHING MATHEMATICS IN THE ELEMENTARY SCHOOL PRACTICUM (1)

Students will spend 15 hours in various field experiences related to the content and context of ED 377. Content focus will be on field implementation of methods and materials of mathematical instruction appropriate to the development of the K-8 educator. Coreq: ED 377.

ED 381 INTRODUCTION TO LITERACY ASSESSMENT & INSTRUCTION (3)

An introduction to informal and formal reading and writing assessments and instructional strategies to accommodate variations in the K-8 literacy program. Students will learn how to modify instruction strategies to meet the needs of struggling readers and writers as well as those who are in need of motivation and greater reading challenges. Course requires readings, assessment projects, tutoring, and informal evaluations of literacy growth. Required for Literacy Minor and Elementary Education Major. Prereq: ED 258, 270, and TEP. Coreq: ED 382.

ED 382 LITERACY PRACTICUM: STRUGGLING READERS GRADES 1-4 (1)

Taken in conjunction with ED 381, this course provides supervised introductory assessment, diagnosis, and tutoring experience in an elementary literacy setting drawing from current research and national standards in literacy education. It is recommended that students complete this practicum with a struggling reader grades 2-4. Application of "culturally responsive teaching and learning" is emphasized. Required for Literacy Minor and Elementary Education Major. Prereq: ED 258, 270, and TEP. Coreq: ED 381.

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/sebt. (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 MULTICULTURAL/GLOBAL EDUCATION (4)

This course is a survey course to acquaint the student with the cultural foundations of education. Special emphasis will be given throughout the course to the multicultural and global dimensions of education. In addition, students will study the educational outcomes for American Indian students. High dropout rates, overrepresentation in special education, substance abuse, teenage pregnancy, and poor prospects for employment are endemic in this population of students. This course meets the Montana Law MCA 20-1-501 requirements. Lab fee. Prereq: Elementary Ed—ED 258, 270, and TEP; Secondary Ed—TEP, or c/i.

ED 431 METHODS & MATERIALS FOR STUDENTS WITH LEARNING DISABILITIES & COGNITIVE DELAY (4)

Upon completion of this course students will have explored and used a variety of instructional strategies, curricula modifications, and adaptations in specific content areas for students with cognitive and learning disabilities. Teacher candidates will recognize and apply curricula decisions that result from formal, authentic, and ecological assessments. Attention will be paid to special needs students, K-12, with emphasis given to transitioning high school students to postsecondary life. Field experience required.

ED 434 MANAGEMENT OF EXCEPTIONAL LEARNERS (4)

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 disorders. Field experience required.

ED 436 ASSESSMENT OF LEARNERS WITH SPECIAL NEEDS (4)

Upon completion of the course teacher candidates 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. Special attention is given to the process of referral under the IDEA regulations.

ED 445 CONTENT LITERACY INSTRUCTION & YOUNG ADULT LITERATURE IN MIDDLE & HIGH SCHOOL (4)

Developmentally appropriate practice and literature for teaching reading and writing in the middle and high school will be addressed to include the study of language, literature, oral, visual, and written literacy, print and non-print media, and technology. Various methods and strategies for teaching comprehension, reading, writing, and study skills will be examined across the 5-12 curriculum. Genres and the role of YAL will be integrated into teaching and learning. The use of multiple resources for teaching, and teaching struggling readers will be explored. Required for the Literacy Minor. Prereq: ED 258, 270, and TEP.

ED 446 ADVANCED LITERACY ASSESSMENT, DIAGNOSIS, & INSTRUCTION K-12 (3)

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 multiple forms of informal assessments will be examined. Candidates will apply their knowledge through participation in writing and conducting a case study through tutoring. Required for the Literacy Minor. Prereq: ED 270, 381, 382, and TEP for Literacy Minors; ED 270, 380, and 381 for Special Education Minors. Coreq: ED 447.

ED 447 LITERACY PRACTICUM: ADVANCED LITERACY ASSESSMENT, DIAGNOSIS, & INSTRUCTION K-12 (1)

Taken concurrently with ED 446, this course provides intensive, supervised tutoring experience in a grade 5-12 literacy setting drawing from current research and national standards in literacy education. Application of "culturally responsive teaching and learning" is emphasized. Prereq: ED 258, 270, 381, and 382. Coreq: ED 446 and TEP.

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.

ED 460 PROFESSIONALISM & RESEARCH IN LITERACY EDUCATION (2)

This is a capstone course in literacy education that will provide methods and tools for continuing professional development of the teaching candidate. The student will choose a particular literacy focus and develop an action research project to be presented to others as a seminar or conference, also planned and implemented as a course requirement. The focus may be on literacy in the school or literacy in the community. Other research methods and resources will be explored, particularly in relation to scientifically based methods of reading instruction. Highly participatory and interactive course in which students volunteer to work in either an elementary or secondary classroom. Required for the Literacy Minor. Prereq: ED 258, 270, 370, 371, 381, 382, 445, 446, 447, and TEP. Coreq: ED 461.

ED 461 CAPSTONE LITERACY PRACTICUM: STRUGGLING READERS GRADES K-12 (2)

Taken concurrently with ED 460, this course provides an intensive, supervised inquiry experience in either an elementary or secondary school setting. Grounded in current research and national standards in literacy education, this course requires candidates to volunteer, observe, and conduct informal research in a classroom setting. Major focus is on "culturally responsive teaching and learning." Prereq: ED 258, 270, 370, 371, 381, 382, 445, 446, 447, and TEP. Coreq: ED 460.

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 475 TEACHING PRACTICUM (V 6-15)

Available to candidates who meet the following conditions: 1) hold at least a bachelor's degree in an area that is available for teaching licensure in the State of Montana and is an approved Teacher Education Major or Minor at UM-Western, 2) have completed all UM-Western requirements for completion of the Teacher Education Program with the exception of student teaching, 3) have obtained at least a Class 5 license in the field for which they are seeking program completion, and 4) have employment in an appropriate K-12 setting in the licensure field. Candidates will be supervised for 2 semesters. A portfolio and an exit presentation are required for program completion.

ED 476 LICENSURE INTERNSHIP (V 1-2)

Available for candidates enrolled in the Montana Teaching Endorsement Internship Program through UMW. Eligible candidates must hold at least a Montana Class 2 teaching license, be employed in a position in the endorsement area they are seeking, and be accepted for participation by the UM-Western Office of Field Experiences. Candidates enroll in this course every fall and spring semester until the endorsement coursework is complete. A portfolio and an exit presentation are required at the end of the experience. An additional delivery fee is required.

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 (V 6-15)

Enrollment in this course requires instructor approval. It is meant for those candidates who are employed by Montana school districts, but who are ineligible for other internship courses. Examples would include candidates with Class 4 licenses seeking to finish degrees and upgrade their license, or those teachers

involved in the OPI Special Education Endorsement Program. Available to candidates who meet the following conditions: 1) are employed by a Montana school district in an area available for licensure and approved as a Teacher Education Major or Minor at UM-Western, 2) have completed all degree and/or endorsement coursework except student teaching, and 3) provide evidence of successful teaching experience in the field of employment. Prereq: c/dfe.

ED 490 INDEPENDENT STUDY (V 1-3)

Directed research or study on an individual basis. Prereq: c/i, c/sebt, 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)

ED 499 INQUIRY, TEACHING, AND LEARNING K-8 (4)

This course focuses on evaluating teaching performance and has the great advantage of illuminating what expert teachers do and how they use knowledge to support student learning. This clarifies the nature of highly accomplished practice and the purposes of teacher learning and development. This course offers the student teacher who has completed their classroom experience the opportunity to discuss, assess, and evaluate their own teaching performance according to INTASC standards—standards which, today, guide professional expectations and goals of teachers. Prereq: ED 479.

EDUCATIONAL OPPORTUNITY PROGRAM

EOP 101 LEARNING STRATEGIES FOR HIGHER EDUCATION (2)

Upon completion of this course students will be familiar with various types of learning strategies that will help with study skills, note-taking, textbook reading, test-taking, writing strategies, time management, stress management, university skills in general, as well as library use, educational technologies, and career exploration. Students will be able to immediately apply these skills to coursework in their current classes.

EOP 102 WRITING STRATEGIES FOR HIGHER EDUCATION (2)

Upon completion of this course students will be familiar with various types of writing strategies that will help with writing collegiate level research papers, utilizing technology as a

research tool, letters, resumes, critiques, and essay exams. Students will be able to immediately apply these skills to coursework in their current classes.

EOP 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)

ENGLISH

ENG 102 FOUNDATIONS OF LANGUAGE (4)

This course is designed to be a celebration of the varieties of written and oral communication. Students will immerse themselves in language, to experience its range of expression. They will recognize the power of language to influence the world and to define the individual. Students will be provided opportunities to explore and express the possibilities language offers to influence others and to explore students' own individuality. This course will examine the symbiotic relationship between spoken and written language. Emphasis will be on personal expression, clear communication for selected purposes, the writing of essays, drafting and revising processes with attention to organization, style, and critical thinking, and critical reading and listening skills. Techniques will include discussion, improvisation, peer and instructor response, and self-evaluation. In preparation for this course, students will be expected to read, prior to the block, a text selected by the department. (fall/spring)

visits with authors, interviews, internet and off-campus activities, research practice, etc. (fall/even-numbered years, spring/even-numbered years)

ENG 166 LITERATURE & POLITICS (4)

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. A variety of teaching and learning practices are included in this course: e.g., traditional lecture, oral readings, group discussions, creative and/or analytical writing, listening activities, oral and/or dramatic presentations, visits with authors, interviews, internet and off-campus activities, research practice, etc. (spring/odd-numbered years)

ENG 162 FOLK & FAIRY TALES (4)

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. A variety of teaching and learning practices are included in this course: e.g., traditional lecture, oral readings, group discussions, creative and/or analytical writing, listening activities, oral and/or dramatic presentations, visits with authors, interviews, internet and off-campus activities, research practice, etc. (fall/even-numbered years, spring/even-numbered years)

ENG 167 LITERATURE & GENDER (4)

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. A variety of teaching and learning practices are included in this course: e.g., traditional lecture, oral readings, group discussions, creative and/or analytical writing, listening activities, oral and/or dramatic presentations, visits with authors, interviews, internet and off-campus activities, research practice, etc. (spring/odd-numbered years)

ENG 163 FANTASY & SCIENCE FICTION (4)

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. A variety of teaching and learning practices are included in this course: e.g., traditional lecture, oral readings, group discussions, creative and/or analytical writing, listening activities, oral and/or dramatic presentations,

ENG 168 LITERATURE & THE ENVIRONMENT (4)

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. A variety of teaching and learning practices are included in this course: e.g., traditional lecture, oral readings, group discussions, creative and/or analytical writing, listening activities, oral and/or dramatic presentations, visits with authors, interviews, internet and off-campus activities, research practice, etc. (fall/odd-numbered years)

ENG 169 LITERATURE AS POPULAR CULTURE (4)

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. A variety of teaching and learning practices are included in this course: e.g., traditional lecture, oral readings, group discussions, creative and/or analytical writing, listening activities, oral and/or dramatic presentations, visits with authors, interviews, internet and off-campus activities, research practice, etc. (fall/odd-numbered years)

ENG 204 CREATIVE WRITING WORKSHOP (4)

In this course the student will be introduced to a variety of creative 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 102, or c/i. (fall/spring)

ENG 215 JOURNALISM (4) 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 experiential laboratory periods as part of the actual newspaper publication schedule. (fall)

ENG 216 JOURNALISM (4) 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, experientially based 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)

ENG 263 EARLY AMERICAN VOICES (4)

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. A variety of teaching and learning practices are included in this course: e.g., traditional lecture, oral readings, group discussions, creative and/or analytical writing, listening activities, oral and/or dramatic presentations, visits with authors, interviews, internet and off-campus activities, research practice, etc. (spring/odd-numbered years)

ENG 264 AMERICAN ROMANCE (4)

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. A variety of teaching and learning practices are included in this course: e.g., traditional lecture, oral readings, group discussions, creative and/or analytical writing, listening activities, oral and/or dramatic presentations, visits with authors, interviews, internet and off-campus activities, research practice, etc. (fall/odd-numbered years)

ENG 265 REALISTS, NATURALISTS, MODERNISTS (4)

