

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, three hours per day, for 18 days.

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

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ACADEMIC CALENDAR

2007-2008

FALL SEMESTER 2007

	COMMON CALENDAR DATES/DEADLINES
Registration	April 9-August 27
Fall Faculty Conference	TBA
New Student Orientation	August 23 & 26--Contact Admissions Office
1 st \$40 late registration fee begins ⁴	August 28
Deadline to apply for Fall 2007 graduation	September 1
Labor Day holiday (University closed)	September 3
Fall Semester weekend classes begin	September 7-8
Deadline for Summer 2008 early audit graduation application	September 15
Class schedules of non-paid students canceled ³	September 17
2 nd \$40 late registration fee begins ⁴	September 18
Election Day	Not a national election year
Veteran's Day holiday (University closed)	November 12
Registration for Spring Semester 2008 begins	November 13
Thanksgiving recess (no classes)	November 19-23
Thanksgiving holiday (offices closed)	November 22-23

	TERM-SPECIFIC DATES/DEADLINES				
	EXPERIENCE ONE CLASSES				Full Semester
	Block 1	Block 2	Block 3	Block 4	
Classes begin	Aug 27	Sep 24	Oct 22	Nov 26	Aug 27
Deadline to register ⁴ or add classes (2 nd day of block) ¹	Aug 28	Sep 25 ¹	Oct 23 ¹	Nov 27 ¹	Sep 7
Deadline to drop a class – No record of enrollment ¹	Sep 7	Sep 14	Sep 14	Sep 14	Sep 14
Class schedules of non-paid students canceled ³	Sep 17	Sep 17	Sep 17	Sep 17	Sep 17
Deadline to drop a class ² ("W" recorded) or change to/from audit status (end 2 nd week of block) ¹	Sep 7	Oct 5	Nov 2	Dec 7	Oct 19
Deadline to withdraw from the University (drop ALL ² classes) (end 2 nd week of block) ¹	Sep 7	Oct 5	Nov 2	Dec 7	Dec 7
Fall Semester final exams	Announced by Instructors				
Term ends	Sep 20	Oct 17	Nov 15	Dec 19	Dec 19
Final grades due in Registrar's Office	Sep 25	Oct 23	Nov 20	Dec 24	Dec 24

¹Late fees are charged for approved action taken after published deadlines

²Students may not withdraw from any class that has ended

³Some charges (Registration Fee, Orientation Fee, Application Fee, etc.) are non-refundable

⁴Fee payment due at start of semester or immediately upon late registration

ACADEMIC CALENDAR

2007-2008

SPRING SEMESTER 2008

	COMMON CALENDAR DATES/DEADLINES
Registration	November 13-January 14
Deadline to apply for Spring 2008 graduation	January 1
New Student Orientation	Contact Admissions Office
Martin Luther King, Jr. Day holiday (University closed)	January 21—Contact Student Life Office
1 st \$40 late registration fee begins ⁴	January 16
Spring Semester weekend classes begin	January 18-19
Class schedules of non-paid students canceled ³	February 4
2 nd \$40 late registration fee begins ⁴	February 5
President's Day holiday (University closed)	February 18
Spring Break (no classes)	March 10-14
Deadline for Fall 2008 early audit graduation application	March 15
Registration for Summer & Fall Semester 2008 begins	April 16
Deadline to apply for Summer 2008 graduation	May 1
Deadline for Spring 2009 early audit graduation application	May 1
111 th Annual Commencement	May 10

	TERM-SPECIFIC DATES/DEADLINES				
	EXPERIENCE ONE CLASSES				Full Semester
	Block 5	Block 6	Block 7	Block 8	
Classes begin	Jan 14	Feb 11	Mar 17	Apr 14	Jan 14
Deadline to register ⁴ or add classes (2 nd day of block) ¹	Jan 15	Feb 12 ¹	Mar 18 ¹	Apr 15 ¹	Jan 25
Deadline to drop a class – No record of enrollment ¹	Jan 25	Feb 1	Feb 1	Feb 1	Feb 1
Class schedules of non-paid students canceled ³	Feb 4	Feb 4	Feb 4	Feb 4	Feb 4
Deadline to drop a class ² (“W” recorded) or change to/from audit status (end 2 nd week of block) ¹	Jan 25	Feb 22	Mar 28	Apr 25	Mar 9
Deadline to withdraw from the University (drop ALL ² classes) (end 2 nd week of block) ¹	Jan 25	Feb 22	Mar 28	Apr 25	Apr 25
Spring Semester final exams	Announced by Instructors				
Term ends	Feb 6	Mar 6	Apr 9	May 7	May 7
Final grades due in Registrar's Office	Feb 12	Mar 11	Apr 15	May 13	May 13

¹Late fees are charged for approved action taken after published deadlines

²Students may not withdraw from any class that has ended

³Some charges (Registration Fee, Orientation Fee, Application Fee, etc.) are non-refundable

⁴Fee payment due at start of semester or immediately upon late registration

TENTATIVE ACADEMIC CALENDAR SUMMER 2008

TENTATIVE COMMON CALENDAR DATES/DEADLINES	
Deadline to apply for Summer 2008 graduation	May 1
Deadline for Spring 2009 early audit graduation application	May 1
Memorial Day holiday (University closed)	May 26
Independence Day holiday (University closed)	July 4

TENTATIVE TERM-SPECIFIC DATES/DEADLINES				
	2008 Summer Blocks			Multi-Block Classes⁵
	Block A	Block B	Block C	Generic Session Dates
Registration	Apr 21-May 12	Apr 21-Jun 9	Apr 21-Jul 7	Apr 21-1 st day of class
New Student Orientation	May 12	Jun 9	Jun 9	Jun 9
Classes begin	May 12	Jun 9	Jul 7	See printed schedule
Deadline to register ⁴ or add classes (2 nd day of block) ¹	May 13	Jun 10	Jul 8	2 nd day of class
\$40 late fee (registration/fee payment) begins	May 14	Jun 11	Jul 9	3 rd day of class
Deadline to drop a class – No record of enrollment ¹	May 16	Jun 13	Jul 11	End of 1 st week
Class schedules of non-paid students canceled ³	May 19	Jun 16	Jun 16	Jun 16
Deadline to drop a class ² (“W” recorded) ¹	May 23	Jun 20	Jul 18	Mid-session
Deadline to withdraw from the University (drop ALL ² term/block classes) ¹	May 30	Jun 27	Jul 25	1 week before class ends
Final exams for term/block	Announced by Instructor			
Last day of classes - Term ends	Jun 5	Jul 2	Jul 30	See printed schedule
Final block grades due in Registrar’s Office	Jun 10	Aug 4	Aug 4	Aug 4
Final grades for late Summer Session (July & Aug) workshops due in Registrar’s Office				Aug 11

¹Late fees are charged for approved action taken after published deadlines

²Students may **not** withdraw from any class that has ended

³Some charges (Registration Fee, Orientation Fee, Application Fee, etc.) are non-refundable

⁴Fee payment due at start of semester or immediately upon late registration

⁵Excludes Workshops—see printed Outreach Schedule for dates and payment information

Admissions Information

INTRODUCTION

Admissions Office
James E. Short Center
710 S Atlantic
Dillon MT 59725-3598
(406) 683-7331
Toll Free (877) 683-7331
Email: admissions@umwestern.edu
Website: www.umwestern.edu

Montana Western's Admissions Office provides accurate, timely, and consistent information about UMW 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 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. Guided by students, campus visits acquaint prospective students and their families with on-campus living options, academics, extracurricular activities, athletics, services, faculty, staff, and fellow students. It is recommended that visit arrangements be made one week in advance to allow scheduling of meetings that accommodate the prospective student's individual interests.

Admissions Standards

All students seeking certification or a degree must be fully admitted to 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 *UM Western Application for Admission* form, or log on to www.umwestern.edu/admissions and click on “Apply Online.” Paper applications are available by contacting the Admissions Office.
2. Submit a \$30 non-refundable application fee.
3. Submit an ACT or SAT I test score report (writing subscores required).
4. Complete the High School Self-Report Form or send a current high school transcript.
5. Submit proof of two measles, mumps, and rubella (MMR) immunizations.
6. Submit a final official high school transcript or GED report.

When to Apply

Applicants are encouraged to apply by:

- July 1 for the upcoming Fall Semester
- October 15 for Spring Semester
- March 15 for 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 Mathematics/Critical Reading/Writing Score of 1440 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 UMW’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. Four years Mathematics including Algebra I, Geometry, and Algebra II or higher; or three years Mathematics with ACT Math score of 18+, SAT score of 440+, or CLEP score of 50.
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 UMW 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 four-year degree programs at The University of Montana Western must satisfy a mathematics proficiency standard:

1. 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

2. In lieu of the indicators set out, 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.
3. 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, Algebra II, Geometry, and a course beyond Algebra II), with grades of C or better in all courses or if the student applies under one of Western's Associate degree programs.

Writing Proficiency Standard

In addition to the admissions requirements, any student seeking full admission to a four-year degree program at The University of Montana Western must satisfy a writing proficiency standard.

1. For Fall 2007, students must earn a minimum score of one of the following:
 - 5 on the Writing Subscore or an equivalent score on the Combined English/Writing section of the Optional Writing Test of the ACT
 - 5 on the Essay or an equivalent score on the Writing Section of the SAT
 - 2.5 on the Montana University System Writing Assessment
 - 3 on the AP English Language or English Literature Examination
2. For Fall 2008, students must earn a minimum score of one of the following:
 - 6 on the Writing Subscore or an equivalent score on the Combined English/Writing section of the Optional Writing Test of the ACT
 - 6 on the Essay or an equivalent score on the Writing Section of the SAT
 - 3 on the Montana University System Writing Assessment
 - 3 on the AP English Language or English Literature Examination
3. For Fall 2009 and the following years, students must earn a minimum score of one of the following:
 - 7 on the Writing Subscore or an equivalent score on the Combined English/Writing section of the Optional Writing Test of the ACT
 - 7 on the Essay or an equivalent score on the Writing Section of the SAT
 - 3.5 on the Montana University System Writing Assessment
 - 3 on the AP English Language or English Literature Examination
4. In lieu of the indicators set out above, students may offer CLEP Subject Examinations in Composition if their scores on the examination meet or exceed the ACE Recommended Score for Awarding Credit of 50.

A student who has not yet demonstrated the ability to meet these standards may be admitted (without condition) to a two-year degree program or admitted provisionally to a four-year degree program on any campus of the Montana University System.

Before gaining full admission status to a four-year program, the student may prove that he/she has the appropriate proficiency in the following ways:

- A. Re-take one or more of the listed writing assessments to earn the required score
- B. Earn a grade of C- or better in the composition course that is the prerequisite to the composition course that satisfies the general education program requirements described in Board of Regents Policy 301.10
- C. Submit a letter to the Admissions Office documenting a disability that prevented him/her from adequately demonstrating proficiency in a test setting if no accommodation was provided at the time of the test
- D. The following categories of students are exempt from the provisions of this policy:
 - 1) nontraditional students (those who do not enter college for a period of at least three years from the date of high school graduation or from the date when they would have graduated from high school)
 - 2) summer-only students
 - 3) part-time students taking seven or fewer college-level semester credits
- E. MONTANA STUDENTS ONLY: A student receiving a score of 5.5 or higher on the MUS Writing Assessment will be issued a certificate of merit from the Montana Board of Regents for use in applying for college admissions or scholarships.

Exemptions from Freshman Admission Requirements

Exemptions from the admissions requirements stated above may be:

- nontraditional students (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)
- full-time students enrolled in Associate degree programs

Eligibility for State-Supported Scholarships

Only students who have completed the College Preparatory program shall be eligible for Regents High School Honor Scholarships and/or other state-supported scholarships, tuition 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.

Non-Accredited High School or Home School Student Requirements

Students who do not graduate from high school, attend a non-accredited high school, or are home schooled must complete all admissions requirements, with the exception that a GED (General Education Development) with a passing score will satisfy the high school transcript requirement.

Traditional age students (under the age of 21) are also required to take an ACT or SAT test.

TRANSFER STUDENT ADMISSION

Requirements

1. Submit a completed *UM Western Application for Admission* form, available online at www.umwestern.edu/admissions, or by contacting the Office of Admissions.
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 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, but only applicable courses graded "C-" or higher will be used to satisfy degree requirements at Western. However, students transferring to Western must maintain an overall GPA of 2.00 while at UMW.
6. New transfer students who hold a Bachelor's, Associate of Arts, or Associate of Science degree 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 UMW degrees or programs:

1. To be applied to a degree at Western, the transfer course content must be similar or equivalent to the required UMW course, or the transfer course must be an acceptable elective.
2. The number of course credits must be similar (e.g. three vs. four credit differences are acceptable, two vs. four credits are not). Students may 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" and "P" 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; substitution/waiver forms should be used to document department and division approval of such applicability. Courses subject to this further review and approval 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 coursework 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 (see Degree Residency Requirements section of this Catalog).

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 UMW 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 UMW 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 UMW 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 an earned baccalaureate or AA/AS degree.
12. Outdated (Transfer) Coursework: "Acceptable" transfer courses that are more than five years old at the time of admission to Western may, at the discretion of the University, be excluded from consideration in meeting major/option, minor/related area, or professional requirements for a degree. Acceptable transfer courses that are more than 15 years old at the time a student is admitted to Western may, at the discretion of the University, be excluded from consideration in meeting general education or elective requirements for a degree (see MUS Board of Regents Policy 301.5.1).

Appeals – Transfer of Credits

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 appropriate 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. Determination of student residency is based on information provided on the *MUS Residency Questionnaire* and supporting documentation supplied by the petitioner. 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 period¹ 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.

¹ *It is presumed that an individual not eligible for in-state status under Regents Policy, who is registered for more than six 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.*

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 a student 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 is 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 and Admissions Offices.

Petitions for in-state status (i.e., the *MUS Residency Questionnaire*), are available at the offices of Admissions and Registrar.

INTERNATIONAL STUDENT ADMISSION

Requirements

Montana 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 coursework 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 UMW.
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

www.aacrao.org

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

1. Submit a completed *Application for Readmission*, available from the Registrar's Office.
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 three 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 *UM Western Application for Admission* form, available from Western's Admissions Office or online at www.umwestern.edu/admissions.
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 six 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 UMW 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 Montana 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, a University of Montana affiliate campus, including UM-Missoula, Missoula College of Technology, Montana Tech, Butte College of Technology, 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

Credit for Nontraditional Learning Experiences

Montana Western has established specific policies that govern the recognition and awarding of credit for learning experiences that occur outside the traditional college classroom. As part of the admissions application process, prospective students should provide official documentation that identifies and describes the kind of learning experience they have completed (i.e., AP or CLEP score reports, military training completion certificates, Tech Prep contracts, etc.). Enrolled students attempting or completing a nontraditional learning program should provide such documentation upon completion of the learning program. Individuals who are considering earning credit via nontraditional methods (with the idea of having those program credits meet part of a degree requirement at Western) should consult with all appropriate University officials (Academic Department Chairs, Advising Office officials, Registrar, etc.) before committing resources.

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.

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 "P" (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. 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 UMW 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/UMW agreement or contact Western's Tech Prep Coordinator, (406) 683-7011.

Course Challenge Exams

Students initiate the course challenge exam procedure by contacting the Chairperson of the Department through which the course is to be challenged. Department Chairs or regular University faculty must agree to oversee the course challenge process. Details of the course challenge (exam time and place, evaluation criteria, and requirements, etc.) must be documented and agreed to by the student, the supervising faculty, and the Provost. Upon final approval, the student enrolls in the course to be challenged and pays all fees. Supervising faculty administer challenge exams and determine whether students earn credit. Courses attempted via institutional challenge exams are graded Pass/Fail and become part of the student's permanent academic record. Copies of the course challenge petition and related documentation are filed in the Registrar's Office. Students may not challenge college courses they have previously attempted (e.g. failed, audited, dropped). University officials will determine equivalency/similarity of transfer courses. Only degree-pursuing students enrolled in a regular curriculum may petition to challenge a course at Western. Regular tuition and course fees will be charged upon enrollment in a course to be challenged.

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 University 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.
- Requests for exemptions to the immunization requirements will be reviewed by the Admissions Office.

General Equivalency Degree (GED)

A student may be admitted to Western upon presentation of an official high school equivalency certificate issued by the Montana 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, California, 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

General Information

NATURE OF THE INSTITUTION

The University of Montana Western (UMW), an innovative four-year public institution, is located in Beaverhead County in southwestern Montana. Western is a comprehensive university with programs that emphasize active, hands-on experiential learning. To better facilitate this type of learning, Western transitioned effective Fall Semester 2005 to full Experience One scheduling where students typically take a single course at a time, usually four courses per semester, each course lasting for typically 18 instructional days over three and one-half weeks.

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, natural horsemanship, 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, labs, 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.

ACCREDITATION

The University of Montana Western is a member of:

The American Association of State Colleges and Universities (AASCU)

The American Association of Colleges for Teacher Education (AACTE)

The University is accredited by:

The Northwest Commission on Colleges and Universities (NWCCU)

The teacher education programs are accredited by:

The National Council for the Accreditation of Teacher Education (NCATE)

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 was approved and an Associate of Applied Science degree in Equine Studies was conditionally 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 effective Fall 2004. Beginning Fall 2005, Western began offering a Bachelor of Science degree in Natural Horsemanship and revised the BA: Pre-Professional Health Sciences Option to a Biological & Biomedical Sciences Option in the Bachelor of Arts, which was then revised to a Biology Option effective Fall 2006. Western began Experience One scheduling for all first-time baccalaureate-seeking freshmen in Fall 2004, with full transition to Experience One occurring Fall 2005. Effective Fall 2006, the Board of Regents approved an Earth Science Major in the Bachelor of Science Secondary Education degree, an Environmental Interpretation Option in the Bachelor of Arts degree, and granted full approval for the AAS in Equine Studies. Effective Fall 2007, the Health & Human Performance K-12 Major in the Bachelor of Science Secondary Education was revised to a Physical Education & Health K-12 Major.

LOCATION

Dillon, population 5,500, is situated in the beautiful Beaverhead Valley. The town is the 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 safe, 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, two golf courses, parks, 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's travels through the Beaverhead Valley in 1805 are commemorated at Clark's Lookout State Park one mile north of Dillon. 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 region's early days.

Located in the southeastern residential section of Dillon, Western's beautiful campus consists of 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 several 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, two-year associate degree, and certificate 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. Published in the Student Handbook (<http://www.umwestern.edu/studentlife/studenthandbook.pdf>), the Student Conduct Code is administered by the Dean of Students.

Whitney Wines

Gooding, Idaho

BA: Preprofessional Health Science

with Health & Human Performance Related Area

What was the biggest improvement to campus during 2006-07?

This Senate was so ambitious, more so than in all of the years I have been a member. It is very hard to pick just one improvement, so I narrowed it down to the top two. The Safe Ride Program (home from the bars) is by far one of the biggest improvements to the campus for the 2006-07 academic year. We began this process in the fall of 2006 and have been working on it ever since. This is going to be a great program and will make the students, faculty, parents, as well as the community feel much safer about Western students going out during the weekends and on Wednesday nights. The tentative start date for this program is fall 2007. The other huge improvement to the campus is the new electronic marquee that was put up in the spring of 2007. It is so much easier to get information about upcoming activities out to students quickly and is a nice facelift for the campus.

What types of activities did Student Senate sponsor this past year?

As I said before, the Student Senate last year was awesome. We kept many activities from the previous year, as well as adding some that will hopefully be around for years to come. We put on a monthly movie series, which allows student to watch popular movies before they come out on video, and Texas Hold 'Em Poker Tournaments, one of the most popular events on campus. For the past couple years the senate has put together a Super Bowl party held at Rookies, which has turned into a very popular event. Some of the newer activities include Pool Parties held both semesters, a hypnotist, and the Western World Series, a campus-wide softball tournament.

Share your thoughts about being Student Senate President.

Being Student Senate President is a fulfilling position and a good stepping stone between life as a student and life out of college, which holds lots of responsibility. I found out quickly that the key to being a good President is having good Senators behind you to spread the word on campus, discover the needs of students, and bring new ideas to the table. I could not have asked for a better Senate, every one of them fought hard for what they believed in. Student Senate President is a great position for someone who wants to have an influence on campus and desires to get involved with other universities. I enjoyed this position to the fullest, and I have tons of memories and experiences that will be carried with me for years to come. I would not have changed this experience for the world.

ASUMW President 2006-07

ASUMW Vice President Spring 2006

ASUMW Senator 2005-06

Western Undergraduate Exchange

Dean's List

Women's Rodeo Team

Big Sky Regional Goat Tying Director

Outstanding Senior Award 2007

RIGHTS & RESPONSIBILITIES

Statement of Responsibility

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

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 changes (dropping, adding, withdrawing), class or credit load, financial aid, fee payment procedures, enrollment dates and deadlines, graduation requirements, and other procedures and regulations.

Students are responsible for determining and communicating their education goals. Western encourages students to provide this information when filing their admissions application or as soon as possible following their initial enrollment at Western. Providing this information will aid University officials in assigning appropriate advisors and in helping students select courses that meet requirements for their education goal, make steady academic progress, and ultimately graduate in the shortest time possible.

Students are responsible for notifying the University regarding changes to their address and telephone information. Contact the Registrar's Office, (406) 683-7371.

Attendance

Regular class attendance 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 deadline 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 during the student's first term of enrollment to the Registrar's Office. These records (proof of immunization, high school/college transcripts, ACT/SAT scores) become part of the student's enrollment file maintained in the Registrar's Office.

Business Services 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 Business Services. Information on the student insurance program is available at Business Services 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 Veterans benefits. Copies of federal, state, Montana University System, and UMW 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. Information on the student insurance program is available here.

Traffic Control Office: maintains records pertaining to authorized campus parking and parking violations; responsible for ensuring that all federal, state, municipal, and UMW parking regulations are met.

Third Party Requests for Enrollment Verification

The University of Montana 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 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 applicable 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 and permanent address, telephone, email address
- age, date, place of birth
- name and address of parents
- major field of study, including 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, high school graduation date
- weight, height, and pictures of athletic team members
- class schedules, dates of attendance and graduation, 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. UMW 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, 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 Summer Sessions, respectively. The Outreach Bulletin is supplemental to the campus *Schedule of Classes* 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, 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 licensure and Education Studies associate degree program 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 15 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 (search for "Printable Forms" on Western's website) with their graduation application materials when applying to graduate from Western.

Honors application forms are available at: <http://www.umwestern.edu/shares/honors>, click on "Contact Us."

Return completed Honors applications to:

The University of Montana Western
Campus Box 85
710 S Atlantic
Dillon MT 59725-3598

LUCY CARSON LIBRARY & SWYSGOOD TECHNOLOGY CENTER

James E. Short Center
(406) 683-7541

The mission of the Lucy Carson Library (LCL) and Swysgood Technology Center (STC) is to create an information and technology literate lifelong learner and to positively impact the way that faculty teach, students learn, and staff work.

Information is no longer limited to library shelves nor to specific dates and times of access. Helping people connect with and utilize this information is the goal of the LCL and STC staff.

The facilities offer:

- an excellent balance between group and quiet study
- soft and comfortable furniture
- food and drink friendly environments with a coffee shop and eatery on site
- wireless Internet accessibility
- digital and print information resources in all curricular areas
- collection of circulating technology tools
- six computer labs
- on-campus and off-campus accessibility of these resources
- digital services such as electronic reserves and interlibrary loan
- a library web portal
- information and technology instruction
- photocopy and desktop publishing assistance

Through the STC, students' intellectual welfare is 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 and technology instruction is available for individuals, small groups, or classes. The staff tailors presentations to faculty or student requests, including in-classroom instruction for faculty while they are off campus.

ACADEMIC ADVISING

Advising Center
Main Hall 214
(406) 683-7050, 683-7049

Academic advising is an important service provided to UMW students. To help ensure that students are making satisfactory progress toward meeting the requirements for their academic program of study, all students should meet regularly with their faculty advisor. All students at Western are assigned a faculty advisor in their area of study once a major or program of study is declared. Undeclared majors are randomly assigned to faculty advisors until a major is declared. However, it is important for a timely graduation and to ensure that program of study requirements are being met that students officially declare a major with the Advising Center as soon as they have decided on a program of study.

The Advising Center assists students who wish to discuss their program of study or who need to be assigned a faculty advisor. Assistance is also provided in setting up appointments for students with their assigned faculty advisor. The University encourages all Western students to meet with their faculty advisor to review their program of study. Students may contact the Advising Center with questions related to academic advising, student forms, and other general information.

TRIO

Main Hall 216
(406) 683-7322

TRIO Student Support Services (TRIO SSS) offers academic advising, tutoring, counseling services, and some financial aid to assist eligible students enrolled at Western who become participants in the program. Academic advising includes help with campus academic procedures, referrals to appropriate offices, career guidance, and information about financial aid. Applications are available in the TRIO SSS Office.

TRIO SSS is funded by a U.S. Department of Education grant. Students with an academic need are eligible for TRIO SSS if they meet one or sometimes two of the following criteria:

- Family income meets income guidelines
- Neither of the student's parents or legal guardians has completed a four-year college degree
- Student has a documented disability

LEARNING ASSISTANCE CENTER FOR EXCELLENCE (LACE)

Lucy Carson Library 006
683-7200

The Learning Assistance Center (LACE), located in the basement of the Library, provides several types of tutorial services, which are free to all Western students. Services include peer tutoring for a particular subject and organized study groups. LACE services can also aid the student in organizing and locating resources, improving writing and editing skills, formatting papers, practicing oral presentations or note-taking skills, and learning to correctly cite reference sources. The center also hosts a number of workshops throughout each semester.

LACE encourages all students to drop in at the beginning of each block and obtain a tutor schedule for the subject they are studying. The block is an intensive style of learning so it is important to seek aid in the beginning of the block.

Peer tutoring by other students as well as community members is offered during the day, late afternoon, and most evenings to better fit the student schedule. Students may call 683-7200 or stop by LLC 006 to schedule an appointment.

The LACE is made possible through the cooperative efforts of TRIO SSS, Advising Center, ASUMW Student Senate, Student Assistance Foundation, and a host of campus entities.

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 college-level, degree-applicable courses attempted by the total semester credits of all college-level, degree-applicable courses attempted. For GPA calculation purposes, "courses attempted" includes those for which a student earns grades "A" through "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	4.0
A-		3.7
B+		3.3
B	Above Average	3.0
B-		2.7
C+		2.3
C	Average	2.0
C-		1.7
D+		1.3
D	Below Average	1.0
D-		.70
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. 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 GPAs: "Institutional GPA" (grade point average of courses attempted at Western only); "Transfer GPA" (grade point average of courses attempted at institutions other than Western); and "Cumulative GPA" (the average of all courses attempted at all colleges/universities, including Western). Since the summer of 1999, Western's Registrar's Office discontinued posting transfer coursework detail to UMW student academic records; only the UMW GPA is calculated on student records since that time.

Official Transcripts

The term "official" in reference to academic credentials indicates the documents are forwarded directly to UMW 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 the official signature, stamp, or seal of the issuing agency.

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 Western's Registrar's Office and who has not met all requirements for admission and who may or may not be degree-pursuing.

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 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 at the Registrar's Office.

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 registered for a minimum of 12 semester credits during a regular semester.

Honor Student--A student who, upon completing degree requirements, 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 first 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 first 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 registered for 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 UMW 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 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 UMW 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 (www.umwestern.edu).

Block (Experience One)

A four-week learning module usually consisting of 18 days of instruction. Western operates on a semester system including four 4-week blocks. Individual blocks are not to be construed as separate "terms of enrollment".