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. A variety of teaching and learning practices are included in this course: e.g., traditional lecture, oral readings, group discussions, creative and/or analytical writing, listening activities, oral and/or dramatic presentations, visits with authors, interviews, internet and off-campus activities, research practice, etc. (spring/even-numbered years)

ENG 266 GENERATIONS & CONFLICTS (4)

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. A variety of teaching and learning practices are included in this course: e.g., traditional lecture, oral readings, group discussions, creative and/or analytical writing, listening activities, oral and/or dramatic presentations, visits with authors, interviews, internet and off-campus activities, research practice, etc. (fall/even-numbered years)

ENG 273 THE ORAL TRADITION (4)

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. A variety of teaching and learning practices are included in this course: e.g., traditional lecture, oral readings, group discussions, creative and/or analytical writing, listening activities, oral and/or dramatic presentations, visits with authors, interviews, internet and off-campus activities, research practice, etc. (spring/odd-numbered years)

ENG 274 THE MANUSCRIPT TRADITION (4)

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. A variety of teaching and learning practices are included in this course: e.g., traditional lecture, oral readings, group discussions, creative and/or analytical writing, listening activities, oral and/or dramatic presentations, visits with authors, interviews, internet and off-campus activities, research practice, etc. (fall/odd-numbered years)

ENG 275 THE PRINT CULTURE (4)

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. A variety of teaching and learning practices are included in this course: e.g.,

traditional lecture, oral readings, group discussions, creative and/or analytical writing, listening activities, oral and/or dramatic presentations, visits with authors, interviews, internet and off-campus activities, research practice, etc. (spring/even-numbered years)

ENG 276 THE DECLINING EMPIRE (4)

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. A variety of teaching and learning practices are included in this course: e.g., traditional lecture, oral readings, group discussions, creative and/or analytical writing, listening activities, oral and/or dramatic presentations, visits with authors, interviews, internet and off-campus activities, research practice, etc. (fall/even-numbered years)

ENG 279 FUNDAMENTALS OF LITERARY THEORY (4)

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. A variety of teaching and learning practices are included in this course: e.g., traditional lecture, oral readings, group discussions, creative and/or analytical writing, listening activities, oral and/or dramatic presentations, visits with authors, interviews, internet and off-campus activities, research practice, etc. (spring)

ENG 280 VISIONS OF AMERICA (4)

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. A variety of teaching and learning practices are included in this course: e.g., traditional lecture, oral readings, group discussions, creative and/or analytical writing, listening activities, oral and/or dramatic presentations, visits with authors, interviews, internet and off-campus activities, research practice, etc. (spring)

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 (4)

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. (fall)

ENG 302 FICTION WORKSHOP (4)

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. (spring)

ENG 303 NONFICTION WORKSHOP (4)

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. (spring)

ENG 313 WRITING FOR PUBLICATION (4)

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. (fall)

ENG 314 EDITORIAL WORKSHOP (4)

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. (spring)

ENG 320 LITERATURE IN TRANSLATION (4)

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. Instructional activities will include a combination of lecture, group discussion, and other experientially based activities. (spring)

ENG 330 MYTHOLOGY (4)

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. Instructional activities will include a combination of lecture, group discussion, and other experientially based activities. (spring/odd-numbered years)

ENG 339 LITERARY REGIONS (4)

Long a dismissive concept in literary history, regionalism has recently become a privileged mode and term for analysis in Literature. This course evaluates the validity of literary regionalism through surveying past and present literature of a given region. (spring/even-numbered years)

ENG 351 TEACHING COMPOSITION & LITERATURE (4)

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 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 (4)

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. Instructional strategies will include lecture, group discussion, and other in- and out-of-class experientially based activities. (spring)

ENG 361 POETRY & THOUGHT (4)

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. This course will involve students in lecture, group discussions, and readings. (fall/odd-numbered years)

ENG 362 SEMINAR IN WOMEN'S LITERATURE (4)

Explores the cultural roles of women through works written by and for women. The course content will focus according to professor's specialty 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. Course instruction will be a combination of lecture, group discussion, and other experientially based activities. (spring/odd-numbered years)

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 (4)

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. This course will involve students in lecture, group discussions, and readings. Prereq: ENG 301, or c/i. (fall)

ENG 402 ADVANCED FICTION WORKSHOP (4)

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. (spring)

ENG 403 ADVANCED NONFICTION WORKSHOP (4)

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. Students will be involved in group readings and discussions of the works under study. Prereq: ENG 303, or c/i. (spring)

ENG 409 SEMINAR (V 1-4) R

Selected topics of interest. Prereq: c/i and c/pc. (on demand)

ENG 413 HISTORY, STRUCTURE, & NATURE OF LANGUAGE (4)

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. Instruction will be a combination of lecture, group discussion, and other experiential activities. (spring)

ENG 419 DIRECTED STUDY (V 1-5)

Selected topics under faculty supervision. Prereq: c/i and c/vc. (on demand)

ENG 452 SEMINAR IN LITERARY PERIOD (4) 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. (fall)

ENG 453 GENRE SEMINAR (4) 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. (spring)

ENG 454 AUTHORS SEMINAR (4)

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. (fall)

ENG/DR 455 SHAKESPEARE (4)

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)

ENG 479 SEMINAR IN LITERARY THEORY (4)

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. Instructional activities will include a combination of lecture, group discussion, and other experientially based activities. Prereq: ENG 279. (fall)

ENG 490 INDEPENDENT STUDY (V 1-4)

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/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. Lab fee. (fall)

ENVS/PHIL 201 HISTORY & PHILOSOPHY OF SCIENCE (4)

This course will explore the history of science from its classical beginnings to modern times. The development of the process and meaning of science will be emphasized. In particular, the philosophical basis of science as a way of knowing and understanding the world will be compared to other major areas of philosophy. Students will be engaged in group discussions and will make group and individual presentations. Students will also write several short papers and a research paper. Includes guest lecturers from the HPSS Department. (spring/odd-numbered years)

ENVS 219 DIRECTED STUDY (V 1-5)

Selected topics under faculty supervision. Prereq: c/i and c/vc. (fall/spring)

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 horsepacking, 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. 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. 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. Lab fee. Prereq: ENVS 261, or c/i. (fall)

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-rope 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. Lab fee. Prereq: ENVS/HHP 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. 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. 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. 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 cantor 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. Lab fee.

ENVS 269 WILDLANDS SKILLS: MAP, COMPASS, & GPS**(2)**

Students will develop skills in map reading, use of a magnetic compass, altimeters, and Global Position System (GPS) receivers. Students will learn to describe a position by use of Latitude and Longitude, Universal Transverse Mercator, and U.S. Public Land Survey grid systems. Students will apply learned GPS skills to execute traverses of land parcels and determine the location of private and public land ownerships. Students will develop skills in CD-Rom map programs and the downloading of GPS receiver waypoints and traverses onto CD-Rom maps. Learned skills will be practiced on local field trips.

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 (4)

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. Course will emphasize hands-on activities and field trips. 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. Lab fee. Prereq: demonstrated math ability at MATH 007 or higher, CHEM 131 and 132, or c/i. (fall/even-numbered years)

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. Lab fee. Prereq: MATH 232 and Junior/Senior standing, or c/i. (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 452 ENVIRONMENTAL EDUCATION (4)

This course is designed for students interested in outdoor and environmental education. Students will learn the history of and approaches to experiential and environmental education. Through readings, class discussions, and experiential class activities and field trips, students will develop an appreciation for the nature of environmental education as well as the importance of the connection between humans and their environment. Through class projects, discussions, and writing assignments, students will demonstrate their ability to develop a sense of connection with their environment and the natural world around them and to help instill this in others. Lab fee. Prereq: c/i. (fall)

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)

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 155 INTRODUCTION TO GROUNDWORK (4)

The primary objective of this course will be to gain the horse's confidence by approaching it as a partner as opposed to a predator, while at the same time making the horse respect the rider's personal space. Students will learn about the various types of tools used in equine groundwork, which include body language, energy management, control of emotions, and the basic principles of approaching/retreating, successive phases, and giving in to pressure. Further into the semester, students will explore the different types of groundwork approaches and how they affect the horse, the importance of training both left-handed and right-handed, and will finally learn how to put on a halter with the horse's cooperation.

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 EQUESTRIAN FACILITIES MANAGEMENT (3)

This course will examine the evolution and behavior, conformation and action, routine preventive measures, nursing the sick horse, first aid, and management of breeding stock. The course will also make the most of "your" investment in horses, facilities, equipment, and time. Through the course the students will begin a variety of income-generating activities and programs. The students will learn to manage promotional events that create interest and bring business as well as save cash on stable management, horse care, and equipment. Furthermore, this course will examine in depth handling horses, the daily stable routine, stable/ranch work, exercising, staff and the law, health and safety, saddlery and tack, preparing horses for use, and traveling horses. This course will also compare and analyze the differences between the competition horse vs. the leisure horse.

EQST/HHP 222 ELEMENTS OF RODEO (2)

The Elements of Rodeo courses focus on National Intercollegiate Rodeo Association Events: bareback riding, steer wrestling, saddle bronc riding, tie down roping, team roping, goat tying, breakaway roping, and barrel racing. Each semester rules governing a selected event, techniques of

competition, and responsibilities of NIRA athletes are presented. Students will apply fitness and wellness concepts, injury prevention measures, basic injury care, and winning physical and mental strategies to human and equine athletes competing in the event.

EQST 252 PRACTICE IN GROUNDWORK (4)

The main objective of this course will be to achieve a high level of cooperation with the horse while working in close quarters with a minimum 3-yard rope and bridle or halter. On the ground, students will learn to find the horse's release, relaxation, and attention at all times during a session and will begin to work on controlling the gait and direction of a horse on an empty field with no obstacles. Over the course of the semester, students will begin to use simple obstacles in order to increase groundwork capabilities and will be introduced to going forward and backward in certain drills. The basics of "horse mobilization" will be introduced at the end of the course, whereby students will learn how to mobilize each part of the horse independently of the other. This will set the foundation to be able to effectively put a horse into a trailer in the successive course, EQST 254 Advanced Round-Pen Groundwork.

EQST 254 ADVANCED ROUND-PEN GROUNDWORK (4)

The primary objective of this course will be to take the skills and techniques learned in EQST 105 and EQST 252 and perfect them through practice in the more confined area of the round-pen. Working in the round-pen on foot, students learn to find the horse's points of release, relaxation, and attention while moving the horse away and bringing it closer, both un-tethered and using a rope. Students will also work on controlling the speed and direction of the horse in a precise route and for every gait, un-tethered in the round-pen, using a rope, and with and without obstacles. Also explored in this course will be the link between groundwork and work on horseback.

EQST 255 INTRODUCTION TO HORSEBACK RIDING (4)

The primary objective of this course will be to introduce to the student the basic principles of horseback riding. Having already accomplished many hours of groundwork, students prepare to get into the saddle and will learn more about equine equipment and especially about the saddle, bridle, and protective equipment and their proper maintenance. Methods of communication available to the rider are to be explored extensively before the student is to ride and the students will learn the qualities required to be a leader in the saddle. On horseback with bridle or halter and a single active rein, the student will learn to effectively find the horse's points of release, relaxation, and attention at all times.

EQST 351 HORSEBACK PRACTICE (4)

Students will be expected to learn and demonstrate complex skill development in a variety of areas including being able to control the gait and direction of a horse at three distinct paces, independently of other horses on a field without obstacles. Simple obstacles will be introduced later in the course. Students will continue their work on "horse mobilization" and will be able to load a horse into a trailer by the end of the semester without causing any stress to the horse.

EQST 352 ADVANCED HORSEBACK (4)

In this advanced level course students will develop a variety of knowledge-based skills. These include learning what it means to act as a leader on horseback and will develop the ability to recognize the signs of relaxation on horseback. Students in this

course will be introduced to the principles of aid minimization, how it is achieved, and the importance of its different phases. Students will continue to work on maintaining the horse's release, relaxation and attention during the session, and on mobilizing the different parts of the horse independently. In this advanced stage of horseback training, students will also work on controlling the speed and direction of a horse for every gait and on a precise route, in the ring and outdoors, on a field without obstacles and while navigating obstacles. Prereq: EQST 255.