Canceling University Enrollment for a Term

To cancel one's enrollment for a term is to drop all classes prior to the beginning of a term/semester. Individuals who wish to cancel their enrollment for a term must submit written notice to Western's Registrar's Office before the beginning date of the term/semester for which they are registered.

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 (www.umwestern.edu).

Course

A single instructional subject commonly described by department/subject/rubric, title, number, and credits in the University Catalog or class schedule.

Course Challenge Exams

The process of taking special Institutional Course Challenge exams to earn credit for a class based upon knowledge, skills, or competencies learned or mastered outside the normal classroom setting.

Credit

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 (one hour of lecture plus two hours of study, or three hours of laboratory) for a 15-16 week semester.

Credit by Exam (Course Challenge)

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 via course challenge or institutional challenge exam is graded "P" (Pass).

Curriculum

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

Dean's List

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.

Degree

The formal distinction or recognition conferred upon successful completion of a unified, institutionally preordained program of study (curriculum).

Directed Study (DS)

A duplicate catalog course not scheduled to be taught during a specific term. No more than five 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.

Drop a Course (or Courses)

To officially cease enrollment in a course. Students officially drop classes by accessing DAWGS (the University's online enrollment information system) and completing the drop procedure prior to the start of a term/semester, or by completing the appropriate paperwork at the Registrar's Office. Once registered, students are officially enrolled in a class or classes until they drop a class, withdraw from the University (drop all classes), or cancel their enrollment (before the start of the term/semester). Students should review class schedule change procedures and the current Academic Calendar in this Catalog for deadlines to drop a class or withdraw from Western. Dropping all classes for a term constitutes "Withdrawal from the University" (see Course Schedule Changes). Students are not allowed to drop classes that have ended nor from classes for which the deadline to drop has passed.

Education Goal (Student)

The degrees, Majors/Options, Minors/Related Areas a student plans to complete while enrolled at Western. New students are asked to communicate their education goals when they apply for admission to Western or as soon as possible thereafter (use *Request to Change Student Information* form).

Eligibility

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 UMW 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.

Grade Point Average (GPA)

A numerical value of the average quality of a student's academic work at an institution. GPAs are usually expressed on a 4.00 scale (4.00=highest, 0.00=lowest). GPAs are calculated by dividing the total of all grade/honor points earned by the total credits attempted ("P" graded courses, 00X courses, repeated courses and withdrawn or dropped courses are excluded from GPA calculation).

Graduation with Honors

Recognition of a student who, upon completing degree requirements, 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 first baccalaureate degree. Minimum institutional GPA required for "honors", "high honors", and "highest honors" are:

3.33-3.65	<i>cum laude</i>
3.65-3.85	<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 first 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

Holds

A 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

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 (search for "Printable Forms" on Western's website) must be returned to the Registrar's Office together with graduation application materials.

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 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 prescribed courses constituting a program of concentration in a specific discipline 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 prescribed combination of courses in a specific discipline (subject area) in the BS: Elementary Education and Secondary Education degrees constituting a program of lesser concentration (fewer courses) than the Major. 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 (see "Credit for Nontraditional Learning Experiences").

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.

Prerequisites and Corequisites

"Prereq" indicates specific requirements that must be met before enrollment in a course, such as course(s) satisfactorily completed, appropriate signatures obtained, etc. "Coreq" indicates courses that must be registered for and taken at the same time.

Registration

The process of enrolling in a class or classes at Western; includes fee payment.

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 Option in the Bachelor of Arts degree.

Repeat (Course)

To attempt a specific UMW class a second or third time.

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 Regents *Residency Questionnaire*. Contact the Registrar's Office for the MUS Regents Residency Policy and the *Residency Questionnaire*.

Residency Requirement for Degrees

To earn a degree from UMW, students must complete a minimum amount of coursework as enrolled students on the 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.

Semester

A 16-week term of enrollment at the start of which students register for all courses they plan to attempt. There are four blocks during a semester.

Substitution (Course)

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 is an approved deviation from course degree requirements outlined in their effective Catalog.

Summer Session

A 12-week term of enrollment consisting of three blocks offered from May to August.

Tech Prep Program

A program negotiated between UMW and specific Montana 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 (contact the University Tech Prep Coordinator for more information).

Teacher Education Program (TEP)

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

Term

A semester (either Fall or Spring) or Summer Session.

Transcript of the Academic Record

A complete summary of a student's academic performance at UMW. 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 UMW seal. Official transcripts are sent directly to a third party or are to be received by a third party in a sealed UMW 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 and 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 UMW. 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 department course instructor or committee and the Provost. Students waiving a course do not receive course credits. *Course Substitution/Waiver Request* forms are available at the Registrar's Office.

Withdrawal from the University

To officially drop ALL classes for the term/semester. Review the "Course Schedule Change" section of this Catalog for procedures on how to withdraw and refer to the Academic Calendar for withdrawal deadlines. Students may not withdraw from block classes that have ended nor from classes for which the deadline to withdraw has passed.

Katherine Sunwall

Great Falls, Montana
BS: Elementary Education

Why did you choose Western?

I wanted to be a part of two successful sports programs under Jenny Peterson and Kevin Engellant, where academics came first and then athletics. Also, the teacher education program attracted my attention as I wanted to be a teacher.

Favorite memories at Western?

My favorite memories involve my teammates from both basketball and volleyball and the fun seasons we had participating in four national basketball tournaments. I have Chi Alpha memories of living at the house, worship, Thursday Night Live, bonfires, and many more.

Favorite people at Western?

I have been so blessed to meet and be a part of certain people's lives: my teammates, especially Megan Schmitz and Billi Suhr, coaches, Nicole and Ryan Kennelly, Rori and Nate Lant, Christina and Stefan Engle, Gail and Joe Barnhart, Katie Howells, Janelle Handlos, Dave Kendall, Wally Feldt, Delyn and Curtis Cole, all the cafeteria workers, Kayla Olsen, Emily Spitzer, Maren and Jen Olson, and many more!!

Favorite staff member?

Rita Moore has had the most impact as I took many classes from her. Her knowledge and skills have taught me how to handle certain situations in a classroom. She is so amazing and has helped me numerous times with different things. She will be missed!

AWARDS & HONORS

Basketball

Frontier Conference Player of the Year, 2006-07
Defensive Player of the Year, 3 years
First Team All-Conference, 4 years
1st Team NAIA All-American, 2006-07
1st Team NAIA WBCA/Kodak All-American, 2006-07
2nd Team NAIA All-American, 2005-06
Kodak All-American Honorable Mention, 2005-06
2nd player in UMW history to score over 1,000 points
and record over 1,000 rebounds
Tied for 3rd on UMW all-time scoring list with 1,605 points
All-time UMW rebounding leader with 1,098 rebounds
UMW career leader in blocked shots with 339
Single season UMW record for rebounds with 319
Single season UMW record for blocked shots with 108
Set UMW single game scoring record with
36 points twice, 2006-07
NAIA Division I leader in blocked shots with 108, 3.5 per game
Academic All-Conference
Academic All-American

Volleyball

All Conference, 4 years
NAIA All-American, 2 years
Frontier Conference Player of the Year, 2006
NAIA Region I Player of the Year, 2006
Holds several UMW volleyball records
Academic All-Conference
Academic All-American

Finalist for the "Little Sullivan" award given to
Montana's best amateur athlete

Financial Aid Information

INTRODUCTION

Financial Aid Office
James E. Short Center
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. The Financial Aid Office 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 *Free Application for Federal Student Aid (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 full 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. Priority is given to students who are just beyond Pell Grant eligibility in accordance with a formula developed by the State of Montana.

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 10 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* and apply through the Financial Aid Office, and must also sign 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 10 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 (subject to cost of attendance limits)

First year	\$2,625; \$6,625 for independent students
Second year	\$3,500; \$7,500 for independent students
Third, fourth, fifth year	\$5,500; \$10,500 for independent students

Aggregate Loan Limits

Undergraduate	\$23,000 – 46,000 (varies with dependency status)
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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 Center for Career Services 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 10 hours per week while classes are in session. The major portion of the student's hourly wage under the Work Study program is provided by the federal or state government, with the employer contributing the balance. 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.

Tuition Waivers

The Board of Regents of the Montana University System has authorized each unit of the Montana University System to grant waivers of tuition and out-of-state tuition to a limited number of regularly enrolled undergraduate and graduate students who meet prescribed criteria. **Tuition waivers do not waive mandatory fees.**

Tuition 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, international students, or Native Americans of Montana, may be exempt from paying tuition and out-of-state fees. These fee exemptions are determined by the Financial Aid Office.

Students who receive out-of-state tuition waivers must pay non-resident building fees.

Dependents of Montana University System Employees Tuition 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 tuition waiver. For each qualifying employee, only one dependent may utilize the dependent partial tuition 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. To activate this scholarship, a student must submit the form received from the Board of Regents to Western's Financial Aid Office.

American Indian Waivers

Montana Indian students have been granted American Indian Tuition 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.

American Indian Waivers do not waive all fees. The tuition is waived. The American Indian Waiver may not be used with other state fee waivers. All other fees are the student's responsibility. The tuition waiver 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 Citizen Tuition Waiver

To be eligible for the Senior Citizen Tuition Waiver, individuals must be 65 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 Tuition Waiver

University of Montana employees must be in-state residents employed at least three-quarter (3/4) time on the date of registration and for the entire semester. Employees receiving a tuition waiver must have approval of their supervisor and the department head. A maximum of eight credits may be waived. Employees may not take more than one "block course" per semester.

Veterans Tuition Waiver

Certain honorably discharged veterans are entitled to a Veterans Tuition Waiver. Those using this tuition waiver program must pay their fees before they will be officially registered. To be eligible for the tuition waiver program, veterans must file a completed tuition 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 the Lebanon, Grenada-Panama, Persian Gulf, Iraq, or Afghanistan Conflicts. Some qualifying dates for recent conflicts are not listed and are evaluated on a case-by-case basis in accordance with Board of Regents policy.

Other Tuition Waivers

There are several other tuition 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, California, 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. Students must maintain satisfactory academic progress once awarded a WUE Scholarship.

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

Western's 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 Veterans 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 12 credits, or 16 block 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	Blocks*
Full	12 or more	4
Three-Quarter	9, 10, 11	3
One-Half	6, 7, 8	2
Fees Only	Less than 6	1

**Please see the Veterans Coordinator in the Financial Aid Office for explanation of Block certifications.*

The Veterans Administration expects the veteran to make satisfactory progress according to UMW'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 tuition waiver is available for students who have exhausted VA benefits. An individual using the Veterans Tuition Waiver must have a tuition 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 one-quarter (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.

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. *Note: This policy is under review; contact the Financial Aid Office for current policy information.*

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 Academic 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 the Financial Aid Office.

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 Academic 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 Western's 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. *Note: This policy is under review; contact the Financial Aid Office for current policy information.*

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.

Return of funds 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 returned funds after that point in time. A copy of the worksheet used for this calculation may be requested from the Financial Aid Office.

In accordance with federal regulations, when financial aid is involved, returned funds 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 for which the student was determined to be ineligible via the Return of Title IV Funds calculation, including any financial aid refunds the student may have received.

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 Center
710 S Atlantic
Dillon MT 59725-3598
(406) 683-7371

The Office of the Registrar & Institutional Research provides enrollment and student records services for the Montana Western community. 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 university credit for classes completed, and earn grades, eligible individuals must officially enroll in classes and pay all required expenses at the start of a term/semester and 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.

Western operates on a semester calendar. Students are expected to register prior to the start of a term for all classes they plan to take that term. Exceptions (late adds) may be approved but only in instances where students verify that extenuating circumstances prevented them from registering for all classes before the start of the term. Students may not register for one block class at a time.

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
- 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.

Students are responsible for determining and communicating their education goals. Western encourages students to provide this information when filing their admissions application or as soon as possible following their initial enrollment at Western. Providing this information will aid University officials in assigning appropriate advisors and in helping students select courses that meet requirements for their education goal, make steady academic progress, and ultimately graduate in the shortest time possible.

DAWGS ONLINE ENROLLMENT SYSTEM

dawgs.umwestern.edu

“DAWGS” Online Student Enrollment Information System provides students with virtually unlimited access to their UMW 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 (students can add or drop classes via DAWGS)
- 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 “Login To Secure Area”.
2. Enter your Password, User ID (your SSN/Student ID) and PIN (initially the student’s birth date in “mmddyy” 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 ensuring that IDs 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 & Telecommunications 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 term-specific alternate personal identification number (alternate 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 *Registration Finalization* 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 important enrollment-related dates and deadlines.

Students New to Western

All first-time enrollees at UMW who plan to earn a degree or complete a program must complete the admissions application procedure and be formally accepted for admission prior to attempting to enroll.

- Contact an advisor to discuss education goals, to develop a class schedule for the coming term, and to pick up assigned term-specific alternate 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 *Registration Finalization* 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. Contact Admissions for Orientation information, (406) 683-7331.

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 *Registration Finalization* 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. Contact Admissions for Orientation information, (406) 683-7331.

Individuals desiring temporary enrollment only (plan to complete only a class or two) should contact the Admissions Office for instructions on admission and registration.

Summer Session Students

All Summer Session students seeking a degree, Major, Minor, licensure, or 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 and submit a completed *Registration Finalization* 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 Summer enrollees are strongly encouraged to ask questions regarding enrollment policies before the start of classes.

Late Registration Students

Individuals who 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. An individual "block" is not considered a "term".

- 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 Business Services immediately after submitting the *Registration* form to the Registrar's Office, and submit a completed *Registration Finalization* form to Business Services.

COURSE SCHEDULE CHANGES

Add Courses, Drop Courses, & Withdraw from the University

Students must officially register, add or drop a course(s), 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 Courses, Drop Courses, or Cancel Registration Before the Semester/Term Begins

Adding or dropping courses, or withdrawing/canceling one's enrollment 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, obtain written approval of the course instructor, and return the completed form to the Registrar's Office.

Add Courses, Drop Courses, 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 (see 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 UMW 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 or 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 advise the Registrar's Office before the start of a term of his/her intent to audit a course.

Changing to Audit Status

To change to 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 to audit status.

REGISTRATION POLICIES

Students are expected to register prior to the start of a semester for ALL classes they plan to take that term. Students may not register for one block class at a time.

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 Summer Session. Students seeking financial aid funding for time-shortened classes 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 (search for "Printable Forms" on the UMW website). 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

Students must petition to enroll in more than 18 semester credits; students with a GPA over 3.00 may register for up to 20 credits during a regular semester without petitioning. No more than five block course credits may be attempted in any single block. Students on Academic Probation must petition to register for more than 16 credits during a regular semester.

Early Admission students are normally limited to a maximum of four semester credits during any time-shortened session or combination of sessions; however, maximum credit load for Early Admission students will be considered on a case-by-case basis.

Maximum Credit Load: Summer Session

Eligible students must petition to carry more than five semester credits during any of the four-week Summer Session blocks.

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 UMW GPA is below a 2.00 are placed on Academic Probation status (see GPA definition).

Continued Academic Probation

Students whose UMW GPA is below a 2.00 and who were on Academic Probation the previous term of attendance, including 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 Academic Probation status. Students will remain on Continued Academic Probation status until their UMW Cumulative GPA meets the minimum satisfactory level of 2.00 or higher (see GPA definition).

Academic Suspension

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

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 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 Academic Probation, at the end of any term, including Summer Session, if their Western GPA drops below or remains below 2.00. Students placed on Academic Probation or Continued Academic 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 a regular semester or four credits maximum during any combination of Summer blocks. The Academic Admissions & Standards Committee retains the right to further restrict credit maximums if needed (see GPA definition).

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

"Academic Probation" or "Continued Probation" notations are posted to a student's permanent UMW academic record. Students who raise their UMW 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 Probation or Continued Academic 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 academic 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 who started a term on Academic Probation or Continued Academic Probation status will be suspended from Western at the end of that term, including Summer Session, if they fail to earn a 2.00 term GPA (their Western GPA at the beginning of the term was below a 2.00; see GPA definition).

A student who has been academically suspended from Western may not enroll until officially reinstated or readmitted.

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. Suspended students must petition for readmission to Western.

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 UMW 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 UMW offices

These documents must be submitted to the Registrar's Office at least two weeks 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 their eligible return date must submit the following to the Registrar's Office:

1. properly completed *Application for Readmission* form
2. detailed statement or letter describing the extenuating circumstances causing the student's poor academic performance, including supporting documentation (e.g. statement or letter from physician if student claims a medical emergency, etc.)
3. plan outlining how the suspended student will improve academic performance if readmitted, including a statement of the student's education and career goals, which 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 UMW offices

The documents listed above must be submitted to the Registrar's Office at least two weeks 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 begin the appeal process by submitting a letter of appeal and supporting documentation to the Academic Admissions & Standards Committee (via the Registrar's Office). The next step in the appeals process is through the Provost. The Academic Calendar dictates time limits on appeals.

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 they plan 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, 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 another institution should work closely with their UMW faculty advisor and the intended transfer institution to ensure that the program of study being followed at Western is suitable for transfer to the particular transfer institution. Students transferring to Montana University System institutions and who request Single Admissions File services will be charged the Single Admission File Fee; contact the Registrar's Officer for more information.

Transfer of credits from Western is normally a smooth process if the courses taken at Western are similar or equivalent to courses that would normally be taken at the transfer institution. However, if at any time students encounter what they consider to be a problem with transfer of Western credits/courses to another institution, they are encouraged to contact a Western administrator, who will assist students in working out legitimate problems with regard to course transfer. Students should provide as much information as possible (names, offices, and telephone numbers) to aid in reconciling credit or course transfer difficulties. Individuals transferring from Western to another unit of the Montana University System who wish to have their UMW transcript evaluated for the purpose of determining completion of the General Education program should contact Western's Registrar.

GRADES

Grading System

The University of Montana Western utilizes a traditional letter grade system:

	<u>Grade</u>	<u>Grade Points Earned Per Credit</u>
Superior quality work	A	4.00
	A-	3.70
	B+	3.30
Above average work	B	3.00
	B-	2.70
	C+	2.30
Average work	C	2.00
	C-	1.70
	D+	1.30
Below average work, barely acceptable	D	1.00
	D-	.70
Work that fails to meet minimum acceptable standards	F	.00

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 Challenge, or Exams for Credit). Nontraditional coursework must be evaluated according to Western's Course Equivalency List.

No more than 10 credits of "P" (Pass) graded elective-only coursework may be counted toward a baccalaureate degree, and no more than six credits of "P" (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.

Minimum Grades

Unless otherwise specified in this Catalog or formally communicated by the appropriate academic department, students must earn a minimum grade of C- (C minus) or higher to satisfy requirements for all General Education and program course requirements and all General Education and program requirement prerequisite courses. See Minimum Grade Required to Complete Degree Requirements.

Final Grade Reports

Individual, and unofficial, block course grades are available via DAWGS within one week of the end of that block.

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

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 Provost. Students retain the right to appeal grades according to campus policy outlined in the UMW Student Handbook (<http://www.umwestern.edu/studentlife/studenthandbook.pdf>).

Repeating Courses

Repeating a course is defined as re-enrolling in the same UMW 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. The previous course and grade remain on the transcript but are excluded from GPA calculation. A repeated course is designated with an "R" on a student's transcript.

Students who fail courses are encouraged to repeat those courses at the earliest possible time (advantages of repeating a course as soon as possible: students retain knowledge of the subject matter, it improves the student's grade point average, and it reduces the possibility that curriculum changes could make it impossible to take the same course in the future).

Academic Standing

A student is generally considered to be in good academic standing if the UMW 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.

GRADUATION REQUIREMENTS

Catalog Governing Graduation

The effective dates of this catalog are July 1, 2007 through June 30, 2008.

Degree-seeking students should select, rigorously follow, and meet graduation requirements in the selected UMW Catalog. Students enrolling between July 1, 2007 and June 30, 2008 are allowed to follow this Catalog provided all of the following conditions are met:

- student graduates within six years of initial enrollment (July 2013)
- there has been continuous enrollment with no interruptions except 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 Summer Session
- student has not changed majors or degrees
- student is not attempting to select/use a Catalog dated before a degree or program change
- 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.

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

Declaration of Academic Field of Study

Students are strongly encouraged to determine the appropriate academic degree program(s) they will be pursuing 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. Students who wish to change their previously reported academic field of study must file a *Student Information Change* form, signed by the student and the student's faculty advisor, to the Registrar's Office.

Students wishing more time to select a major should enroll in the General Education courses provided by Western. However, students are encouraged to declare a major area of study with the Registrar's Office no later than the third semester of attendance in order to complete degree requirements within the normal eight semesters (four years) of study.

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 UMW 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 (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.

Minimum Grade Required to Complete Degree Requirements

(General Education, Degree Program Requirements, Program Prerequisites)

Effective Fall Semester 2005, the minimum acceptable grade required by the Montana University System (MUS) to meet General Education and program-specific course requirements and program prerequisite course requirements for a degree is "C-". The minimum grade required to meet free elective requirements is "D-" (unless the institution requires a higher minimum). Students who entered the Montana University System prior to Fall 2005 and who have maintained continuous enrollment since beginning their studies in the MUS (exclusive of Summer Sessions) **are not** subject to this policy. First-time freshman and transfer students entering the MUS and

former MUS students who “stopped out” and are now returning to the MUS system beginning Fall 2005 and thereafter are subject to this policy.

Some programs at Western require minimum grades higher than “C-”. Students are responsible for ascertaining specific minimum grade requirements for courses required in their chosen programs by carefully reviewing University publications and notices sent by campus and department officials.

Grade Point Average

A minimum UMW GPA of 2.00 (“C” average) 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, Early Childhood Education, and Natural Horsemanship require a minimum of 120 semester credits. The Bachelor of Science degrees in Elementary and Secondary 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 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 a case 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 (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.

Variances From Degree-Specific and/or General Education Requirements

Variances from published degree-specific and general graduation requirements must be documented. Documentation must be submitted on a timely basis (before the end of the graduation term specified on the student's Graduation Application form).

Examples of the most common variances 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
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 a BS degree in Education should apply for graduation when applying for student teaching.
2. Obtain signatures from the following:
 - Faculty Advisor
 - Financial Aid Office
 - Business Services
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. Applicants are responsible for meeting filing deadlines.
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 placed in an inactive status until they send written notification of a new desired term for graduation and pay the \$10 audit fee. The inactivated application will remain on file for a maximum of one year from the term of the original application, and can be reactivated by: 1) contacting the Registrar's Office in writing and providing a new/anticipated graduation date/term, and 2) paying the \$10 graduation audit fee. Individuals who fail to activate previously submitted graduation applications within the one-year period will have to re-apply for graduation (switch to the most recent Catalog, complete a new *Graduation Application* form, and pay the \$25 graduation application fee).

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/Minors, Options/Related Areas, 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 program
- 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

TUITION & FEES INFORMATION

INTRODUCTION

Business Services
James E. Short Center
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 parents'. 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 *Registration Finalization* form, available at Business Services or on the web at <http://www.umwestern.edu/administration/business/page2.htm>, and enclosed in the first billing of the semester.

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

A check presented to UMW 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 registration fee of \$40. An additional \$40 late registration fee will be charged if registration/payment has not occurred by the 15th instructional day.

Montana Board of Regents policy permits students to pay fees in three installments. During a 16-week academic term, this policy provides that one-third (1/3) of all charges plus the \$30 deferred payment fee are paid at registration, another one-third (1/3) within 30 days of registration, and the final one-third (1/3) within 60 days of registration. A \$30 deferred payment service fee is charged for deferring fees. A *Deferred Payment Contract*, available at Business Services or on the web at <http://www.umwestern.edu/administration/business/page2.htm>, must be signed and returned to Business Services.

TUITION & MANDATORY FEE SCHEDULES

FALL/SPRING 2007-2008

Information about student fees provided in this Catalog is based upon **probable** rates for the **2007-2008** academic year. For a current schedule of tuition and fees, see Western's website at <http://www.umwestern.edu/current/>.

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 Fees
1	\$116.75	\$107.90	\$479.10	\$110.90	\$162.80	\$107.90	\$ 493.80	\$110.90
2	233.50	118.95	958.20	124.95	325.60	118.95	987.60	124.95
3	350.25	130.00	1,437.30	139.00	488.40	130.00	1,481.40	139.00
4	467.00	141.05	1,916.40	153.05	651.20	141.05	1,975.20	153.05
5	583.75	152.10	2,395.50	167.10	814.00	152.10	2,469.00	167.10
6	700.50	163.15	2,874.60	181.15	976.80	163.15	2,962.80	181.15
7	817.25	373.45	3,353.70	394.45	1,139.60	373.45	3,456.60	394.45
8	934.00	384.50	3,832.80	408.50	1,302.40	384.50	3,950.40	408.50
9	1,050.75	395.55	4,311.90	422.55	1,465.20	395.55	4,444.20	422.55
10	1,167.50	406.60	4,791.00	436.60	1,628.00	406.60	4,938.00	436.60
11	1,284.25	417.65	5,270.10	450.65	1,790.80	417.65	5,431.80	450.65
12+	1,401.00	428.70	5,749.20	464.70	1,953.60	428.70	5,925.60	464.70

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	\$175.13	\$110.90	\$244.20	\$110.90	\$178.25	107.90	\$508.50	\$110.90
2	350.25	124.95	488.40	124.95	356.50	118.95	1,017.00	124.95
3	525.38	139.00	732.60	139.00	534.75	130.00	1,525.50	139.00
4	700.50	153.05	976.80	153.05	713.00	141.05	2,034.00	153.05
5	875.63	167.10	1,221.00	167.10	891.25	152.10	2,542.50	167.10
6	1,050.75	181.15	1,465.20	181.15	1,069.50	163.15	3,051.00	181.15
7	1,225.88	394.45	1,709.40	394.45	1,247.75	373.45	3,559.50	394.45
8	1,401.00	408.50	1,953.60	408.50	1,426.00	384.50	4,068.00	408.50
9	1,576.13	422.55	2,197.80	422.55	1,604.25	395.55	4,576.50	422.55
10	1,751.25	436.60	2,442.00	436.60	1,782.50	406.60	5,085.00	436.60
11	1,926.38	450.65	2,686.20	450.65	1,960.75	417.65	5,593.50	450.65
12+	2,101.50	464.70	2,930.40	464.70	2,139.00	428.70	6,102.00	464.70

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 Calendar for applicable dates).