EQST 353 INTRODUCTION TO HORSE TRAINING (4)

This course involves primarily young horse training and focuses on starting and restarting horses that are two years and older, both on the ground and under saddle. It will also focus on knowledge-based skills that include developing a natural foundation for the horse by keeping the horse mentally involved, build intelligence and enthusiasm, prevent blow-up, and increase interest, bravery, and responsiveness. The course will also cover topics such as horses that pull back, are hard to catch, shoe, doctor, inject, or bridle, are over-excitabile, aggressive, kick, bite, rear, buck, etc., and show the student how to help these horses become more mentally, emotionally, and physically balanced.

EQST 354 HERD BEHAVIOR (4)

In this course students will develop knowledge-based skills that include being introduced to horse behavior in a herd, the hierarchy principles in a herd, herd management as well as the fundamentals of a cow-calf operation. Students will have the unique opportunity of participating in a herding event on the ranch. In the later part of the course, students will begin to understand how to manage the "herd effect" to facilitate rider independence during a session.

EQST 400 NATURAL HORSEMANSHIP INTERNSHIP (V 1-15)

During this internship, the student will apply the skills and techniques learned through the courses of the Natural Horsemanship program. 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. Prereq: Senior standing and c/i. (fall/spring/summer)

EQST 401 ADVANCED HORSE CARE & NUTRITION (4)

In this knowledge-based course students will develop skills that will assist them in learning about equine nutrition from birth to adulthood and the essential nutrients critical to equine health and longevity. Students will also learn to identify dental problems, (spilling feed, etc.) and will gain experience with feeling wolf teeth, ramps, and sharp points as well as with basic dental treatments. Basic hoof trimming of young horses and basic shoe replacement will be taught in the course and students will also receive a shoeing course from a professional farrier and get hands-on experience with hoof balance, corrective shoeing, hoof pads, hot shoeing, cold shoeing, and maintaining and monitoring shoeing book and calendar. Students will also work with the following categories of equine specialists: osteopath, joint and articulation specialists, respiratory specialists, intestinal specialists, skin specialists, and eye specialists. Prereq: EQST 201 and 202.

EQST 404 CONTEMPORARY ISSUES IN EQUINE BUSINESS (4)

As a capstone course, the student will learn an integrated set of business skills necessary for anyone who wishes to pursue a career in the equestrian business. Some of the topics to be covered include: strategic vision; ranch management, finance, and accounting; horse import/export; sales and marketing; client and public relations. Students will have the opportunity to intern at a ranch, working in the administrative offices at LaCense Montana, where they will learn about the day-to-day operations of a ranch. Prereq: Senior standing, or c/i.

EQST 452 NATURAL HORSEMANSHIP INSTRUCTION (4)

Covered in this course will be the basics of natural horsemanship pedagogy and the benefits of the workshop model for natural horsemanship; training techniques for group leadership and management; techniques for teaching natural horsemanship on horseback; time management for groundwork

and for work on horseback; the importance of the natural horsemanship approach in managing rider apprehension; adaptation of horses to suit rider level and the specifics of "difficult" horses. Prereq: Senior standing, or c/i.

EQST 453 CLINIC & DEMONSTRATIONS (4)

Students will explore the pedagogic material taught in EQST 452 but the class will pay particular attention to the benefits of the workshop model for natural horsemanship. The course will examine more closely how clinics and demonstrations are organized while covering the following topics: creating group dynamics; choosing a workshop objective; organizing a session and summarizing at the end of a session. Students will learn to take responsibility for the many and various tasks that go into organizing clinics and demonstrations and which include travel planning, packing, horse care during travel, arrival procedures, arena set-up, booth set-up, etc. Prereq: EQST 452.

FINE ARTS

FA 101 INTRODUCTION TO VISUAL & PERFORMING ARTS (4)

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. 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 ARTS ISSUES (4)

Students explore concerns shared in all of the arts--e.g., the artist and sources of inspiration; artistic freedom; arts as a mirror of society and an influencing force; who's to judge; cutting edge technology; commercialism. Topics are presented in seminar fashion. Significant works of art are analyzed within

their cultural and societal context. Students exhibit knowledge and competencies through a variety of writings, presentations, and discussions.

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)

GEOGRAPHY

GEOG 102 HUMAN GEOGRAPHY (4)

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/odd-numbered years)

GEOG 202 REGIONAL GEOGRAPHY OF NORTH AMERICA (4)

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/odd-numbered years)

GEOG 219 DIRECTED STUDY (V 1-4)

Selected topics under faculty supervision, with emphasis on experiential learning. Prereq: c/i, and c/vc. (fall/spring)

GEOG 290 INDEPENDENT STUDY (V 1-4)

Directed research or study, with emphasis on experiential learning. Prereq: GEOG 241, c/i, and c/vc. (fall/spring)

GEOG 305 CULTURAL & SOCIAL GEOGRAPHY (4)

This course examines how social and cultural interactions and development are spatially constructed. Major themes include gender and sexuality in space, wealth and urban development, landscapes of consumption, spaces of resistance, and ideas of wilderness. Seminar. (spring/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 1-4)

Selected topics of interest, with emphasis on experiential learning. Prereq: GEOG 241 and PSY/SOC 220. (on demand)

GEOG 419 DIRECTED STUDY (V 1-4)

Selected topics under faculty supervision, with emphasis on experiential learning. Prereq: c/i. (on demand)

GEOG/POLS 441 WORLD RESOURCES (4)

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. (spring/even-numbered years)

GEOG 490 INDEPENDENT STUDY (V 1-4)

Advanced directed research or study, with emphasis on experiential learning. 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, and c/i. (fall/spring)

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, and c/i. (fall/spring)

GEOLOGY

A prerequisite for any course with a GEOL rubric is documented mathematical ability equivalent to MATH 007 Algebra. Ability can be demonstrated by appropriate college credit or UM-Western Math Placement Exam score.

GEOL 101 INTRODUCTION TO GEOLOGY (4)

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. Includes hands-on experience with rocks, minerals, fossils, and maps. Lab fee. Prereq: equivalent of MATH 007 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. Lab fee. Prereq: equivalent of MATH 007 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. Lab fee. Prereq: GEOL 101 or 150, and CHEM 131, or c/i. (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 field trip to one of the West's National Parks. May have a service-learning component. 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. Lab fee. Prereq: GEOL 226 and PHYS 233, or c/i. (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 landforms, 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. Lab fee. Prereq: GEOL 101 or 150, and GEOL 226, or c/i. (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. 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)

GEOL/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. 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. 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. Lab fee. Prereq: GEOL 101 or 150, and GEOL 432, CHEM 131, MATH 201, 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. Lab fee.

HHP 102 FITNESS FOR LIFE (4)

This course provides a balanced presentation of the personal health benefits of the five components of physical fitness, including skeletal, muscular, nervous, cardiovascular, and respiratory system function and response to exercise, stress management, and basic nutrition concepts. Students are expected to participate in labs and activities through the course designed to assess and enhance cardiovascular endurance, muscular strength, muscular endurance, flexibility, and body composition. Assessment of course objectives will be conducted through lab and classroom assignments, group projects, examinations, self-assessments, journaling, and research-based writing activities. Lab fee. (fall/spring)

HHP 105 BOWLING/GOLF (1)

This course is an introduction to the basic skills and strategies of bowling and golf. Students are expected to demonstrate comprehension through exams and class participation.

HHP 107 FLAG FOOTBALL/VOLLEYBALL (1)

This course is an introduction to the basic skills and strategies of flag football and volleyball. Students are expected to demonstrate comprehension through exams and class participation.

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 117 SNOWBOARDING (1)

This course is an introduction to the basic skills of snowboarding. Instructional groups will be formed for beginner, intermediate, and advanced snowboarders. Students are expected to demonstrate comprehension of the sport through exams and class participation. Student participation is

critical to overall grade. Equipment rental is available at Maverick Mountain. Lab fee varies to cover lift ticket and lesson costs. (spring)

HHP 118 SKIING (1)

This course offers an introduction to the basic skills of downhill skiing. Instructional groups will be formed for beginner, intermediate, and advanced experience levels. Students are expected to demonstrate comprehension of the sport through exams and class participation. Student participation is critical to overall grade. Equipment rental is available at Maverick Mountain. Lab fee varies to cover lift ticket and lessons. (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)

Introduction to the basic skills of a variety of racquet sports including tennis, badminton, racquetball, and pickleball. Students are expected to demonstrate comprehension of each sport through exams and class participation.

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)

Introduction to the basic weight training skills with an emphasis on developing an individualized program for each student's needs. Students are expected to demonstrate knowledge through exams and class participation. Student participation is critical to the overall grade. This class 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 athletic 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. Coreq: HHP 142. (fall/spring)

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. Coreq: HHP 140. (fall/spring)

HHP/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. 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 140 and 142. (fall/block 1)

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 140 and 142 (fall-block 2/spring-block 8)

HHP 205 DANCE & RHYTHM METHODS & TECHNIQUES I (1)

Methods of teaching a variety of folk and square dance activities for K-12 programming. Emphasis will be 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 206 DANCE & RHYTHM METHODS & TECHNIQUES II (1)

Methods of teaching a variety of social, contemporary, and modern dance activities for K-12 programming. Emphasis will be on development and analysis of skills, progressions, error analysis and correction, teaching techniques, unit planning, and assessment.

HHP 219 DIRECTED STUDY (V 1-5)

Selected topics under faculty supervision. Prereq: c/i and c/vc. (on demand)

HHP/EQST 222 ELEMENTS OF RODEO (2)

The Elements of Rodeo courses focus on National Intercollegiate Rodeo Association Events: bareback riding, steer wrestling, saddle bronc riding, tie down roping, team roping, goat tying, breakaway roping, and barrel racing. Each semester rules governing a selected event, techniques of competition, and responsibilities of NIRA athletes are presented. Students will apply fitness and wellness concepts, injury prevention measures, basic injury care, and winning physical and mental strategies to human and equine athletes competing in the event.

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. Lab fee. (fall/spring)

HHP 240 LEISURE SERVICES (4)

This course examines the history, purpose, and function of leisure services delivered by government and private agencies. An analysis of the impact of leisure on society and the economy are addressed.

HHP 241 PERSONAL & COMMUNITY HEALTH (3)

Introduction to the fundamental health concepts and attitudes relating to concerns and needs of individuals and society. Structure, function and dysfunction of the cardiovascular, respiratory, digestive, nervous, endocrine, immune, and integumentary systems will be covered in the context of specific topics including cancer, heart disease, infectious, chronic, and congenital diseases, consumer health, environmental health, and safety. Students are expected to demonstrate comprehension of course content through testing, individual and group assignments, presentations, and class 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. 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. Lab fee. (fall)

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, with emphasis on skeletal and muscular systems, and the analysis of selected sport activities. Students will demonstrate competency through class participation, examinations, completion of laboratory assignments, and projects. Prereq: HHP 102. (fall)

HHP 317 PHYSIOLOGICAL & PSYCHOMOTOR KINESIOLOGY (4)

An introduction to the physiological and psychological aspects of human motion. Emphasis on the physiological factors to include the metabolic, cardiovascular-respiratory, and neuromuscular-skeletal systems that influence physical activity and exercise with reference to the acute and chronic effects of exercise and improving or maintaining physical fitness. Further emphasis on factors that influence acquisition of motor skills including psychomotor learning theory and practice methods and theories of neuromuscular integration. Students will demonstrate competency through class participation, examinations, laboratory assignments, and projects. Prereq: HHP 102. (spring)

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 142. (fall)

HHP 349 COACHING: ETHICS (2)

A study of ethical issues in sports as they relate to the coaching profession. Emphasis on maximizing the positive contributions of sport competition. Students will demonstrate competency through class participation, examinations, and completion of related assignments and projects. Prereq: Sophomore standing. (spring/odd-numbered years)

HHP 350 COACHING: PEDAGOGY & ADMINISTRATION (2)

A scientific approach to coaching, taking theory into practice. Emphasis is on planning and implementing developmentally and instructionally appropriate instruction and on managing the competitive environment. Students will demonstrate competency through class participation, examinations, and completion of related assignments and projects. Prereq: Sophomore standing. (spring/even-numbered years)

HHP 351 METHODS & MATERIALS IN HEALTH ENHANCEMENT (4)

Upon completion of this course students will apply, analyze, and evaluate methods used in teaching health and physical education in grades K-12, with particular emphasis on middle and secondary levels. Skills and concepts will include teaching styles, management and content issues, technology and software materials and their application, emphasis on instructionally and developmentally appropriate methods of instruction, and construction of lesson and unit plans. Assessment will involve written exams, assignments, and class presentations. Prereq: HHP 201, 202, 374, and 375. (spring)

HHP 352 COACHING OF BASKETBALL (2)

Emphasis on the methods of teaching and coaching basketball. Offense and defense, player-coach relationships, team selections, and game situations will be areas of concentration. Students are assessed through class assignments and examinations. (spring)

HHP 353 COACHING OF TRACK & FIELD (2)

Emphasis on the methods of teaching and coaching track and field events. This 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. 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 OF BASEBALL & SOFTBALL (2)

Emphasis of 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. 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 OF FOOTBALL (2)

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. Students are assessed through class assignments and examinations. (fall)

HHP 356 COACHING OF WRESTLING (2)

Emphasis on the methods of teaching and coaching wrestling. Offensive and defensive strategies, player-coach relationships, planning practice sessions and meets will be areas of concentration. Students are assessed through class assignments and examinations. (on demand)

HHP 357 WATER SAFETY INSTRUCTOR (2)

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 OF VOLLEYBALL (2)

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. Students will be assessed through class assignments and examinations. (fall)

HHP 359 OFFICIATING (2)

This course will prepare students for the professional responsibilities of sports officials. Students will explore concepts in sports at each level of competition. Ethics, motivation, safe game administration, and goal setting will provide a foundation for the beginning official. Students will work to improve strategies for communication, decision-making, conflict management, and time management. Legal responsibilities of sports officials and the importance of professional associations will also be addressed. Assessment strategies will include oral presentation, written assignments, written examinations, and hands-on activities. (fall)

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 athletic trainer. (spring/even-numbered years)

HHP 374 ELEMENTARY SCHOOL HEALTH & PHYSICAL EDUCATION (3)

Upon completion of the course a student will understand and apply concepts of specific planning, organizing, and teaching an elementary health and physical education program. Teaching methods, organization and group process, maturational considerations, sequences in a variety of instructionally and developmentally appropriate activities, and assessment techniques will be understood, experienced, and applied. Assessment will be through written examinations, evaluation of assignments, and presentations. Prereq: HHP 241; for HHP

Major/Minor/Broadfield or Health Major: HHP 140 and 142.
Coreq: HHP 375. (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. Coreq: HHP 374. (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, maintain a portfolio of their work experiences, and 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, 372, 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 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 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 140 and 142, or c/i. (fall)

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: HHP 315 and 317, 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 311, or 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: HHP 311 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 one selected faculty member. Prereq: Senior standing and c/i. (fall/spring)

HISTORY

HIST 101 WESTERN CIVILIZATION I (4)

A survey that examines the evolution of Western Society from prehistoric times up until the early 1700s. 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/spring)

HIST 102 WESTERN CIVILIZATION II (4)

A survey that examines the evolution of Western Society from the early 1700s 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. (fall/spring)

HIST 111 AMERICAN HISTORY TO THE CIVIL WAR (4)

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/spring)

HIST 112 AMERICAN HISTORY SINCE RECONSTRUCTION (4)

A survey of the important events and key issues involved in the emergence of the United States 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. (fall/spring)

HIST 219 DIRECTED STUDY (V 1-4)

Selected topics under faculty supervision, with emphasis on experiential learning. Prereq: c/i and c/vc. (fall/spring)

HIST 225 AFRICA & THE MIDDLE EAST (4)

A survey of the key historical developments that have shaped the cultures, societies, and institutions of Africa and the Middle East. Includes an examination of how the people of these two regions have interacted, and their influence on other parts of the world. Students will be expected to participate in class discussions and complete writing and research assignments based on core readings. Lecture, discussion, and group projects. (spring/odd-numbered years)

HIST 240 HISTORY OF THE FAR EAST (4)

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 1800s. The course primarily investigates the impact that East Asian history has had on the West after the 1800s. 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 263 UNITED STATES SINCE 1945 (4)

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. (fall/even-numbered years)

HIST 274 WORLD HISTORY (4)

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. (spring)

HIST 290 INDEPENDENT STUDY (V 1-4)

Directed research or study on an individual basis, with emphasis on experiential learning. Topic and terms of evaluation to be determined by agreement between student and instructor. Prereq: c/i and c/vc. (fall/spring)

HIST 320 HISTORY OF CENTRAL EUROPE I (4)

This class examines the history of Central Europe from the end of the Napoleonic Wars to Adolf Hitler's seizure of power in 1933. Special emphasis will be afforded to social/cultural history. Such an approach best allows students to understand how the rise of the middle class, industrialization, the beginnings of democracy, and modernism impacted society politically, economically, and as a whole. From all of Central Europe's nation-states, this course will closely explore the history of the German people and state during this time. Trying to understand why and how Fascism/Nazism was attractive to Germans and others in Central Europe will be critical. Students will show understanding of the material through class discussion, group projects, written assignments based on critical core readings and library research, and examinations. Lecture, discussion, and group projects-research. (fall/odd-numbered years)

HIST 321 HISTORY OF CENTRAL EUROPE II (4)

The course will pick up where HIST 320 left off. Nazi Germany dominated Central Europe after 1933, and its subsequent defeat gave birth to historical dynamics that still dominate Central Europe. Thus, this class will focus on the history of Germany from 1933 until the present. The course examines Nazi strategies at establishing a totalitarian regime, the fascist world-view, World War II, resistance to the Nazis, and the Holocaust. Post-war Central Europe will also be

examined through the lens of Germany, a state that today plays a central role in the European Union. Students will show understanding of the material through class discussion, group projects, written assignments based on critical core readings and library research, and examinations. Lecture, discussion, and group projects-research. (spring/even-numbered years)

HIST 325 HISTORY OF THE MASS MEDIA (4)

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. (spring/even-numbered years)

HIST 360 COLD WAR EUROPE (4)

An intense investigation of Eastern Europe from the 19th century to the present. Particular emphasis will be placed on eastern Europe immediately after the conclusion of World War II when Stalinist regimes were put in power in Poland, Czechoslovakia, Hungary, and East Germany. This class will explore Eastern Europe by studying its social/cultural history. Such an approach best allows students to understand how societies reacted to the imposition of Stalinism, how they resisted it, and how they eventually overthrew Soviet domination in the revolutions of 1989. Students will show understanding of the material through class discussion, group projects, written assignments based on critical core readings and library research, and examinations. Lecture, discussion, and group projects-research. (fall/odd-numbered years)

HIST 362 AFRICAN-AMERICAN HISTORY (4)

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. (fall/even-numbered years)

HIST 370 WOMEN'S HISTORY (4)

An examination of the roles played by women in shaping significant historical events, issues, and movements. The course will engage political, cultural, social, and economic aspects of those roles and examine how each either conforms to, or challenges, traditional views of women. Primary emphasis will be on American women post-1700, but with some comparative attention to women in European and non-Western societies. Students will be expected to participate in class discussions and prepare written assignments based on core readings and library research. Lecture, discussion, and group projects. Prereq: HIST 111 or 112, or c/i. (spring/odd-numbered years)

HIST 371 MONTANA & THE AMERICAN WEST (4)

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 MODERN EUROPE (4)

This class examines the political, social, and cultural history of 20th century Europe, including the rise of nationalism, World Wars I and II, fascism, Marxism, the rise and fall of the Soviet Empire, the European Union, and life in Europe. The central theme of the course will be: "As Americans, what can the European experience teach us?" Students will show understanding of the material through class discussion, group projects, written assignments based on critical core readings and library research, and examinations. Lecture, discussion, and group projects-research. (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 1-4)

Selected topics of interest, with emphasis on experiential learning. Prereq: c/i. (spring/even-numbered years, fall/even-numbered years)

HIST 419 DIRECTED STUDY (V 1-4)

Selected topics under faculty supervision. Prereq: c/i. (on demand)

HIST 452 EUROPEAN INTELLECTUAL HISTORY (4)

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). (fall/even-numbered years)

HIST 456 UNITED STATES CULTURAL HISTORY (4)

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 490 INDEPENDENT STUDY (V 1-4)

Directed research or study on an individual basis, with emphasis on experiential learning. 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. (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. (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 to the Honors Program in order to enroll in Honors Seminars (see page 15).

HON 101 FRESHMAN HONORS SEMINAR (3)

Title, content, and sequence vary. Class will include significant components associated with experiential education.

HON 102 FRESHMAN HONORS SEMINAR (3)

Title, content, and sequence vary. Class will include significant components associated with experiential education.

HON 201 SOPHOMORE HONORS SEMINAR (3)

Title, content, and sequence vary. Class will include significant components associated with experiential education.

HON 202 SOPHOMORE HONORS SEMINAR (3)

Title, content, and sequence vary. Class will include significant components associated with experiential education.

HON 301 JUNIOR HONORS SEMINAR (3)

Title, content, and sequence vary. Class will include significant components associated with experiential education.

HON 302 JUNIOR HONORS SEMINAR (3)

Title, content, and sequence vary. Class will include significant components associated with experiential education.

HON 401 SENIOR HONORS SEMINAR (3)

Title, content, and sequence vary. Class will include significant components associated with experiential education.

HON 402 SENIOR HONORS SEMINAR (3)

Title, content, and sequence vary. Class will include significant components associated with experiential education.

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 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 210 DESTINATION GEOGRAPHY (4)

The course will cover the major tourist attractions and destinations in the world with particular emphasis on Anglo-America. Destinations and attractions will be studied in light of the influence of various geographic features such as landform, climate, transportation, etc.

HTR 219 DIRECTED STUDY (V 1-5)

Selected topics under faculty supervision. Prereq: c/i and c/vc. (fall/spring)

HTR 240 LEISURE SERVICES (4)

This course examines the history, purpose, and function of leisure services delivered by government and private agencies. An analysis of the impact of leisure on society and the economy are addressed.

HTR 290 INDEPENDENT STUDY (V 1-3)

Directed research or study on an individual basis. Prereq: c/i and c/vc. (fall/spring)

HTR 322 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. Lab fee. Prereq: BUS 241. (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. Lab fee. 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)

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)

INDUSTRIAL TECHNOLOGY

IT 120 POWER, ENERGY & TRANSPORTATION FUNDAMENTALS (4)

Historical development and contemporary use of current energy sources and their environmental, economic, and social impacts. Specific areas of study include the use of machines, conversion of energy to work, basic electrical concepts, use of electricity as a power source, and two and four engines theory. Students will research, illustrate, and report on future energy technologies. Problem-solving activities will be used to reinforce principles covered in the course.

IT 130 GRAPHIC COMMUNICATION (4), 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. Lab fee. (fall)

IT 140 MATERIALS PROCESSING (4), and IT 140L MATERIALS PROCESSING LAB

Students will examine metal 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 natural materials. Lab fee. (fall)

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 APPLIED ELECTRICITY & ELECTRONICS (3) and IT 220L APPLIED ELECTRICITY & 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. Lab fee. Prereq: IT 120 and MATH 111 or 112. (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 (e.g., 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 235 COMPUTER-AIDED DESIGN & MANUFACTURING (4)

This course is an introduction to Computer-Aided Design and Drafting practices as well as the integrated manufacturing software they drive. Elements of Boolean, wireframe, surface, solid modeling and rendering are all covered in this compact format course. Some of the latest cutting edge software is used to design industrial items in the second area, Computer-Aided Manufacturing. The historical and current practices of manufacturing form the basis of the second half of this course. Current techniques and tools are emphasized. Current industrial videos in advanced manufacturing are shown and discussed. Leading edge journal articles from some of the top areas of manufacturing are used as a basis for student understanding of the modern industrial world.

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. 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. 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. 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. Lab fee. Prereq: All required 100 and 200 level IT courses. (spring)

IT 351 METHODS & MATERIALS IN INDUSTRIAL TECHNOLOGY (4)

This course includes Unit and Lesson Plan development, classroom management techniques, textbook selection, use of common instructional technologies, as well as developing a variety of instructional units, presenting lessons, 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 Industrial Technology, and develop a written philosophy about roles 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, attendance, and participation in class discussions.