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

Orientation Fee – assessed once to every new/transfer student admitted to Western. \$60

Registration Fee – a non-refundable fee applied to processing costs; assessed each semester of registration. \$30

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

FEES ASSESSED FROM THE 1ST CREDIT

Academic Equipment Fee – applied to the purchase, lease, and maintenance of equipment, which will provide a primary benefit to the instructional program, including library, faculty, laboratories and other related acquisitions. \$2.15/credit up to 12 credits

Academic Facilities Fee – student-initiated fee to remodel classrooms and laboratories. The remodeling of classrooms and laboratories was initially financed through the issuance of bonds. This fee repays the bond indebtedness and provides funds for classroom and lab maintenance. \$2.00/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. (Students obtain a parking decal at no charge that allows them to park on campus, except in restricted spaces, with payment of this fee). \$24.50 up to 6 credits, \$82.50 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

Learning Center Fee – The Learning Center provides academic assistance services to all students. The fee assessed students supports tutoring services. \$5 up to 6 credits, \$10 at 7 credits or more

Radio Fee – student-initiated fee applied toward support of 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. \$14.35 up to 6 credits, \$27.60 at 7 credits or more

Technology Fee – used to keep the campus infrastructure updated for current core technology (licensing, internet access, email/media distribution, library systems, WebCT, course enhanced software, wiring, switching) as well as provide staff support for these critical instructional/administrative services. The administration and ASUMW Student Senate agree to expenditure budget for these fees each year. \$2.90/credit up to 12 credits

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

Wescolite Fee – student-initiated fee applied toward costs of publishing the student newspaper. \$3/semester

FEES ASSESSED AT THE 7TH CREDIT

Activity Fee – student-initiated fee applied to the Associated Students organization (ASUM-Western), this fee provides support to ASUMW services and activities. \$55/semester with 7 or more credits

Athletic Fee – helps to support intercollegiate athletic programs and comply with gender equity laws. Students can attend all Western sporting events, except tournaments, at no additional charge. \$29/semester with 7 or more credits

Health Service Fee – UMW has contracted with a health care provider to provide medical services for students. This fee provides for a Campus Counselor, free access for students to the Community Health Center services, and a Student Wellness program including fitness equipment. \$37/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 for that semester. Students have until the 15th class day of each term to waive this student insurance coverage at Business Services. Thereafter, proof of other insurance must be provided to the Student Insurance Representative at the Student Life 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 at the Student Life Office. 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 – student-initiated fee supports the campus recycling program. \$2/semester with 7 or more credits

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 Maximum
Course Fees/Field Trip Fees ¹	Variable	Varies
Deferred Payment Service Charge	To set up a deferred student installment plan	\$30
Distance Learning – SKC	Per credit	\$15
Distance Learning – ECE Sites		\$8
Distance Learning – PDS		\$20 Max; Can Vary
Distance Learning – Off Campus Certification		\$20
Distributed Online Learning Fee	Per credit	\$20
E-Commerce Fee	Per transaction fee charged to persons making online payments to the University via credit card or e-check	\$10 Maximum
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 per semester	\$40
Graduation Fee	Per degree	\$15
Graduation—Program Completion/Audit Fee	Per audit	\$10
Out-of-State Student Teaching Fee		\$100 Minimum
Placement Charge	Varies according to service requested to cover postage, copying, etc.	Varies
Returned Check Fee		\$15
Single Admissions File Fee	Administrative fee for students transferring to another institution	\$8
Student ID Card Replacement Fee		\$6
Summer/Continuing Education Fee	Published in current Outreach Bulletins	Varies; \$80 Min/Credit Hour
Testing Fee	Variable	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://www.umwestern.edu/current/>. Special fees are assessed for extended field trips in various departments. An Education Service Fee is charged for off-campus programs. Other fees and costs may apply.

REFUND OF FEES

Refund for Withdrawal from the University

The withdrawal process begins and ends 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 of a term.

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., will 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 for the semester in which they withdraw. Students who have 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. Documentation from a medical provider must be provided.

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 the Outreach Bulletins.

Note that the \$30 Registration Fee, \$30 Admissions Application Fee, and \$60 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 of the term 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 (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 of the term as determined by the Academic Calendar.

	<u>Refund %</u>
Before 1st Day of Instruction	100%
1% to 6.25% 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 mailing addresses current through DAWGS online. Students are responsible for all tuition payments even if they have not received a billing statement.

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

A late fee will be assessed the day after the due date if there is a balance due. Any attorney's fees or other costs or charges necessary for the collection of the amount owed may be added to the outstanding balance. 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 a damage deposit. 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 \$100 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.

2007-08 Residence Hall Rates	
Room Type	Per Semester
Regular Double Room	\$1,025
Regular Single Room	1,125
Large Single Room	1,210
2-Room Apt (as a Double)	1,125
Suite (as a Double)	1,090
Suite (as a Single)	1,340

The above room charges do not include an additional \$10 residence hall activities fee to defray the cost of activities in the residence halls and a \$46 telecommunications fee. The telephone fee is charged to all residence hall residents to defray a portion of the fixed costs of the telephone, network, and internet service. Each residence hall room has a telephone jack. Single occupancy may be assigned depending on available space.

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

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.

2007-08 Family Housing Rates	
Type	Monthly Rate
1-Bedroom Apartment	\$335
2-Bedroom Apartment	380
South Campus Housing Regular Room	295
South Campus Housing Suite, 1-Bedroom	325
South Campus Housing Suite, 2-Bedroom	490

The above rental charges do not include a \$10 fee to defray the cost of activities in the residence halls, a utility surcharge to defray the additional cost of natural gas charges, and a \$46 basic telephone charge. The telephone fee is charged to all residents to defray a portion of the fixed costs of the telephone, network, and internet service.

Dining Services

A Dining Services meal plan is required of every student living in the residence halls. The meal plan is \$1,545 per semester. A portion of this cost (\$75) is used to establish a cash flex plan for the student that can be used at the Bark 'n' Bite, Western's convenience store. There is no carryover of unused funds to the next semester.

Vehicle Registration

Students receive a vehicle 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 \$155 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.

Academic Information

General Education Philosophy Statement *The University of Montana Western*

All baccalaureate degree-seeking students at Montana Western complete a program called "General Education". The purpose of the General Education program at 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 that 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 a faculty 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 found at <http://www.mus.montana.edu/transfer/courses.htm>.

The University of Montana Western 2007-2008

GENERAL EDUCATION PROGRAM....31-32 credits

**Each course used to satisfy the General Education Program
must be completed with a grade of C- or better.¹**

*Whenever possible, freshman students should complete foundational courses,
ENG 102 and Mathematics, during the first year of enrollment at Western.*

Written & Oral Communications—4 credits
ENG 102 Foundations of Language (4)
Mathematics—4 credits
One Math course higher than MATH 007
Behavioral & Social Sciences—7-8 credits
One course from the following: 100- or 200-level course from ANTH/GEOG/POLS/PSY/SOC (4) ECON/GEOG/POLS 201 The World Economy (4) ECON 250 Principles of Economics (4) ECON 251 Principles of Macroeconomics (3) ECON 252 Principles of Microeconomics (3) ED 250 Child & Adolescent Growth & Development (3) HHP 245 Human Sexuality (3)
One 100- or 200-level HIST course (4)
Humanities: Expressive Arts—4 credits
4 credits from the following: ART 101 Fundamentals of Art (2) ART 105 Introduction to Art & Design (4) ART 141 Drawing (4) ART 143 Design & Color Theory (4) ART 225 Computer Art [2-D] (4) ART 242 Figure Drawing [2-D] (4) ART 270 Photography [2-D] (4) ART 361 Painting & Nature [2-D](4) DR 101 Drama Fundamentals (2) DR 276 Acting Fundamentals & Styles (4) ENG 204 Creative Writing Workshop (4) MUS 101 Music Fundamentals/Piano (2) MUS 116 Concert Band (1) MUS 165 Vocal Ensemble (1)
Humanities: Literary & Artistic Studies—4 credits
One course from the following: ART 212 Art History II (4) ENG: 100- or 200-level English Literature course (4) ENVS/PHIL 201 History & Philosophy of Science (4) FA 101 Introduction to Visual & Performing Arts (4) MUS 202 Introduction to Music Literature (4) PHIL 100 Introduction to Philosophy (4)
Natural Sciences—8 credits
Two 100- or 200-level courses from any two science rubrics, including BIO/CHEM/GEOL/PHYS

¹ Elementary Education and Secondary Education Majors must achieve a grade of C- or higher in all General Education courses and all other degree requirements that are 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.
COMS courses are available to assist in development of skills necessary to pass the test.**

***General Education Courses
that meet
Montana University System
Cultural Diversity Component***

ANTH 105 Introduction to Cultural Anthropology (4)
GEOG 102 Human Geography (4)
GEOG 202 Regional Geography of North America (4)
HIST 101 Western Civilization I (4)
HIST 102 Western Civilization II (4)
HIST 111 American History to the Civil War (4)
HIST 112 American History Since Reconstruction (4)
HIST 225 Africa & the Middle East (4)
HIST 240 History of the Far East (4)
HIST 263 United States Since 1945 (4)
HIST 274 World History (4)
MUS 202 Introduction to Music Literature (4)
PHIL 100 Introduction to Philosophy (4)
POLS 121 American National & State Government (4)
POLS 250 Political Theory (4)
PSY 100 General Psychology (4)
PSY 201 Introduction to Cognition (4)
PSY 265 Introduction to Motivation-Theory & Practice (4)
PSY 275 Developmental Psychology (4)
SOC 115 Introduction to Sociology (4)
SOC 203 Social Problems & Deviant Behavior (4)

***General Education courses
containing
Native American content***

GEOG 102 Human Geography(4)
GEOG 202 Regional Geography of North America (4)
HIST 111 American History to the Civil War (4)
HIST 112 American History Since Reconstruction (4)
HIST 263 United States Since 1945 (4)
PHIL 100 Introduction to Philosophy (4)
POLS 121 American National & State Government (4)
POLS 250 Political Theory (4)

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 at UMW after completion of an Associate of Applied Science degree. The Montana University System requires the completion of a minimum of 120 credit hours for the Bachelor of Applied Science, Bachelor of Arts, Bachelor of Science in Business, Bachelor of Science in Early Childhood Education, and Bachelor of Science in Natural Horsemanship degrees. The University System requires a minimum of 128 credit hours for the Bachelor of Science in Elementary Education and Secondary Education degrees.

The baccalaureate degree is conferred upon completion of the designated curriculum. Refer to the 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 UMW, 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.

Certificate Programs

The Certificate programs are generally two semesters of academic work that lead to a certificate of completion in a given area. Contact the appropriate department for further information on these programs.

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 is available 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 with its BA: Biology Option area. 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. The BA: Social Science, coupled with the Pre-Law Related Area, is the most common choice of students who wish to enter law school.

Students planning to pursue careers in engineering should be able to satisfy the mathematics, physics, and chemistry requirements at Western 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:

Biology	Literature & Writing
Environmental Interpretation	Social Science
Environmental Sciences	Visual Arts

Related Areas:

Applied Mathematical Science	Pre-Art Therapy
Art Studio	Pre-Law
Biological Naturalist	Pre-Professional Fish & Wildlife Conservation Officer
Biology	Pre-Professional Health Sciences
Business	Professional Communications
Cell/Molecular Biology	Psychology
Crafts	Restorative Justice
Creative Writing	Society & Culture
Drama	Sociology
Environmental Geochemistry	Sustainable Natural Resource Management
Equine Studies	Veterinary Science
Geological Naturalist	Visual Arts
Geology	Western Culture
Health & Human Performance	Wildlands Therapy
History	Wildlife Biology
Illustration	Women's Studies
Mathematical Biology	
Music	
Political Science	

Associate Degrees

Associate of Arts
Associate of Science
Associate of Applied Science: Business
Associate of Applied Science: Early Childhood Education
Associate of Applied Science: Education Studies
Associate of Applied Science: Equine Studies
Associate of Applied Science: Natural Horsemanship
Associate of Applied Science: Tourism & Recreation

Other

Single Major Endorsement for Secondary Education Licensure
(for students in BA: Environmental Science)
Educator Licensure in Business & Computer Applications

Certificate Programs

Computerized Machine Tool Technology Certificate
Early Childhood Certificate
Information Technology & Network Administration Certificate

School of Education, Business, & Technology

Bachelor of Science Degrees

Business

Options:

Equine Management	Office Systems Technology
Health & Fitness Management	Small Business Management
Industrial Technology Management	Tourism
Information Technology & Network Administration	

Natural Horsemanship

Options:

Natural Horsemanship: Management
Natural Horsemanship: Psychology
Natural Horsemanship: Science

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
Earth Science
English
General Science Broadfield
History
Industrial Technology
Mathematics
Physical Education & Health K-12
Social Science Broadfield

Minors:

Art K-12
Biology
Business & Computer Applications
Computer Science K-12
Drama
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

College of Arts & Sciences

INTRODUCTION

The College of Arts & Sciences offers a Bachelor of Applied Science degree, a Bachelor of Arts degree in six Option Areas including Biology, Environmental Interpretation, Environmental Sciences, Literature & Writing, Social Science, and Visual Arts. In addition an Associate of Arts and an Associate of Science degree are offered.

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 bachelor's 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 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 Provost 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 (page 65) 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.

Gen Ed Credits

32

- Completion of an Option area of 20-28 credits individually designed by the student in consultation with an advisor and approved by the Provost in one of the areas listed below.

Option Area Credits

20-28

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

Elective Credits

0-8

Option Area	20-28
<i>Fine Arts & Humanities</i> (music, drama, art, English, philosophy, foreign language, humanities)	
<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 six Option areas including Biology, Environmental Interpretation, Environmental Sciences, Literature & Writing, Social Science, and Visual Arts. Students choosing these degree Options are also required to complete the General Education program (31-32 credits), an internship or thesis, elective courses, and a minimum of one Related Area. The Bachelor of Arts degree 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. 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 Options, although students may choose any Related Area in the Bachelor of Arts program to complete this requirement. Students should consult with a faculty 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 and/or Related Area.

BACHELOR OF ARTS: BIOLOGY OPTION

Program Mission Statement

The mission of the BA: Biology Option is to provide students with the educational background, laboratory and field skills, and research experience to obtain employment in a variety of biological fields, as well as prepare students to further their education in graduate and professional schools.

Students graduating with this degree will be extremely well prepared to compete with peers for careers in all areas of biological sciences. This degree is perfect for students interested in attaining careers after graduation in cutting edge fields such as the pharmaceutical industry, biotechnology, wildlife biology, ecology, government and private research labs, forensics, and many more. In addition, the curriculum of this degree has been tailored to provide students with all of the coursework necessary to attend top graduate and professional schools including Ph.D. and M.S. programs (in areas such as wildlife biology, ecology, molecular or cellular biology), veterinary programs, medical school, dental school, pharmacy school, physician assistant, physical therapy, nursing, sports medicine, athletic training, and many others.