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. 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 costs 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/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)

LIBRARY SCIENCE

Courses with LIB rubric are offered through The University of Montana-Western, Dillon.

Courses with C&I rubric are offered through The University of Montana-Missoula.

*To register for the Library Media Program on the Dillon and Missoula campuses,
go to the following URL: www.umwestern.edu/Academics/library/libk12/grad/admission.htm*

LIB 461 INFORMATION LITERACY & 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. (spring/even-numbered years, summer/odd-numbered years)

LIB 464 REFERENCE RESOURCES (3)

This class focuses on the evaluation, selection, and use of basic reference resources. It also contains teaching of media skills, information negotiation, search strategies, database use, and information services.

LIB 469 LIBRARY MEDIA PRACTICUM (3)

C&I 485 LIBRARY MEDIA PRACTICUM (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. Internet and field-based course. Prereq: LIB 461, 464, C&I 480, 483, and 484. (summer)

C&I 480 COLLECTION DEVELOPMENT & CURRICULUM (3)

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. (fall)

C&I 483 LIBRARY MEDIA TECHNICAL PROCESSES (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/even-numbered years, spring/odd-numbered years)

C&I 484 ADMINISTRATION & ASSESSMENT OF LIBRARY MEDIA (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. (spring)

C&I 488 LIBRARY & 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. (summer/even-numbered years)

MATHEMATICS

MATH 007 ALGEBRA (4)

(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.)

In this course numbers, variables, and symbols are studied. Students learn to graph a library of basic functions, their shifts and stretches. An elementary set of operations and solution methods for linear, quadratic, rational, and radical forms and equations is developed. In addition, basic arithmetic operations necessary for the basic algebra described above are reviewed. (fall/spring)

MATH 100 DESCRIPTIVE STATISTICS (1)

This course covers the basics of descriptive statistics. The student will learn how to collect, organize, represent, and interpret data using tables, graphs, charts, and mathematical models. Upon successful completion of the course the student will be familiar with data collection, the concepts of mean, mode, median, standard deviation, counting techniques, and probability distributions. Prereq: MATH 007 grade C or better, or c/i. (fall/spring)

All mathematics courses beyond this level satisfy the Mathematics General Education requirement.

MATH 101 LOGIC (4)

Upon successful completion of this introductory course in logic students will be able to identify various types of arguments and ways of analyzing and evaluating these arguments. Emphasis will be placed upon using the techniques of modern symbolic logic as a means of analyzing and evaluating formal arguments. In using these techniques, students will develop their abilities to analyze and resolve complex deductive problems. Among the topics typically covered are tautologies, fallacies, syllogisms, causal hypotheses, logic diagrams, truth tables, argument analysis, truth-functional reasoning, and applications to logic circuits. Prereq: MATH 007 grade C or better, or c/i.

MATH 102 LINEAR MATHEMATICS (4)

This course is an introductory course in linear algebra. Upon successful completion of this course the student should be familiar with solving systems of linear equations, matrix algebra, linear programming, Markov processes, and Gauss-Jordan elimination. The student will also be introduced to appropriate technology used in solving linear algebra problems. Prereq: MATH 007 grade C or better, or c/i.

MATH 103 GAME THEORY (4)

Game theory studies how individuals make decisions when their actions affect each other. Topics to be covered in this course may include dominance, Nash equilibrium, mixed-strategy Nash equilibrium, the Prisoner's dilemma, oligopolies, auctions, bargaining, cooperative games, and evolutionary game theory. Upon successful completion of this course the student should be able to formulate and analyze game-theoretic models for various economic, political, social, and biological phenomena. Prereq: MATH 007 grade C or better, or c/i.

MATH 105 NUMBER THEORY (4)

In this course the student will study the development and properties of number systems. This includes the study of the real numbers and algorithms that use them. It also includes the study of number sequences and number patterns. Prereq: MATH 007 grade C or better, or c/i. (fall/spring)

MATH 106 GEOMETRY (4)

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 007 grade C or better, or c/i. (fall/spring)

MATH 107 MORPHOMETRICS (4)

Morphometrics is the mathematical study of shape. This course will investigate how shapes from the natural world are represented mathematically. Upon successful completion of this course the student should be able to use algebraic functions to model form, use spline techniques to establish deformation grids between forms, use fractal geometry to model self-similar forms, and describe the shape of the universe. The student will be introduced to appropriate technology used in modeling shape. Prereq: MATH 007 grade C or better, or c/i. (spring/even-numbered years)

MATH 108 GRAPH THEORY (4)

Upon successful completion of this course the student should be familiar with the basic concept of graphs and how graphs are used to solve problems. Topics will include Hamiltonian and Euler paths, networks, directed graphs and critical paths, coloring problems and Ramsey numbers, tournaments, and graphical enumeration. The student should exhibit competence in applying the algorithms used to solve problems involving these graph theory topics. Prereq: MATH 007 grade C or better, or c/i.

Most mathematics courses beyond this level make use of an appropriate graphing calculator. Students should contact the Department of Mathematics at 683-7274 for information regarding the recommended calculator.

MATH 111 COLLEGE ALGEBRA (4)

In this course the library of functions, their shifts and stretches, is expanded to include third or higher order polynomials, a comprehensive look at rational expressions, exponential and logarithmic equations, and the relations called conic sections. Domain, range, composition, and inverse concepts and calculations are presented. More comprehensive operations and solution methods are developed for linear, quadratic, rational, and radical forms. Operations and solution methods for exponential and logarithmic forms are introduced. Prereq: MATH 007 grade C or better, or c/i. (spring)

MATH 112 TRIGONOMETRY & COMPLEX NUMBERS (4)

The emphasis of this course is a broad study of trigonometric functions. Triangular trigonometry; complex variables; polar, cylindrical and spherical coordinates; and other applications of trigonometry are also introduced. Prereq: MATH 007 grade C or better, or c/i. (fall)

MATH 131 PROBABILITY (4)

This course is designed as an introductory course to probability. Upon successful completion of this course the student should be familiar with basic set theory concepts, combinations and permutation problems, probability distributions, and basic probability computations. The student will also be introduced to calculator or computer technology used in simulating and calculating probabilities. Prereq: MATH 007 grade C or better, or c/i. (fall/spring)

MATH 201 CALCULUS I (4)

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. Prereq: MATH 111 and 112 grade C or better, or c/i. (fall)

MATH 202 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 201, 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 series. Prereq: MATH 201 grade C or better, or c/i. (fall/odd-numbered years)

MATH 203 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, visualize in space, implement appropriate technologies, and communicate using mathematical terminology. Prereq: MATH 202 and 260 grade C or better, or c/i. (spring/odd-numbered years)

MATH 219 DIRECTED STUDY (V 1-4)

Selected topics under faculty supervision. Prereq: c/i and c/vc. (on demand)

MATH 232 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 be able to compute confidence intervals and test hypotheses regarding population parameters. The student will also be familiar with analyzing data using calculators and computer software. Prereq: MATH 131 grade C or better, or c/i. (fall/spring)

MATH 260 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 and will culminate with relative applications. Prereq: MATH 201 grade C or better, or c/i. (fall/even-numbered years)

MATH 290 INDEPENDENT STUDY (V 1-4)

Directed research or study on an individual basis. Prereq: c/i, and c/vc. (on demand)

MATH 341 COLLEGE GEOMETRY (4)

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. Prereq: MATH 007 grade C or better, or c/i. (fall)

MATH 342 HISTORY OF MATHEMATICS (4)

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 341 grade C or better, or c/i. (fall/even-numbered years)

MATH 343 FOUNDATIONS OF MATHEMATICS (4)

Upon successful completion of this course the student should be familiar with techniques of writing mathematical proofs using direct, contrapositive, contradiction, and induction

methods. In addition, the student will be introduced to some fundamental ideas used throughout mathematics including logic, set theory, number theory, complex numbers, function theory, and group theory. Prereq: MATH 341 grade C or better, or c/i. (fall)

MATH 351 METHODS & MATERIALS IN MATHEMATICS (4)

Upon successful completion of this course the student should be familiar with current trends in the 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 technologies 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 341 grade C or better, or c/i. (spring)

MATH 401 DETERMINISTIC MODELING (4)

An introduction to discrete and continuous time models that arise from the study of ecological populations. Difference equation, matrix equation, and ordinary differential equation models for populations will be formulated and analyzed both analytically and numerically. Prereq: MATH 201 grade C or better, or c/i. (spring/even-numbered years)

MATH 419 DIRECTED STUDY (V 1-4)

Selected topics under faculty supervision. Prereq: c/i and c/vc. (on demand)

MATH 433 STOCHASTIC MODELING (4)

This is a course in stochastic processes with emphasis on model building and probabilistic reasoning. Topics to be covered may include a review of elementary probability theory, Poisson processes, discrete and continuous time Markov chains, Brownian motion, random walks, and martingales. Applications will be drawn from the physical, biological, and social sciences. Students will learn hands-on design and construction of working models using appropriate technology. Upon successful completion of this course the student should be proficient in asking research questions, collecting and arranging data, and designing models to answer the questions asked. Prereq: MATH 131 grade C or better, or c/i. (spring/odd-numbered years)

MATH 441 ADVANCED CALCULUS (4)

An introduction to the fundamental concepts in calculus such as limits, continuity, differentiability, convergence, sequences, series, and integrability. Prereq: MATH 203 and 341 grade C or better, or c/i. (spring)

MATH 442 COMPLEX VARIABLES (4)

An introduction to topics in complex variables such as functions, limits, derivatives, integrals, the Cauchy-Riemann conditions, series representation of functions, the Cauchy Integral formula, and elementary conformal mappings. Prereq: MATH 203 and 341 grade C or better, or c/i.

MATH 443 ABSTRACT ALGEBRA (4)

An introduction to the fundamental algebraic structures such as groups, rings, and fields. Prereq: MATH 343 grade C or better, or c/i. (fall)

MATH 444 ADVANCED NUMBER THEORY (4)

An introduction to the principle ideas of number theory such as divisibility, congruencies, linear Diophantine equations, Fermat's Theorem, Euler's Theorem, Pythagorean Triples, and the distribution of primes. Prereq: MATH 343 grade C or better, or c/i.

MATH 490 INDEPENDENT STUDY (V 1-4)

Directed research or study on an individual basis. Prereq: c/i and c/vc. (on demand)

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 conjunction with her/his advisor. Assessment will be based on both a written document and oral presentation upon completion of the thesis. Prereq: Senior standing and 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 Minors as necessary. This class is open to any student wanting a beginning class in the make-up and structure of music. 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

Students will experience instrumental ensemble participation at the highest level possible, increase reading and playing skills, prepare and perform a minimum of two concerts per semester, and research a wide variety of styles and genres in band literature. At this level students will provide oral and written presentation of research findings.

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. 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)

MUS 165 VOCAL ENSEMBLE (1) R

Students will experience choir participation at the highest level possible, increase reading and singing skills, prepare and perform a minimum of two concerts per semester, and research a wide variety of styles and genres in choral literature. At this level students will provide oral and written presentations of research findings.

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 students 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 (4)

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 music. 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 Music Related Area in BA degree and Music Education 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 and 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. Lab fee. Prereq: c/i. (fall/spring)

MUS 316 CONCERT BAND (1) R

Students will experience instrumental ensemble participation at the highest level possible, increase reading and playing skills, prepare and perform a minimum of two concerts per semester, and research a wide variety of styles and genres in band literature. At this level students will present findings orally and in written form and will also prepare program notes and prepare community information announcements and education.

MUS 317 JAZZ ENSEMBLE (1) R

Prereq: c/i.

MUS 319 ORCHESTRA (1) R

Prereq: c/i.

MUS 351 METHODS & MATERIALS IN MUSIC (3)

This course is designed to present the philosophies, history, and methods of teaching and managing music education at the secondary level. Students will gain experience in planning, evaluating, and performing tasks required for successful implementation of a secondary music education program. Professional education field experience will be required. Prereq: MUS 132, TEP. Coreq: MUS 378.

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) R

Students will experience choir participation at the highest level possible, increase reading and singing skills, prepare and perform a minimum of two concerts per semester, and research a wide variety of styles and genres in choral literature. At this level students will also present findings orally and in written form, and also will prepare program notes and community information and education announcements.

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 (4)

Students will study instrument, voice, and ensemble characteristics, traditional and technological notation, and music vocabulary. In addition, students will develop listening, score study, transcribing, arranging, orchestrating, and composing skills for instrumental and vocal solos and ensembles. Prereq: MUS 132.

MUS 376 METHODS & MATERIALS IN ELEMENTARY MUSIC (3)

This course is designed for Music K-12 students as an introduction to effective methods, techniques, and materials for teaching music to children in the elementary grades. Prereq: admission to TEP. Coreq: MUS 377.

MUS 377 ELEMENTARY SCHOOL MUSIC TEACHING PRACTICUM (1) R

Taken concurrently with MUS 376, students will observe and practice techniques for delivering a music curriculum to elementary students. Coreq: MUS 376.

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 program students 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 (4)

In this course students will investigate Western civilization musical traditions from late antiquity to the present day. Musical styles, genres, composers, key works, and social conventions will be examined and discussed to enhance understanding of the evolution of music and its relationship to other art forms and to the Western culture. Prereq: MUS 131 and 202.

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, 4th 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)

PHILOSOPHY

PHIL 100 INTRODUCTION TO PHILOSOPHY (4)

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)

PHIL/ENVS 201 HISTORY & PHILOSOPHY OF SCIENCE (4)

This course will explore the history of science from its classical beginnings to modern times. The development of the process and meaning of science will be emphasized. In particular, the philosophical basis of science as a way of knowing and understanding the world will be compared to other major areas of philosophy. Students will be engaged in group discussions and will make group and individual presentations. Students will also write several short papers and a research paper. Includes guest lecturers from the HPSS Department. (spring/odd-numbered years)

PHIL 219 DIRECTED STUDY (V 1-4)

Selected topics under faculty supervision, with emphasis on experiential learning. Prereq: c/i and c/vc. (fall/spring)

PHIL 290 INDEPENDENT STUDY (V 1-4)

Directed research or study, with emphasis on experiential learning. 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 1-4)

Selected topics of interest, with emphasis on experiential learning. Prereq: PHIL 101, or c/i. (on demand)

PHIL 419 DIRECTED STUDY (V 1-4)

Selected topics under faculty supervision, with emphasis on experiential learning. Prereq: c/i. (on demand)

PHIL 490 INDEPENDENT STUDY (V 1-4)

Advanced directed research or study, with emphasis on experiential learning. 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, and c/i. (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 and c/i. (fall/spring)

PHYSICS

A prerequisite for any course with a PHYS rubric is documented mathematical ability equivalent to MATH 007 Algebra. Ability can be demonstrated by appropriate college credit or UM-Western Math Placement Exam score.

PHYS 101 INTRODUCTION TO PHYSICS (4)

Elementary principles of mechanics, thermodynamics, electricity, and magnetism, with application to chemistry, earth, and life sciences. Lab included. Lab fee. Prereq: equivalent of MATH 007 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. Lab fee. Prereq: Concurrent enrollment in MATH 201. (fall)

PHYS 234 GENERAL PHYSICS (4)

Electricity and magnetism. Lab included. Lab fee. Prereq: Concurrent enrollment in MATH 202. (spring)

PHYS 235 GENERAL PHYSICS III (4)

A calculus-based course in thermal and modern physics including special relativity, an introduction to quantum physics with applications to atomic and molecular physics, and nuclear structure. During the semester students will do some of the experiments that were critical to the development of modern physics. Prereq: PHYS 234, or c/i.

PHYS 239 PHYSICAL METEOROLOGY (4)

An introduction to atmospheric phenomena using the laws of mechanics, electricity, and thermodynamics. Topics covered will be large-scale atmospheric circulation, stability and storm development, and climate change. Atmospheric data will be used to make different types of weather maps and weather predictions. Prereq: equivalent of MATH 007 or higher. (fall/odd-numbered years)

PHYS 240 ASTRONOMY (4)

An introductory course in the nature and structure of the universe including our solar system, stellar structure and evolution, galactic structure, and the large-scale structure of the universe. Day and night observations will be used along with lab projects to familiarize students with the scientific methods used by astronomers. Prereq: equivalent of MATH 007 or higher. (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)

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 one selected faculty member. Prereq: Senior standing and c/i. (fall/spring)

POLITICAL SCIENCE

POLS 121 AMERICAN NATIONAL & STATE GOVERNMENT (4)

A survey of basic institutions of government in the United States, the powers they exercise, and the practical and philosophical influences that contributed to their development. This course also examines the state-national relationship and the differences and similarities between how state and national governments operate and are structured. Students will be evaluated on the basis of quizzes, examinations, brief writing assignments, and group projects. Lecture and group discussion. (fall)

POLS 131 INTERNATIONAL RELATIONS (4)

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 1-4)

Selected topics under faculty supervision, with emphasis on experiential learning. Prereq: c/i and c/vc. (fall/spring)

POLS 250 POLITICAL THEORY (4)

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. (spring/odd-numbered years)

POLS 290 INDEPENDENT STUDY (V 1-4)

Directed research or study, with emphasis on experiential learning. Prereq: c/i and c/vc. (fall/spring)

POLS 313 AMERICAN DIPLOMACY (4)

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 (4)

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. Prereq: POLS 121 or 131 (spring/even-numbered years)

POLS 341 POLITICS OF THE DEVELOPING WORLD (4)

This course serves as an introduction to the similarities, differences, and interrelationships between the government systems of lesser developed countries (LDCs), 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 360 LEGISLATIVE & PRESIDENTIAL POLITICS (4)

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)

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 1-4)

Selected topics of interest, with emphasis on experiential learning. Prereq: c/i. (on demand)

POLS 419 DIRECTED STUDY (V 1-4)

Selected topics under faculty supervision, with emphasis on experiential learning. Prereq: c/i. (on demand)

POLS/GEOG 441 WORLD RESOURCES (4)

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. (spring/even-numbered years)

POLS 470 CONSTITUTIONAL LAW (3)

Case studies of judicial policy-making by interpretation of the United States Constitution. (on demand)

POLS 490 INDEPENDENT STUDY (V 1-4)

Advanced directed research or study, with emphasis on experiential learning. 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. (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. (fall)

PSYCHOLOGY

PSY 100 GENERAL PSYCHOLOGY (4)

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)

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 201 INTRODUCTION TO COGNITION (4)

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 240 INTRODUCTION TO GROUP DYNAMICS (4)

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 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 219 DIRECTED STUDY (V 1-4)

Selected topics under faculty supervision, with emphasis on experiential learning. Prereq: PSY 100, c/i, and c/vc. (fall/spring)

PSY 265 INTRODUCTION TO MOTIVATION-THEORY & PRACTICE (4)

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/SOC 220 INTRODUCTION TO SOCIAL SCIENCE RESEARCH METHODS (4)

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. (fall/even-numbered years)

PSY 290 INDEPENDENT STUDY (V 1-4)

Directed research or study, with emphasis on experiential learning. Prereq: PSY 100, c/i and c/vc. (fall/spring)

PSY 238 INTRODUCTION TO ABNORMAL PSYCHOLOGY (4)

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

PSY 360 LEARNING & MEMORY (4)

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 (4)

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 (4)

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 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 1-4)

Selected topics of interest, with emphasis on experiential learning. Prereq: PSY 100, PSY/SOC 220, and *c/i*. (on demand)

PSY 419 DIRECTED STUDY (V 1-4)

Selected topics under faculty supervision, with emphasis on experiential learning. Prereq: *c/i*. (on demand)

PSY 437 PSYCHOLOGY OF PERSONALITY (4)

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 (4)

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)

PSY 440 GROUP DYNAMICS (4)

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 (4)

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 1-4)

Advanced directed research or study, with emphasis on experiential learning. 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, and *c/i*. (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, and *c/i*. (fall/spring)

SOCIOLOGY

SOC 115 INTRODUCTION TO SOCIOLOGY (4)

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 & DEVIANT BEHAVIOR (4)

There will be discussions of the major social problems including, but not limited to, analysis of social causes and issues of deviant behavior and juvenile delinquency. This will include stigmatized behavior and conditions, including the causes, effects of this stigma. Domestic violence, juvenile delinquency, and the process of criminalization of certain behavior will be included. Students will demonstrate understanding comprehension of course content through course examinations and out of class writing assignments. (spring/odd-numbered years)

SOC 219 DIRECTED STUDY (V 1-4)

Selected topics under faculty supervision, with emphasis on experiential learning. Prereq: SOC 115, c/i, and c/vc. (fall/spring)

SOC/PSY 220 INTRODUCTION TO SOCIAL SCIENCE RESEARCH METHODS (4)

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. (fall/even-numbered years)

SOC 290 INDEPENDENT STUDY (V 1-4)

Directed research or study, with emphasis on experiential learning. Prereq: SOC 115, c/i, and c/vc. (fall/spring)

SOC 305 SOCIAL THEORY (4)

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)

SOC 315 POLITICAL SOCIOLOGY (4)

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 1-4)

Selected topics of interest, with emphasis on experiential learning. Prereq: SOC 115, PSY/SOC 220, and c/i. (spring/odd-numbered years)

SOC 419 DIRECTED STUDY (V 1-4)

Selected topics under faculty supervision, with emphasis on experiential learning. Prereq: PSY/SOC 220 and c/i. (on demand)

SOC 425 MONTANA INDIAN SOVEREIGNTY (4)

This course covers the struggle of Montana Indians to preserve their cultures in the face of the Dominant Culture's attempt to acculturate and eliminate indigenous Montana cultures. 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 Montana and United States Governments. The economic, political, social, and cultural conditions affecting everyday lives of the Native Peoples of Montana will be examined. Students will exhibit an empirical understanding of content through written critiques and directed examinations. The course routine and makeup will include lectures, class discussions, small group activities, extensive reading, research, and written assignments. (fall/even-numbered years)

SOC 450 SOCIAL STRATIFICATION (4)

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/odd-numbered years)

SOC 452 SOCIAL PSYCHOLOGY (4)

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 (4)

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. (spring/even-numbered years)

SOC 484 ECONOMIC SOCIOLOGY (4)

Economic Sociology begins with the analysis of the economic relationships found among non-market economies including band, village, and peasant societies. Next students will study historically the incorporation into the world market economy (capitalism) of all people on the planet. The study of existing people today is a study of the combination of two or more economic systems, both continuations of non-capitalist economies together with a larger capitalist system. Economic Sociology then examines the economic relationships to all other social institutions. The course will explore the debates between the formal economic theory with competing Marxist and the substantivist economics as to the nature of economic history and the impact of globalization on everyday life. Students will exhibit an empirical understanding of content through written critiques and directed examinations. The course routine and makeup will include lectures, class discussions, small group activities, extensive reading, research, and written assignments. (fall/odd-numbered years)

SOC 485 GENDER, ECONOMY & SOCIAL CHANGE (4)

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 1-4)

Advanced directed research or study, with emphasis on experiential learning. 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, and c/i. (fall/spring)

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, and c/i. (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.

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.