The Related Areas listed for the Biology Option allow the student to choose to attain additional coursework in a number of very popular and exciting areas within the biological sciences, while still preserving the student's flexibility to choose a career anywhere within biology. The Wildlife Biology Related Area is for students who want to continue on to graduate studies in the exciting field of wildlife biology or ecology and for students who wish to pursue careers in private organizations or in state fish and wildlife departments or federal agencies such as the U.S. Fish and Wildlife Service. The Cell/Molecular and Mathematical Biology Related Areas are perfect for students interested in many aspects of cellular biology including those interested in careers such as the pharmaceutical industry, biotechnology, forensics, research lab positions, or in advanced degrees in the biomedical sciences, including Ph.D., M.D., and D.V.M. The Pre-Professional Health Sciences and the Health & Human Performance Related Areas have been designed for students interested in many of the professional health science fields such as physician assistant, physical therapy, occupational therapy, sports medicine, athletic training, nursing, and more. The Veterinary Science Related Area has been developed especially for the student interested in becoming a veterinarian. The courses in this degree should allow the student to meet and excel in all of the prerequisites for admittance into veterinary school.

All degree programs within the Biology Option require that students complete an internship or senior thesis as part of their educational experience. This internship/thesis component is an especially important aspect of this degree, because it gives students hands-on experience as they become actively involved in their own education. In many cases, students perform an internship by working or volunteering for an employer in their chosen area of interest. In addition, Western's active faculty provide students enrolled in the Biology Option area with various opportunities to perform cutting-edge research projects in novel areas of cell/molecular biology, wildlife biology, ecology, and mathematical biology, as well as other areas within the discipline. These research opportunities allow students to closely interact with professors to design and implement experiments to address novel questions in biology, which can form the basis of a senior thesis project.

Graduate Outcomes

Program graduates will:

- display an understanding of basic concepts in the diverse fields of biology and related fields including cell biology, zoology, ecology, wildlife biology, molecular biology, genetics, evolution, inorganic chemistry, organic chemistry, statistics, calculus, and physics.
- acquire practical experience with research techniques and methods in the biological sciences by mastering basic laboratory and field techniques for asking biological questions.
- demonstrate ability to read and understand primary scientific literature in his/her discipline.
- exhibit ability to write a basic scientific paper.
- acquire real-world experience in biology through an internship or a senior thesis project.
- acquire skills and methods necessary to collect, analyze, and present data relevant to his/her field of study.
- demonstrate mastery of oral communication for effective interaction with colleagues and the community.
- demonstrate ability to use the scientific method for asking biological-related questions and formulating questions in a testable manner.
- develop the ability to conduct research both independently and as a member of a team.

Assessment

The graduate outcomes for the BA: Biology Option are assessed through the graduate/exit survey, employer survey, alumni survey, feedback from internship supervisors, review of collected student-generated exhibits over time, and program self-study and/or reports from external reviews. The assessment plan for the BA: Biology Option is available on the web at www.umwestern.edu/administration/vcaa/accreditation/accbiology/.

BA: BIOLOGY OPTION

CREDIT SUMMARY – General Education & Core Classes

GENERAL EDUCATION – see page 65

BIO 111 Biology I	4
CHEM 131 General Chemistry	4
MATH 131 Probability	4

General Education Credits 31-32

BIOLOGY CORE

BIO 112 Biology II	4
BIO 114 Plant Kingdom	4
BIO 255 Cell Biology	4
BIO 270 Conservation Biology	4
BIO 343 Genetics	4
BIO 450 Evolution	4
CHEM 132 General Chemistry	4
CHEM 331 Organic Chemistry	4
MATH 201 Calculus	4
MATH 232 Statistics	4
PHYS 233 General Physics	4

Core Credits 44

INTERNSHIP/THESIS

Complete 4-12 credits from:	4-12
BIO/CHEM 400 Coop Ed/Internship	
BIO/CHEM 498 Senior Project/Thesis	
HHP 479 Sports Med Internship (2)	

Internship/Thesis Credits 4-12

RELATED AREA – see page 68

Select any one BA: Related Area	19-34
Note: Some Option/Related Area combinations will require completion of additional prerequisites for some classes.	

Related Area Credits 19-34

ELECTIVE REQUIREMENTS

Select from any catalog courses; a maximum of 6 credits can be lower division and at least half of the elective credits must be outside the Option Area and/or Related Area.	0-22
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Elective Credits 0-22

TOTAL CREDITS REQUIRED 120

BA: BIOLOGY OPTION

CREDIT SUMMARY – Related Areas

CELL/MOLECULAR BIOLOGY

BIO 262 Microbiology	4
BIO 425 Molecular Biology	4
CHEM 332 Organic Chemistry	4
CHEM 441 Biochemistry	4
Select 3 from the following:	12
BIO 371 Human Anatomy/Physiology (4)	
BIO 372 Human Anatomy/Physiology (4)	
BIO 471 Wildlife Ecology & Mgt (4)	
BIO 477 Ecology ¹ (4)	
CHEM 251 Quantitative Analysis (4)	
CHEM 355 Physical Chemistry (4)	
PHYS 234 General Physics (4)	
PHYS 235 General Physics III (4)	
Total Credits	28

HEALTH & HUMAN PERFORMANCE

BIO 371 ¹ Human Anatomy/Physiol	4
BIO 372 ¹ Human Anatomy/Physiol	4
HHP 102 Fitness for Life	4
HHP 311 Athletic Training I	4
HHP 315 Anat/Mechanical Kinesiology	4
HHP 317 Physiol/Psychomotor Kinesiology	4
HHP 410 Athletic Training II	3
HHP 472 Adult Fitness Principles	3
Total Credits	30

MATHEMATICAL BIOLOGY

MATH 107 Morphometrics	4
MATH 202 Calculus II	4
MATH 260 Linear Algebra	4
MATH 401 Deterministic Modeling	4
MATH 433 Stochastic Modeling	4
Select 3 from the following:	12
BIO 270 Conservation Biology (4)	
BIO 425 Molecular Biology (4)	
BIO 471 Wildlife Ecology & Mgt (4)	
BIO 477 Ecology ¹ (4)	
ENVS 429 Environmental Field Studies (4)	
Total Credits	32

¹ Prereq: MATH 131 and 232

² Prereq: GEOL 101 or 150, and MATH 131

PRE-PROFESSIONAL HEALTH SCIENCES

BIO 371 Human Anatomy/Physiology	4
BIO 372 Human Anatomy/Physiology	4
CHEM 332 Organic Chemistry	4
Select 1 from the following:	4
PHYS 234 General Physics (4)	
PHYS 235 General Physics III (4)	
Select 3 from the following:	12
BIO 262 Microbiology (4)	
BIO 425 Molecular Biology (4)	
CHEM 441 Biochemistry (4)	
HHP 315 Anat/Mechanical Kinesiol (4)	
HHP 364 Nutrition (4)	
PSY 275 Developmental Psychology (4)	
Total Credits	28

VETERINARY SCIENCE

BIO 262 Microbiology	4
BIO 425 Molecular Biology	4
CHEM 332 Organic Chemistry	4
CHEM 441 Biochemistry	4
EQST 201 Basic Equine Care & Nutrition	4
EQST 202 Basic Equine Science I	4
Select 1 from the following:	4
PHYS 234 General Physics (4)	
PHYS 235 General Physics III (4)	
Select 1 from the following:	4
BIO 471 Wildlife Ecology & Mgt (4)	
BIO 473 Ornithology (4)	
BIO 475 Mammalogy (4)	
BIO 477 Ecology (4)	
BIO 479 Vertebrate Zoology (4)	
EQST 203 Basic Equine Science II (4)	
EQST 401 Adv Horse Care/Nutrition (4)	
Total Credits	32

WILDLIFE BIOLOGY

BIO 153 Survey/MT Wildlife & Habitats	4
BIO 355 Systematic Botany	4
BIO 471 Wildlife Ecology & Mgt	4
BIO 473 Ornithology	4
BIO 475 Mammalogy	4
BIO 477 Ecology ¹	4
ENVS 269 Wldlnds Skills: Map/Comp/GPS	2
ENVS 329 Natural Resource Issues	4
Select 1 from the following:	4
BIO 273 Entomology (4)	
BIO 425 Molecular Biology (4)	
BIO 479 Vertebrate Zoology (4)	
ENVS 348 Soil Science (4)	
ENVS 429 Envir Field Studies (4)	
GEOL 378 Surficial Processes (4)	
GEOL 480 Hydrogeology ² (4)	
MATH 401 Deterministic Modeling (4)	
MATH 433 Stochastic Modeling (4)	
Total Credits	34

BACHELOR OF ARTS: ENVIRONMENTAL INTERPRETATION OPTION

Program Mission Statement

The mission of the BA: Environmental Interpretation Option is to provide students with an understanding of the natural processes that create and shape Earth's environments and the skills to communicate their understanding of these processes to a lay audience. Students will become informed, critical thinkers capable of evaluating environmental processes and issues, and will develop the skills to communicate their understanding to other people, especially those with little formal training in the natural sciences. Student development occurs through a course of study that emphasizes interdisciplinary, field-based projects that have societal relevance and require them to communicate their understanding to others. Students gain authentic experience communicating their understanding of the natural world through internships that are supervised by faculty and/or non-academic mentors.

The BA: Environmental Interpretation degree is designed to prepare students to pursue career opportunities as naturalists, environmental interpreters, outdoor educators and conservation enforcement officers. The program is also excellent preparation for graduate work in environmental law, environmental policy, and environmental planning. The intellectual foundation of the Environmental Interpretation degree program is a strong background in the field-based natural sciences in combination with courses that focus on communicating and engaging the public in understanding how the natural world works. The curriculum emphasizes breadth and integration over specialization because communicating the natural sciences to the public requires a holistic understanding of how the natural world works and the societal implications and applications of this knowledge.

Western has an agreement with the National Outdoor Leadership School (NOLS), a recognized leader in outdoor education, which allows students to seamlessly transfer earned credits between NOLS and Western.

Graduate Outcomes

Program graduates will:

- demonstrate knowledge about the natural processes that create and shape our environment.
- acquire skills and methods necessary to communicate discipline-specific knowledge to others, especially those with little formal training in the natural sciences.
- demonstrate knowledge of the concepts central to his/her field of study. Field of study includes the Environmental Interpretation Option and a specific Related Area.
- acquire skills and methods necessary to communicate field of study knowledge to others.

Assessment

The graduate outcomes for the BA: Environmental Interpretation Option are assessed through the graduate/exit survey, employer survey, alumni survey, feedback from internship supervisors, review of collected student-generated exhibits over time, and program self-study and/or reports from external reviews. The assessment plan for the BA: Environmental Interpretation Option is available on the web at <http://www.umwestern.edu/administration/vcaa/accreditation/accenvioint/>.

BA: ENVIRONMENTAL INTERPRETATION OPTION

CREDIT SUMMARY – General Education & Core Classes

GENERAL EDUCATION – see page 65

BIO 112 Biology II	4
GEOL 150 Environmental Geology	4
MATH 131 Probability	4

General Education Credits **31-32**

ENVIRONMENTAL INTERPRETATION CORE

BIO 114 Plant Kingdom	4
BIO 270 Conservation Biology	4
BIO 355 Systematic Botany	4
ENVS 260 Wildlands Skills	4
ENVS 269 Map, Compass & GPS	2
ENVS 329 Natural Resource Issues	4
ENVS 372 Our Wildland Heritage	4
ENVS 480 Environmental Interpretation	4
GEOL 230 Geology of the American West	4
PHYS 239 Physical Meteorology	4
PHYS 240 Astronomy	4

Core Credits **42**

INTERNSHIP/THESIS

Complete 4-12 credits from:	4-12
ENVS 400 Internship	

Internship/Thesis Credits **4-12**

RELATED AREA – see page 68

Select any one BA: Related Area	19-34
Note: Some Option/Related Area combinations will require completion of additional prerequisites for some classes.	

Related Area Credits **19-34**

ELECTIVE REQUIREMENTS

Select from any catalog courses; a maximum of 6 credits can be lower division and at least half of the elective credits must be outside the Option Area and/or Related Area.	0-24
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Elective Credits **0-24**

TOTAL CREDITS REQUIRED 120

BA: ENVIRONMENTAL INTERPRETATION OPTION CREDIT SUMMARY – Related Areas

BIOLOGICAL NATURALIST

GENERAL EDUCATION

MATH 131 Probability	4
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BIO 111 Biology I	4
BIO 153 Survey of MT Wildlife/Habitats	4
BIO 477 Ecology ¹	4
ENVS 452 Environmental Education	4
MATH 232 Statistics	4
Select 2 from the following:	8
BIO 222 Invasive Species (4)	
BIO 273 Entomology (4)	
BIO 473 Ornithology (4)	
BIO 475 Mammalogy (4)	
BIO 479 Vertebrate Zoology (4)	

Total Credits **28**

PRE-PROFESSIONAL FISH & WILDLIFE CONSERVATION OFFICER

GENERAL EDUCATION

MATH 131 Probability	4
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BIO 111 Biology I	4
BIO 153 Survey of MT Wildlife/Habitats	4
BIO 473 Ornithology	4
BIO 475 Mammalogy	4
BIO 477 Ecology ¹	4
MATH 232 Statistics	4
Select 1 from the following:	4
BIO 222 Invasive Species (4)	
ENVS 441 Sustainable Resource Mgt (4)	
SOC 320 Mediation (4)	

Total Credits **28**

GEOLOGICAL NATURALIST

ENVS 452 Environmental Education	4
GEOL 226 Rocks, Minerals & Resources	4
GEOL 330 Structure & Tectonics	4
GEOL 378 Surficial Processes	4
GEOL 432 Depositional Environments	4
GEOL 480 Hydrogeology	4
Select 1 from the following:	4
CHEM 101 Intro to Chemistry (4)	
CHEM 131 General Chemistry (4)	
Select 1 from the following:	4
ENVS 441 Sustainable Resource Mgt (4)	
GEOL 409 Geology Seminar (4)	

Total Credits **32**

¹ Prereq: MATH 131 and 232

BACHELOR OF ARTS: ENVIRONMENTAL SCIENCES OPTION

Program Mission Statement

The mission of the BA: Environmental Sciences Option is to provide students with an in-depth understanding of the natural processes that create and shape our environment, as well as, knowledge of the human impact on the environment. Students will become informed, critical thinkers capable of scientifically evaluating complex issues involving the environment. Student development occurs through a course of study that emphasizes interdisciplinary, field-based research projects that have societal relevance. Students also gain authentic disciplinary experience through thesis research and/or internships that are supervised by faculty and/or industry mentors.