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INDEX

2004-05 Course Descriptions, Experience	Art K-12 Broadfield Major, BS: Secondary Ed	Biology Major, BS: Secondary Ed
One General Education Program	Ed	Biology Minor, BS: Secondary Ed
2004-05 Tuition & Mandatory Fee	Art K-12 Major, BS: Secondary Ed	Biology Related Area, BA
Schedules	Art K-12 Minor, BS: Secondary Ed	BS: Secondary Education Minors
2005-06 Course Descriptions	Art Studio Related Area, BA	Business & Computer Applications
AAS: Early Childhood Education Degree ...	Associate Degree, Second	Broadfield, BS: Secondary Ed
AAS: Natural Horsemanship Degree	Associate of Applied Science: Early	Business & Computer Applications Major,
Academic Degrees Introduction	Childhood Education Degree	BS: Secondary Ed
Academic Degrees List	Associate of Applied Science: Natural	Business & Computer Applications Minor,
Academic Field of Study Declaration	Horsemanship Degree	BS: Secondary Ed
Academic Information	Associate of Arts Degree	Business Administration Option, BS:
Academic Probation & Suspension Terms ...	Associate of Science Degree	Business
Academic Probation Policy	Attendance	Business Course Descriptions
Academic Standing	Audit Classes, Changing	Business Related Area, BA
Academic Standing, Graduation	Auditing Classes (AU)	Business Services Policies
Academic Suspension Appeals	Bachelor of Applied Science Degree	Business, Bachelor of Science Degree
Academic Suspension Policy	Bachelor of Arts Degree	Campus Map
Academic Terminology Definitions	Option Areas:	Campus Visits
Academic Year Calendar Fall 2004	Environmental Sciences	Campus, The
Academic Year Calendar Spring 2005	Literature & Writing	Catalog Governing Graduation
Academic Year Calendar Tentative May	Pre-professional Health Sciences	Change of Grade
Interim/Summer Session 2005	Social Science	Change of Major or Degree
Accreditation	Visual Arts	Changing Audit Classes
Add Course	Related Areas:	Chemistry Course Descriptions
Add/Drop/Cancel Registration Before	Applied Health Sciences	Chief Executive Officers, Past
Semester/Term Begins	Applied Mathematical Science	Classification of Students (Definitions)
Add/Drop/Withdraw After Published	Art Studio	Coaching Option, BS: Elementary &
Deadline	Biology	Secondary Ed
Add/Drop/Withdraw After Semester/Term	Business	Code of Conduct
Begins	Crafts	College Level Examination Program
Add/Drop/Withdraw from College	Creative Writing	(CLEP)
Added Endorsement Qualifications, BS:	Environmental Geochemistry	College of Arts & Sciences
Education	Equine Studies	College Preparatory Curriculum
Additional Admission Information	Geology	Computer Science Course Descriptions
Administration Directory	Health & Human Performance	Computer Science K-12 Minor, BS:
Admission Categories, Additional	History	Secondary Ed
Former Student Re-Admission	Music	Computer Technology Option, BS:
Non-Degree Student Admission	Political Science	Business
Early Admission: Concurrent High	Pre-Law	Conditionally Admitted Student
School/College Enrollment	Psychology	(Definition)
Dual Admission with Flathead Valley	Society & Culture	Constituencies Served
Community College	Sociology	Continued Academic Probation
Univ of Montana Affiliate Students	Sustainable Natural Resource	Continuing or Returning Student
Admissions Information	Management	(Definition)
Campus Visits	Visual Arts	Conversions, Educator Licensure
Admissions Standards	Western Culture	Cooperative Education
Freshman Admission	Wildlands Interpretation	Corequisite (Coreq)
Freshman Application Process	Wildlands Therapy	Costs of On Campus Services
Montana Board of Regents College	Wildlife Biology	Course (Definition)
Preparatory Curriculum	Women's Studies	Course Application to Degree Requirements:
Freshman Students-Mathematics	Bachelor of Science: Business Degree	Single Course with Multiple Applications
Proficiency Standard	Option Areas:	Course Credit
Eligibility for State-Supported	Business Administration	Course Descriptions Legend
Scholarships	Computer Technology	Course Descriptions, 2004-05 Experience
Exemptions to Freshman Admission	Equine Studies	One General Education Program
Requirements	Health & Human Performance	Course Descriptions, 2005-06
Advanced Placement (AP) Program	Industrial Technology Management	Course Offerings, Timing of
Advising	Tourism	Course Repeating
Affiliate Students-University of Montana	Bachelor of Science: Early Childhood	Course Schedule Changes
Affirmative Action Statement	Education Degree	Crafts Related Area, BA
Anthropology Course Descriptions	Bachelor of Science: Education	Creative Writing Related Area, BA
Appeal of Financial Aid Suspension	Introduction	Credit (Definition)
Appeals of Academic Suspension	Bachelor of Science: Education, Licensure	Credit by Exam
Appeals-Transfer of Credits	Bachelor of Science: Elementary Education	Credits Accepted for Transfer
Application for Program Completion	Degree	Credits Used to Meet Requirements
Application Procedure, Graduation	Bachelor of Science: Secondary Education	Cultural Diversity Experience
Application to Student Teach	Degree	Current Student (Definition)
Applied Health Sciences Related Area, BA	Bachelor's Degree, Second	Curriculum (Definition)
Applied Mathematical Science Related Area,	Baker/MTAP Grant, Montana Higher	DAWGS Online Enrollment System
BA	Education Grant, Access Grant	Dean's List (Definition)
Art Course Descriptions	Biological Sciences Course Descriptions ...	Declaration of Academic Field of Study

Definitions	18	Maximum Credit Load Policy	48	Federal Supplemental Education	
Degrees Offered at UM-Western	71	Maximum Credit Load: Fall /Spring	48	Opportunity Grant (FSEOG).....	36
Dependents of Montana University System		Maximum Credit Load: May Interim/		Fee Waivers.....	38
Employees Fee Waiver	38	Summer Session	48	Fee Waivers, Other	39
Description, Mandatory Fees	59	May Interim/Summer Session		Financial Aid Programs	36
Dining Services Rates	65	No Record of Enrollment, Dropping		Full-Time Federal Work Study.....	38
Directed Study (DS)	20,138	Courses	48	Grants	36
Directory, Administration	196	Part-Time Evening, Weekend, & Off-		Loans	36
Directory, Emeriti Faculty	200	Campus Students	46	Native American Fee Waivers.....	38
Directory, Faculty	197	Pass/Fail/No Pass (P/F/NP)	51	Repayment of Short-Term Loans	37
Directory, Past Chief Executive Officers.....	201	Probation, Academic.....	49	Retention Loan Scholarship.....	37
Disclaimer: Right to Change Information		Probation, Continued Academic.....	49	Scholarship Recipients.....	39
in this Publication	201	Readmission Following Academic		Scholarships	39
Dismissed/Suspended Student (Definition) ..	19	Refunds Following Class Schedule		Senior Citizens Fee Waiver	38
Drama Course Descriptions	154	Changes	48	Short-Term Loans, Repayment of	37
Drop Course.....	47	Registration Policies	48	Social Security	39
Dropping Courses & No Record of		Registration Procedures	46	State Vocational & Rehabilitation	
Enrollment.....	48	Registration	44	Service	39
Dual Admission with Flathead Valley		Repeating Courses	52	Tribal Higher Education Grants.....	40
Community College.....	31	Students New to Western.....	46	University of Montana Employees Fee	
Early Admission: Concurrent High		Students	46	Waiver	38
School/College Enrollment.....	31	Suspension.....	50	Veteran's Benefits.....	39
Early Childhood Education Minor, BS:		Terms.....	49	Veterans Fee Waiver.....	38
Elementary Ed.....	112	Transferring from Western to Another		WUE.....	34,39
Early Childhood Education, Bachelor of		College/University	50	Financial Aid Policies	41
Science Degree.....	103	Withdraw from College	47	Appeal of Financial Aid Suspension	41
Earth Science Minor, BS: Secondary Ed	131	Environmental Geochemistry Related Area,		Changes in Satisfactory Academic	
Economics Course Descriptions.....	155	BA.....	79	Progress	41
Education Course Descriptions.....	156	Environmental Science Course		Financial Aid Programs	36
Education, Business, & Technology, School		Descriptions	167	Institutional Refund Policy/Return of	
of	97	Environmental Sciences Option, BA.....	77	Title IV Funds	41
Educational Opportunity Program (EOP)		Equal Opportunity.....	12	Non-Degree Student	41
Course Descriptions	163	Equine Studies Course Descriptions.....	169	Reinstatement of Financial Aid	41
Educator Licensure Conversions.....	108	Equine Studies Option, BS: Business.....	101	Return of Title IV Funds/Institutional	
Eligibility (Definition).....	20	Equine Studies Related Area, BA.....	93	Refund Policy	41
Eligibility for State-Supported Scholarships..	26	Exceptions to FERPA	14	Satisfactory Academic Progress	41
Emeriti Faculty Directory.....	200	Exceptions to Montana School Immunization		Student Eligibility Review, Financial	
Employment Opportunities	37	Regulations	33	Aid	41
Endorsement Qualifications, Added, BS:		Exemptions from Freshman Admission		Transfer of Financial Aid to Another	
Education	109	Requirements	26	Institution.....	41
English Course Descriptions	163	Experience in Cultural Diversity	107	Transfer Students	41
English Major, BS: Secondary Ed	120	Experience One General Education		Fine Arts Course Descriptions	171
English Minor, BS: Secondary Ed	131	Program	69	Former Student Re-Admission.....	31
Enrollment & Graduation Information.....	43	Experience One	2	Former/Previous Student (Definition).....	19
Academic Probation & Suspension		Faculty Directory	197	Freshman (Definition).....	18
Academic Probation Policy.....	49	Family Educational Rights & Privacy Act of		Freshman Admission.....	25
Academic Standing	52	1974 (FERPA).....	14	Freshman Admission Requirements	
Academic Suspension Policy	49	Family Housing Rates.....	65	Exemptions.....	26
Add Course.....	47	Federal & State Work Study.....	37	Freshman Application Process	25
Add/Drop/Cancel Registration Before		Federal Pell Grant	36	Freshmen-College Preparatory Curriculum ..	25
Semester/Term Begins.....	47	Federal Perkins Loan	36	Standard	26
Add/Drop/Withdraw After Published		Federal PLUS Loan.....	37	Freshmen-Montana Board of Regents	
Deadline	47	Federal Stafford Loan	36	College Preparatory Curriculum.....	25
Add/Drop/Withdraw After		Federal Supplemental Education Opportunity		Full-Time Federal Work Study	38
Semester/Term Begins.....	47	Grant (FSEOG).....	36	Full-Time Student (Definition)	19
Add/Drop/Withdraw from College	47	Fee Refund	63	General Education Course Descriptions,	
Appeals of Academic Suspension.....	50	Fee Descriptions, Mandatory Fees	59	2004-05 Experience One Program.....	139
Auditing Classes (AU)	48	Fee Waivers.....	38	General Education Philosophy Statement.....	68
Change of Grade.....	52	Fee Waivers, Other	39	General Education Program	69
Changing Audit Classes	48	FERPA Exceptions	14	General Equivalency Degree (GED).....	33
Continued Academic Probation	49	Field Experiences, TEP.....	107	General Graduation Information	53
Course Repeating	52	Final Grade Reports	51	General Information Section	1
Course Schedule Changes	47	Financial Aid Information	35	General Science Broadfield Major, BS:	
Current Students in Good Academic		Baker/MTAP Grant, Montana Higher		Secondary Ed	121
Standing	46	Education Grant, Access Grant.....	36	Geography Course Descriptions.....	171
DAWGS Online Enrollment System	45	Cooperative Education	40	Geology Course Descriptions.....	172
Drop Course	47	Dependents of Montana University System		Geology Related Area, BA.....	79
Dropping Courses & No Record of		Employees Fee Waiver	38	Grade Changes.....	52
Enrollment.....	48	Employment Opportunities	37	Grade Point Average	18,53
Final Grade Reports	51	Federal & State Work Study	37	Grades	51
Grade Changes	52	Federal Pell Grant.....	36	Grading System	51
Grades	51	Federal Perkins Loan.....	36	Graduation Application Procedure.....	55
Grading System.....	51	Federal PLUS Loan.....	37	Graduation Requirements.....	53
Incomplete Grades (I/INC)	51	Federal Stafford Loan.....	36	Academic Field of Study Declaration	53
Late Registration Students	47				