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 state and federal 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.

Graduate Outcomes

Program graduates will:

- demonstrate knowledge about the natural processes that create and shape our environment.
- acquire skills and methods necessary to collect, analyze, and present data relevant to his/her field of study.
- develop the ability to conduct research both independently and in a team.
- be able to communicate effectively with colleagues and the community.
- demonstrate knowledge of the concepts central to his/her field of study, including scientific and quantitative skills. Field of study includes the Environmental Science Option and a specific Related Area.

Assessment

The graduate outcomes for the BA: Environmental Sciences Option are assessed through the graduate/exit survey, employer survey, alumni survey, feedback from internship supervisors, review of collected student-generated exhibits over time, and program self-study and/or reports from external reviews. The assessment plan for the BA: Environmental Sciences Option is available on the web at www.umwestern.edu/administration/vcaa/accreditation/accenviro/.

Single Major Endorsement-Secondary Education Licensure (for students in BA: Environmental Sciences Degree Program)

Students obtaining a BA degree with an Environmental Sciences Option and Related Areas in Biology, Geology, or Applied Mathematical Science may be licensed to teach in secondary schools in the single discipline of their Related Area. Students considering this alternative should review their career goals and progress at Western with their faculty advisor in the degree program and also with the Licensure Officer.

As admission to the Teacher Education Program (TEP) is required, the student should contact the Licensure Officer as soon as the decision is made to participate in this program. For requirements, see Advising Protocol-Single Major Endorsement for Secondary Education Licensure, **page 137**.

Note: This option does not lead to a degree in Education. The degree is in Environmental Sciences (in the chosen Related Area) with educator licensure and endorsement in a single field with a Major or Broadfield.

BA: ENVIRONMENTAL SCIENCES OPTION

CREDIT SUMMARY – General Education & Core Classes

GENERAL EDUCATION – see page 65

BIO 112 Biology II	4
GEOL 150 Environmental Geology	4
MATH 131 Probability	4

General Education Credits **31-32**

ENVIRONMENTAL SCIENCE CORE

BIO 114 Plant Kingdom	4
BIO 270 Conservation Biology	4
CHEM 131 General Chemistry	4
CHEM 132 General Chemistry	4
ENVS/PHIL 201 Hist/Phil of Science	4
ENVS 269 Wild Skills: Map/Comp/GPS	2
ENVS 329 Natural Resource Issues	4
ENVS 348 Soil Science	4
ENVS 429 Environmental Field Studies	4
MATH 201 Calculus I	4
MATH 232 Statistics	4
PHYS 233 General Physics	4

Core Credits **46**

INTERNSHIP/THESIS

Complete 4-8 credits from:	4-8
BIO, CHEM, ENVS, GEOL, MATH	
400 Cooperative Education/Internship	
498 Senior Project/Thesis	

Internship/Thesis Credits **4-8**

RELATED AREA – see page 68

Select any one BA: Related Area	19-34
Note: Some Option/Related Area combinations will require completion of additional prerequisites for some classes.	

Related Area Credits **19-34**

ELECTIVE REQUIREMENTS

Select from any catalog courses; a maximum of 6 credits can be lower division and at least half of the elective credits must be outside the Option Area and/or Related Area.	0-20
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Elective Credits **0-20**

TOTAL CREDITS REQUIRED 120

BA: ENVIRONMENTAL SCIENCES OPTION

CREDIT SUMMARY – Related Areas

APPLIED MATHEMATICAL SCIENCE

MATH 202 Calculus II	4
MATH 203 Calculus III	4
MATH 260 Linear Algebra	4
MATH 401 Deterministic Modeling	4
MATH 433 Stochastic Modeling	4
PHYS 234 General Physics II	4
Select 2 from the following:	8
BIO 471 Wildlife Ecology & Mgt ¹ (4)	
BIO 477 Ecology ^{1,4} (4)	
GEOL 378 Surficial Processes (4)	
GEOL 480 Hydrogeology ⁵ (4)	
MATH 343 Foundations of Math ² (4)	
PHYS 235 General Physics III (4)	
PHYS 340 Topics/Modern Physics: Mechanics ³ (4)	
PHYS 401 Topics/Modern Physics: Intro to Quantum Mechanics ³ (4)	
Total Credits	32

BIOLOGY

BIO 111 Biology I	4
BIO 112 Biology II	4
BIO 255 Cell Biology	4
BIO 262 Microbiology	4
BIO 343 Genetics	4
BIO 477 Ecology ⁴	4
GEOL 480 Hydrogeology ⁵	4
Select 1 from the following:	4
BIO 222 Invasive Species (4)	
BIO 273 Entomology (4)	
BIO 355 Systematic Botany (4)	
BIO 450 Evolution (4)	
BIO 473 Ornithology (4)	
ENVS 441 Sustainable Resource Mgt (4)	
Total Credits	32

ENVIRONMENTAL GEOCHEMISTRY

BIO 255 Cell Biology	4
CHEM 331 Organic Chemistry	4
CHEM 332 Organic Chemistry	4
CHEM/GEOL 431 Envir Geochemistry	4
GEOL 226 Rocks/Minerals/Resources	4
GEOL 378 Surficial Processes	4
GEOL 480 Hydrogeology ⁵	4
Total Credits	28

GEOLOGY

GEOL 226 Rocks/Minerals/Resources	4
GEOL 330 Structure & Tectonics	4
GEOL 378 Surficial Processes	4
GEOL 409 Geology Seminar	4
CHEM/GEOL 431 Envir Geochemistry	4
GEOL 432 Depositional Environments	4
GEOL 480 Hydrogeology ⁵	4
Total Credits	28

SUSTAINABLE NATURAL RESOURCE MANAGEMENT

BIO 471 Wildlife Ecology & Mgt ¹	4
BIO 477 Ecology ^{1,4}	4
ECON 434 Resource Economics	4
ENVS 381 Natural Resource Law	4
ENVS 441 Sustainable Resource Mgt	4
ENVS 480 Environmental Interpretation	4
GEOL 378 Surficial Processes	4
Select 1 from the following:	4
SOC/ANTH 475 Cultural Ecology (4)	
SOC/ANTH 484 Economic Sociology (4)	
Total Credits	32

WILDLANDS THERAPY

GENERAL EDUCATION

PSY 100 General Psychology	4
ENVS 260 Wildlands Skills	2
ENVS 452 Environmental Education	4
ENVS 480 Environ Interpretation	4
GEOL 230 Geology/American West	4
HHP 231 First Aid/Safety or equivalent	1
PSY 220 Intro to Soc Sci Rsrch Methods	4
PSY 265 Intro to Motiv-Theory/ Practice	4
PSY 360 Learning & Memory	4
PSY 438 Abnormal Psychology	4
Total Credits	31

¹ Prereq: BIO 111 & 112 beginning 2005-06 Catalog
BIO 151 & 152 previous to 2005-06 Catalog

² Prereq: MATH 341

³ Prereq: PHYS 235

⁴ Prereq: MATH 131 and 232

⁵ Prereq: GEOL 101 or 150, and MATH 131

BACHELOR OF ARTS: LITERATURE & WRITING OPTION

Program Mission Statement

The BA: Literature and Writing Option offers students opportunities to develop superior knowledge and skills in oral and written communications. Graduates are positioned to enter fields including editing, journalism, and public relations, or gain acceptance into graduate school (e.g., MFA). This course of study encourages students to become empowered and astute readers, writers, speakers, and listeners. Moving beyond traditional approaches, students develop their own voices in writing and speaking. Students respond critically and creatively to literatures in seminar formats and small classes. Whether it is an issue of revision or grammar, faculty encourage open inquiry and a critical understanding of the question of interpretation.

A liberal arts education forms the foundation of our present society and culture. 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 differences. Studying literature and writing thus creates a stronger and more civic-minded person, a person more apt to comprehend the complexity of existence. As technology drives us further from our neighbors but closer to those more distant, we need 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 emphasizes individuality and the freedom to pursue a history of ideas through a broad and eclectic range of courses. While writing courses prepare 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 foster creative and innovative approaches to learning in the classroom and beyond.

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 enjoy life more fully and completely, because they will have learned the skills to engage ideas more deeply and complexly.

Graduate Outcomes

Program graduates will demonstrate:

- an understanding of the primary literary theories that have shaped and continue to shape literature.
- acquaintance with a broad spectrum of literatures and contexts including non-Western literatures.
- an understanding of the experiences of gender, race, and ethnicity reflected in literature.
- familiarity with and appropriate applications of current conventions in research and writing.
- mastery of oral communication for effective interaction with colleagues and the community.
- mastery of key concepts of literary analysis and evaluation.
- praxis in the process of writing, from drafting through revision.

Assessment

The graduate outcomes for the BA: Literature & Writing Option are assessed through graduate/exit surveys, employer surveys, alumni surveys, feedback from internship supervisors, review of collected student-generated exhibits over time, and program self-study and/or reports from external reviews. The assessment plan for the BA: Literature & Writing Option is available on the web at www.umwestern.edu/administration/vcaa/accreditation/accliterature/.

BA: LITERATURE & WRITING OPTION

CREDIT SUMMARY – General Education & Core Classes

GENERAL EDUCATION – see page 65

General Education Credits **31-32**

LITERATURE & WRITING CORE

Core Credits **44**

ENG 204 Creative Writing Workshop	4
ENG 279 Fundamentals of Literary Theory	4
Select 1 from the following:	4
ENG 263 Early American Voices (4)	
ENG 264 American Romance (4)	
ENG 265 Real/Nat/Modernists (4)	
ENG 266 Generations/Conflict (4)	
Select 1 from the following:	4
ENG 273 Oral Tradition (4)	
ENG 274 Manuscript Tradition (4)	
ENG 275 Print Culture (4)	
ENG 276 Declining Empire (4)	
Select 3 from the following:	12
ENG 313 Writing for Publication (4)	
ENG 314 Editorial Workshop (4)	
ENG 320 Lit in Translation (4)	
ENG 330 Mythology (4)	
ENG 339 Literary Regions (4)	
ENG 361 Poetry & Thought (4)	
ENG 362 Seminar/Women's Lit (4)	
Select 4 from the following:	16
ENG 413 Hist/Struct/Nature of Language (4)	
ENG 452 Sem/Literary Period (4)	
ENG 453 Genre Seminar (4)	
ENG 454 Authors Seminar (4)	
ENG/DR 455 Shakespeare (4)	
ENG 479 Seminar/Literary Theory (4)	

INTERNSHIP/THESIS

Internship/Thesis Credits **12**

Complete 12 credits from the following:	12
ENG 400 Coop Ed/Internship	
ENG 498 Senior Project/Thesis	

RELATED AREA – see page 68

Related Area Credits **19-34**

Select any one BA: Related Area	19-34
Note: Some Option/Related Area combinations will require completion of additional prerequisites for some classes.	

ELECTIVE REQUIREMENTS

Elective Credits **0-14**

Select from any catalog courses; a maximum of 6 credits can be lower division and at least half of the elective credits must be outside the Option Area and/or Related Area.	0-14
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TOTAL CREDITS REQUIRED **120**

BA: LITERATURE & WRITING OPTION

CREDIT SUMMARY – Related Areas

CREATIVE WRITING

ENG 301 Poetry Workshop ¹	4
ENG 302 Fiction Workshop ¹	4
ENG 303 Nonfiction Workshop ¹	4
Select 2 from the following:	8
ENG 401 Adv Poetry Workshop (4)	
ENG 402 Adv Fiction Workshop (4)	
ENG 403 Adv Nonfiction Wkshop (4)	
Select 8 credits from the following:	8
DR 401 Creative Drama Methods (2)	
DR 466 Storytelling (2)	
ENG 313 Writing for Publication (4)	
ENG 314 Editorial Workshop (4)	
ENG 361 Poetry & Thought (4)	
ENG 453 Genre Seminar (4)	
ENG 479 Sem/Literary Theory ² (4)	
Total Credits	28

¹ Prereq: ENG 204

² Prereq: ENG 279

PROFESSIONAL COMMUNICATIONS

BUS 217 Bus/Electronic Comm	4
BUS 317 Adv Business Comm	4
ENG 303 Nonfiction Workshop	4
ENG 313 Writing for Publication	4
ENG 314 Editorial Workshop	4
ENG 350 Technic/Profess Comm	4
Select 1 from the following:	4
ENG 215 Journalism (4)	
ENG 216 Journalism (4)	
Total Credits	28

WESTERN CULTURE

ART 211 Art History	4
ART 212 Art History II	4
HIST 380 Modern Europe	4
MUS 202 Into to Music Literature	4
MUS 461 Music History	4
Select 1 from the following:	4
ENG 452 Sem/Literary Period (4)	
ENG/DR 455 Shakespeare (4)	
Select 1 from the following:	4
HIST 101 Western Civilization I (4)	
HIST 102 Western Civilization II (4)	
Total Credits	28

BACHELOR OF ARTS: SOCIAL SCIENCE OPTION

Program Mission Statement

The mission of the BA: Social Science Option is to establish a multidisciplinary foundation for focused study in one of the Related Areas offered by the department. Together, the Option and a departmental Related Area are intended to prepare students for entry into graduate or professional programs.