Academic Standing, Graduation.....	54	Lab Fees	138	Policies, Business Services	64
Application for Program Completion	56	Library Media K-12 Minor, BS:		Policies, Financial Aid	41
Application Procedure, Graduation	55	Secondary Ed.....	131	Policies, Registration.....	48
Associate Degree, Second.....	54	Library Science Course Descriptions	183	Policies, Transfer Student.....	27
Catalog Governing Graduation.....	53	Library, Lucy Carson	16	Political Science Course Descriptions	190
Change of Major or Degree	53	Licensure Conversions, Educator	108	Political Science Related Area, BA	89
Declaration of Academic Field of Study ...	53	Licensure Programs for Non-Teaching		Post-baccalaureate (Definition).....	18
General Education Requirements.....	55	Degrees	108	Pre-Law	89
General Graduation Information.....	53	Licensure Programs for Second Degrees.....	108	Pre-professional Health Sciences Option, BA84	
Grade Point Average.....	53	Licensure, BS: Education	108	Prerequisite (Prereq).....	138
Graduation-Required Credits	54	Literacy K-12 Minor, BS: Secondary Ed ...	132	Previously Earned Credit.....	32
Nontraditional Credits Applied to a		Literature & Writing Option, BA	81	Advanced Placement (AP) Program.....	32
Degree.....	54	Loans	36	Credit by Exam	32
Program Completion Application.....	56	Location of Western.....	10	College Level Examination Program	
Residency Requirement: Associate		Lucy Carson Library & Swysgood		(CLEP).....	32
Degree.....	54	Technology Center	16	Military Service Training Credit	32
Residency Requirement: Bachelor's		Major (BS) (Definition)	21	Tech Prep Program	32
Degree.....	54	Mandatory Fee Descriptions.....	59	Probation, Academic	49
Second Associate Degree	54	Map, Campus	Inside Back Cover	Probation, Continued Academic	49
Second Bachelor's Degree.....	54	Mathematics Broadfield Major, BS:		Probationary Student (Definition).....	19
Single Course with Multiple Applications,		Secondary Ed.....	128	Program Completion Application.....	56
Course Application to Degree		Mathematics Course Descriptions	184	Psychology Course Descriptions.....	191
Requirements.....	54	Mathematics Major, BS: Secondary Ed	127	Psychology Related Area, BA.....	89
Variances from Degree-Specific and/or		Mathematics Minor, BS: Secondary Ed	132	Readmission Following Academic	
General Graduation Requirements	55	Mathematics Option, BS: Elementary Ed....	113	Suspension	50
Grants.....	36	Mathematics Proficiency Standard	26	Records Release & FERPA.....	14
Health & Human Performance Course		Maximum Credit Load Policy	48	Refund of Fees.....	63
Descriptions	173	Maximum Credit Load: Fall /Spring	48	Refunds Following Class Schedule	
Health & Human Performance K-12		Maximum Credit Load: May Interim/		Changes	48
Broadfield Major, BS: Secondary Ed	124	Summer Session	48	Registration Policies.....	48
Health & Human Performance K-12 Major,		Military Service Training Credit	32	Registration Procedures.....	46
BS: Secondary Ed	123	Minor (BS) (Definition).....	21	Registration.....	44
Health & Human Performance Minor, BS:		Minor, BS: Elementary Ed		Registration, Vehicle	66
Secondary Ed	131	Early Childhood Education	112	Registration-Current Students in Good	
Health & Human Performance Option, BS:		Minors, BS: Secondary Education.....	130	Academic Standing	46
Business	101	Art K-12	130	Registration-Late Registration Students	47
Health & Human Performance Related Area,		Biology	130	Registration-May Interim/Summer Session	
BA	86	Business & Computer Applications 130		Students.....	46
Health K-12 Major, BS: Secondary Ed.....	122	Computer Science K-12	130	Registration-Part-Time Evening, Weekend,	
History Course Descriptions	178	Earth Science	131	and Off-Campus Students.....	46
History Major, BS: Secondary Education....	125	English	131	Registration-Students New to Western.....	46
History Minor, BS: Secondary Education....	131	Health & Human Performance.....	131	Reinstatement of Financial Aid.....	41
History of Western	9	History	131	Related Area (BA) (Definition).....	21
History Related Area, BA	89	Industrial Technology.....	131	Related Areas, BA:	
Holds (Definition)	20	Library Media K-12.....	131	Applied Health Sciences.....	86
Honor Student (Definition)	19	Literacy K-12.....	132	Applied Mathematical Science	79
Honors Course Descriptions.....	180	Mathematics	132	Art Studio	92
Honors Endorsement for Graduation		Music K-12.....	132	Biology.....	79
(Definition)	20	Special Education K-12.....	132	Business	92
Honors Program	15	Mission Statement.....	2	Crafts	92
Hospitality, Tourism, & Recreation Course		Montana Board of Regents College		Creative Writing.....	83
Descriptions	180	Preparatory Curriculum.....	25	Environmental Geochemistry	79
Housing Residency Requirements	65	Montana Univ System	Inside Front Cover	Equine Studies	93
Immunization Exceptions.....	33	Music Course Descriptions	186	Geology	79
Immunization Requirements	33	Music K-12 Minor, BS: Secondary Ed.....	132	Health & Human Performance	86
Incomplete Grades (I/INC).....	51	Music Related Area, BA	93	History.....	89
Independent Study (Definition).....	21,138	Native American Fee Waivers.....	38	Music.....	93
Independent Study (IS).....	138	Nature of the Institution.....	9	Political Science.....	89
Industrial Technology Course Descriptions. 181		No Record of Enrollment, Dropping		Pre-Law	89
Industrial Technology Major, BS:		Courses	48	Psychology	89
Secondary Ed	126	Non-Degree Student Admission.....	31	Society & Culture	89
Industrial Technology Management Option,		Non-Degree Student.....	41	Sociology	89
BS: Business	102	Non-Resident Student (Definition)	19	Sustainable Natural Resource	
Industrial Technology Minor, BS:		Nontraditional Courses/Credits (Definition) .	21	Management	79
Secondary Ed	131	Nontraditional Credits Applied to a Degree ..	54	Visual Arts	92
Institutional Philosophy.....	9	Official Transcripts (Definition).....	18	Western Culture	83
Institutional Refund Policy/Return of Title IV		On Campus Services Costs	65	Wildlands Interpretation	80
Funds	41	Option Area (BA) (Definition).....	21	Wildlands Therapy.....	80
Instructional Technology Option, BS:		Other/Special Fees	60	Wildlife Biology	80
Elementary Ed.....	113	Part-Time Student (Definition).....	19	Women's Studies	89
International (Foreign) Student (Definition) ..	19	Pass/Fail/No Pass (P/F/NP)	51	Repayment of Short-Term Loans.....	37
International Student Admission.....	30	Past Chief Executive Officers.....	201	Repeating Courses	52
Requirements	30	Philosophy Course Descriptions.....	189	Requirements-International Student	
When to Apply	30	Philosophy Statement, General Education ...	68	Admission	30
Junior (Definition).....	18	Physics Course Descriptions.....	189	Residence Hall Rates.....	65

Residency Classification for Fee Purposes (In-State, Out-of-State) (Definition)..... 21	Student Eligibility Review, Financial Aid..... 41	Transient Student (Definition) 18
Residency Classification 29	Student Records & Release of Student Information 13	Tribal Higher Education Grants 40
Residency Requirement for Degrees (Definition) 21	Student Services Course Descriptions..... 194	Tuition & Fees Information..... 57
Residency Requirement: Associate Degree... 54	Student Teaching Application 107	Tuition & Mandatory Fee Schedules, 2004-05 59
Residency Requirement: Bachelor's Degree . 54	Student Teaching Expectations..... 107	Types of Students (Definitions) 19
Residency Requirements, Housing 65	Student Teaching Fees & Course Registration..... 107	Continuing or Returning Student 19
Resident Student (Definition)..... 19	Substitution (Course) (Definition)..... 21	Current Student 19
Retention Loan Scholarship 37	Sustainable Natural Resource Management Related Area, BA 79	Dismissed/Suspended Student..... 19
Return of Title IV Funds/Institutional Refund Policy 41	Swysgood Technology Center..... 16	Former/Previous Student 19
Right to Change Information in this Publication, Disclaimer..... 201	Table of Contents 3	Full-Time Student 19
Rights & Responsibilities..... 12	Teacher Education Program (TEP) 22,105	Honor Student 19
Satisfactory Academic Progress..... 41	Admission Into 106	International (Foreign) Student 19
Satisfactory Academic Progress, Changes in..... 41	Field Experiences 107	Non-Resident Student 19
Scholarships..... 39	Methods Courses, Field Experiences, & Application to Student Teach 106	Part-Time Student 19
School of Education, Business, & Technology 97	Student Teaching & Final Portfolio Presentation 106	Probationary Student..... 19
School of Outreach..... 15	Teaching Portfolio 106	Resident Student 19
Science Option, BS: Elementary Ed 113	Teaching Options, Special..... 109	Transfer Student..... 19
Second Associate Degree 54	Tech Prep Program 21,32	Understanding One's Rights & Responsibilities 12
Second Bachelor's Degree 54	Third Party Requests for Enrollment Verification..... 13	University of Montana Affiliate Students..... 31
Secondary Education, BS 114	Timing of Course Offerings..... 138	University of Montana Employees Fee Waiver 38
Seminar & Practicums..... 138	Tourism Option, BS: Business 102	Variances from Degree-Specific and/or General Education Requirements 55
Senior (Definition) 18	Transcript of the Academic Record (Definition)..... 22	Vehicle Registration 66
Senior Citizens Fee Waiver..... 38	Transfer Credits Accepted 27	Veterans Benefits..... 39
Short-Term Loans, Repayment of..... 37	Transfer of Financial Aid to Another Institution..... 41	Veterans Fee Waiver 38
Single Course with Multiple Applications, Course Application to Degree Requirements 54	Transfer Student (Definition)..... 19	Visual Arts Option, BA 90
Social Science Broadfield Major, BS: Secondary Ed 129	Transfer Student Admission Requirements... 27	Visual Arts Related Area, BA 92
Social Science Option, BA 87	Transfer Student-What the Student Can Expect from Western..... 27	Waiver (Definition) 22
Social Security 39	Transfer Student-When to Apply Appeals-Transfer of Credits 28	Western Culture Related Area, BA..... 83
Social Studies Option, BS: Elementary Ed.. 113	Credits Accepted for Transfer..... 27	Western Undergraduate Exchange Program (WUE) 34,39
Society & Culture Related Area..... 89	Credits Used to Meet Requirements 28	When to Apply-International Students..... 30
Sociology Course Descriptions..... 193	Residency Classification 29	Wildlands Interpretation Related Area, BA... 80
Sociology Related Area..... 89	Transfer Credits Accepted..... 27	Wildlife Biology Related Area, BA 80
Sophomore (Definition) 18	Transfer Student Policies 27	Withdraw from College..... 47
Spanish Course Descriptions..... 194	Transfer Students..... 41	Wildlands Therapy Related Area, BA 80
Special Education K-12 Minor, BS: Secondary Ed 132	Transfer Student-What the Student Can Expect from Western 27	Women's Studies Related Area, BA 89
Special Teaching Options..... 109	Transfer Student-When to Apply 27	Work Study, Federal & State 37
Special/Other Fees..... 60	Transferring from Western to Another College/University..... 50	WUE (Western Undergraduate Exchange Program)..... 34,39
State Vocational & Rehabilitation Service 39		
Statement of Responsibility 12		
State-Supported Scholarships Eligibility 26		

GENERAL EDUCATION PROGRAM WORKSHEET

	Semester Taken	Grade	Requirements Completed
Written & Oral Communications—4 credits			
ENG 102 Foundations of Language (4)			
Mathematics—4 credits			
One of the following: MATH 105 Number Theory (4) MATH 111 College Algebra (4) MATH 131 Probability (4) MATH 191 Topics in Mathematics (4)			
Behavioral & Social Sciences—8 credits			
One of the following: ¹ ANTH 191 Introduction to Cultural Anthropology (4) GEOG 191 Human Geography (4) SOC 191 Introduction to Sociology (4)			
One of the following: HIST 191 Western Civilization I (4) HIST 191 Western Civilization II (4) HIST 191 American History to the Civil War (4) HIST 191 American History Since Reconstruction (4) HIST 291 History of the Far East (4) HIST 291 World History (4)			
Humanities: Expressive Arts—4 credits			
One of the following: ART 191 Fundamentals of Art (4) ART 191 Basic Drawing (4) FA 191 Introduction to Visual & Performing Arts (4)			
Humanities: Literary & Artistic Studies—4 credits			
One of the following: ENG 166 Literature & Politics (4) ENG 167 Literature & Gender (4) ENG 280 Visions of America (4)			
Natural Sciences—8 credits			
Two of the following: ² BIO 150 Conservation Biology (4) BIO 191 Introduction to Life Science (4) BIO 251 Systematic Botany (4) CHEM 191 Introduction to Chemistry (4) GEOL 150 Environmental Geology (4) GEOL 191 Introduction to Geology (4)			

¹ Business & IT majors must take either ECON 251 or 252 in lieu of the ANTH/GEOG/SOC requirement

² For the Mathematics Major, Broadfield, and Minor, students should take PHYS 233 as one of their required Science General Education courses