Graduate Outcomes

- **HISTORY** - Graduates learn to think historically, meaning: understanding the importance of chronology in determining cause and effect relationships between events; developing an ability to effectively compare the effects of similar events in different contexts (recognizing how the past and present are connected); and developing the ability to effectively compare and evaluate varied interpretations of the same events or issues.
- **POLITICAL SCIENCE** - Graduates demonstrate a comprehension of and ability to apply political thinking, defined as the ability to interpret the concepts of government, knowledge, and subjectivity, supported by the use of legal, historical, and sociological evidence to pose and answer questions relating to the distribution and exercise of power as well as the evaluation of how power should be distributed and exercised.
- **PSYCHOLOGY** - Graduates demonstrate an understanding of social psychology as the scientific study of the thoughts, actions, and interactions of individuals as they are affected by the actual, implied, or imagined presence of others.
- **SOCIOLOGY** - Graduates demonstrate a comprehension of human groups and how they develop, how they are structured, and how they function.
- Graduates possess written and oral communication skills necessary to demonstrate problem-solving and technological skills consistent with the objectives of the Social Science Option.
- Graduates can demonstrate the ability to carry out independent, original scholarly work, which includes the ability to: identify and formulate problem statements appropriate to the academic discipline; select matching investigation methods; and collect, analyze and interpret information.

Assessment

The graduate outcomes for the BA: Social Science Option are assessed through the graduate/exit survey, alumni survey, feedback from internship supervisors, review of collected student-generated exhibits over time, and program self-study and/or reports from external reviews. The assessment plan for the BA: Social Science Option is available on the web at www.umwestern.edu/administration/vcaa/accreditation/accsocial/.

BA: SOCIAL SCIENCE OPTION

CREDIT SUMMARY – General Education & Core Classes

GENERAL EDUCATION – see page 65

MATH 131 Probability	4
SOC 115 Intro to Sociology	4

General Education Credits **31-32**

SOCIAL SCIENCE CORE

ANTH/HIST/POLS/PSY/SOC 220 Intro to Research Methods ¹	4
ECON/GEOG/POLS 201 The World Economy	4
POLS 250 Political Theory	4
PSY 452 Social Psych/Group Dynamics	4
SOC 425 MT Indian Sovereignty	4
Select 2 additional 300- or 400-level courses in any HPSS discipline (that is not required in selected Related Area)	8
Select 1 from the following:	4
HIST 452 European Intellectual History ² (4)	
HIST 456 US Cultural History (4)	
Select 1 from the following: (that is not required in selected Related Area)	4
ANTH 409 Seminar (4)	
HIST 409 Seminar (4)	
POLS 409 Seminar (4)	
PSY 409 Seminar (4)	
SOC 409 Seminar (4)	

Core Credits **36**

¹ Prereq: Completed Gen Ed Behavioral & Social Science (7-8 cr.) and MATH 131

² Prereq: Completed Gen Ed Behavioral & Social Science (7-8 cr.) and ANTH/HIST/POLS/PSY/SOC 220

INTERNSHIP/THESIS

Complete 6-12 credits from:	6-12
ANTH/GEOG/HIST/POLS/PSY/SOC 400 Coop Ed/Internship 498 Senior Project/Thesis	

Internship/Thesis Credits **6-12**

RELATED AREA – see page 68

Select any one BA: Related Area	19-34
Note: Some Option/Related Area combinations will require completion of additional prerequisites for some classes.	

Related Area Credits **19-34**

ELECTIVE REQUIREMENTS

Select from any catalog courses; a maximum of 6 credits can be lower division and at least half of the elective credits must be outside the Option Area and/or Related Area.	6-28
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Elective Credits **6-28**

TOTAL CREDITS REQUIRED 120

BA: SOCIAL SCIENCE

CREDIT SUMMARY – Related Areas

HISTORY

HIST 371 Montana & the American West	4
HIST 409 Seminar	4
POLS 313 Intntl Relations/Amer Diplomacy	4
Select 1 from the following:	4
HIST 225 Africa & the Middle East (4)	
HIST 240 History of the Far East (4)	
Select 1 from the following:	4
HIST 320 History of Central Europe I (4)	
HIST 321 History of Central Europe II (4)	
HIST 360 Cold War Europe (4)	
HIST 380 Modern Europe (4)	
Select 1 from the following:	4
HIST 263 US Since 1945 (4)	
HIST 325 History of the Mass Media (4)	

Total Credits **24**

POLITICAL SCIENCE

POLS 121 American National & State Govt	4
POLS 409 Seminar	4
POLS 313 Intntl Rel/Amer Diplomacy	4
POLS 321 Comparative Politics	4
POLS 341 Political Economy	4
POLS 470 Constitutional Law	4
SOC/ANTH 315 Political Sociology	4

Total Credits **28**

PRE-LAW

POLS 121 American National & State Govt	4
POLS 321 Comparative Politics	4
POLS 470 Constitutional Law	4
Select 1 from the following:	4
Any 300- or 400-level HIST course	
Select 1 from the following:	4
Any 300- or 400-level ANTH or SOC course	
Select 1 from the following:	4
Any 300- or 400-level PSY course	
Select 1 from the following:	4
ANTH 409 Seminar (4)	
HIST 409 Seminar (4)	
POLS 409 Seminar (4)	
PSY 409 Seminar (4)	
SOC 409 Seminar (4)	

Total Credits **28**

PSYCHOLOGY

PSY 201 Introduction to Cognition	4
PSY 265 Intro/Motivation: Theory/Practice	4
PSY 275 Developmental Psychology	4
PSY 300 Quant Resrch Meth/Behav Sci	4
PSY 437 Psychology of Personality	4
PSY 438 Abnormal Psychology	4
Select 1 from the following:	4
PSY 203 Comparative Psychology (4)	
PSY 360 Learning & Memory (4)	

Total Credits **28**

RESTORATIVE JUSTICE

ANTH 336 Multicultural Identity	4
PSY/SOC 220 Intro to Soc Sci Research Methods	4
SOC 300 Sociology of the Family	4
SOC 310 Restorative Justice	4
SOC 320 Mediation	4
Select 1 from the following:	4
POLS 313 Intntl Rel/Amer Diplomacy (4)	
POLS 321 Comparative Politics (4)	
POLS 470 Constitutional Law (4)	
Course not taken in the Core:	4
POLS 250 Political Theory (4)	
SOC 305 Social Theory (4)	
Select 1 from the following:	4
PSY/SOC 452 Social Psychology (4)	
SOC 450 Social Stratification (4)	
SOC/ANTH 475 Cultural Ecology (4)	

Total Credits **32**

SOCIETY & CULTURE

POLS 321 Comparative Politics	4
PSY/SOC 220 Intro/Soc Sci Rsrch Methods	4
SOC/ANTH 315 Political Sociology	4
SOC 409 Seminar	4
SOC/ANTH 475 Cultural Ecology	4
SOC/ANTH 484 Economic Sociology	4
SOC/ANTH 485 Gender/Econ/Social Change	4
Course not taken in the Core:	4
POLS 250 Political Theory (4)	
SOC 305 Social Theory (4)	

Total Credits **32**

SOCIOLOGY

SOC 305 Social Theory	4
SOC 315 Political Sociology	4
SOC 409 Seminar	4
SOC/ANTH 475 Cultural Ecology	4
SOC/ANTH 484 Economic Sociology	4
SOC/ANTH 485 Gender/Econ/Social Change	4

Total Credits **24**

WOMEN'S STUDIES

ENG 362 Seminar in Women's Literature	4
ENG 479 Seminar in Literary Theory	4
HIST 370 Women's History	4
PSY/SOC 452 Social Psychology	4
SOC/ANTH 485 Gender/Econ/Social Change	4
Select 1 from the following:	4
HIST 263 US Since 1945(4)	
HIST 362 African-American History (4)	
Course not taken in the Core:	4
POLS 250 Political Theory (4)	
SOC 305 Social Theory (4)	
Select 1 from the following:	4
SOC 425 MT Indian Sovereignty (4)	
SOC 450 Social Stratification (4)	
SOC/ANTH 484 Economic Sociology (4)	

Total Credits **32**

BACHELOR OF ARTS: VISUAL ARTS OPTION

Program Mission Statement

The mission of the BA: Visual Arts Option is to provide education to those seeking personal enrichment and/or career opportunities related to the visual arts, including practicing studio artists and employees of art galleries, museums, and community arts centers, and provide educational preparation for those seeking continued graduate study in the visual arts.

Graduate Outcomes

Program graduates will demonstrate:

- skill with more than one artistic medium.
- understanding and use of vocabulary and theories of visual design.
- understanding of how art and artists reflect their culture or historical context.
- the use of electronic technologies to research art, artists, or create art.
- the ability to create artwork that visually communicates an idea and/or feeling to others.
- the ability to write about artists, about art history, and art criticism.
- the ability to discern the potential content of artwork.

Assessment

The graduate outcomes for the BA: Visual Arts Option are assessed through the graduate/exit survey, employer survey, alumni survey, feedback from internship supervisors, review of collected student-generated exhibits over time, and program self-study and/or reports from external reviews. The assessment plan for the BA: Visual Arts Option is available on the web at www.umwestern.edu/administration/vcaa/accreditation/accvisual/.

BA: VISUAL ARTS OPTION

CREDIT SUMMARY – General Education & Core Classes

GENERAL EDUCATION – see page 65

Taking ART rubric courses is recommended
to fulfill both General Education
Humanities categories for this Option

General Education Credits **31-32**

VISUAL ARTS CORE

ART 141 Drawing	4
ART 143 Design & Color Theory	4
ART 211 Art History	4
ART 212 Art History II	4
Select 1 from the following:	4
ART 221 3-D Design/Crafts [3-D] (4)	
ART 231 Clay I [3-D] (4)	
In consultation with advisor, select <u>two</u> 2-D courses, <u>two</u> 3-D courses, <u>one</u> elective course, and <u>four</u> Advanced Studio credits from the following:	24
ART 225 Computer Art [2-D] (4)	
ART 231 Clay I [3-D] (4)	
ART 232 Clay II [3-D] (4)	
ART 267 Approaches in Contemporary Art (4)	
ART 270 Photography [2-D] (4)	
ART 311 Topics in Art History (1-4)	
ART 343 Printmaking [2-D] (4)	
ART 347 Glassblowing [3-D] (4)	
ART 361 Painting & Nature [2-D] (4)	
ART 367 Painting & Mixed Media [2-D] (4)	
ART 371 Sculpture [3-D] (4)	
ART 380 Artist Blacksmithing [3-D] (4)	
ART 381 Art Media Workshop (1-4)	
ART 422 Jewelry [3-D] (4)	
ART 423 Jewelry [3-D] (4)	
ART 447 Fiber Arts [3-D] (4)	
ART 477-489 Advanced Studio (1-4)	

Core Credits **44**

INTERNSHIP/THESIS

Complete 4-12 credits from:	4-12
ART 400 Coop Ed/Internship	
ART 498 Senior Project/Thesis	

Internship/Thesis Credits **4-12**

RELATED AREA – see page 68

Select any one BA: Related Area	19-34
Note: Some Option/Related Area combinations will require completion of additional prerequisites for some classes.	

Related Area Credits **19-34**

ELECTIVE REQUIREMENTS

Select from any catalog courses; a maximum of 6 credits can be lower division and at least half of the elective credits must be outside the Option Area and/or Related Area.	0-22
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Elective Credits **0-22**

TOTAL CREDITS REQUIRED **120**

BA: VISUAL ARTS OPTION

CREDIT SUMMARY – Related Areas

ART STUDIO

Select from the following courses in consultation with advisor:	20
ART 225 Computer Art [2-D] (4)	
ART 241/341 Calligraphy I & II [2-D] (4)	
ART 270 Photography [2-D] (4)	
ART 311 Topics in Art History (1-4)	
ART 381 Art Media Workshop (1-4)	
ART 443 Advanced Printmaking (4)	
ART 478 Adv Studio-Watercolor (1-4)	
ART 482 Adv Studio-Drawing (1-4)	
ART 483 Adv Studio-Painting (1-4)	
ART 485 Adv Studio-Photography (1-4)	
ART 486 Adv Studio-Printmaking (1-4)	
ART 487 Adv Studio-Sculpture (1-4)	
ART 488 Adv Studio-Computer Art (1-4)	
Total Credits	20

BUSINESS

BUS 201 Entrepreneurship	3
BUS 217 Bus/Electronic Communications	4
BUS 241 Financial Accounting	3
BUS 280 Business Law	4
COMS 115 Computer Basics for Educators	4
ECON 250 Prin of Economics	4
Select 1 from the following:	3
BUS 325 Prin/Practices of Mgt (3)	
BUS 329 Human Resource Mgt (3)	
Total Credits	25

CRAFTS

Select from the following courses in consultation with advisor:	20
ART 232 Clay II [3-D] (4)	
ART 311 Topics in Art History (1-4)	
ART 347 Glass Blowing [3-D] (4)	
ART 380 Artist Blacksmithing [3-D] (4)	
ART 381 Art Media Workshop (1-4)	
ART 422 Jewelry [3-D] (4)	
ART 423 Jewelry [3-D] (4)	
ART 447 Fiber Arts [3-D] (4)	
ART 479 Adv Studio-Artist Blksmith (1-4)	
ART 480 Adv Studio-Fibers (1-4)	
ART 481 Adv Studio-Crafts (1-4)	
ART 484 Adv Studio-Clay (1-4)	
ART 489 Adv Studio-Glassblowing (1-4)	
Total Credits	20

ILLUSTRATION

ART 225 Computer Art [2-D]	4
ART 477 Adv Studio-Illustration	8
ART 488 Adv Studio-Computer Art	4
BUS 201 Entrepreneurship	3
Total Credits	19

PRE-ART THERAPY

PSY 201 Introduction to Cognition	4
PSY 275 Developmental Psychology	4
PSY 452 Soc Psych/Group Dynamics	4
PSY 437 Psychology of Personality	4
PSY 438 Abnormal Psychology	4
Total Credits	20

VISUAL ARTS

(Not to be taken with Visual Arts Option)

ART 105 Intro to Art & Design	4
ART 141 Drawing	4
ART 211 Art History	4
ART 212 Art History II	4
ART 221 3-D Design/Crafts	4
Total Credits	20

BACHELOR OF ARTS

CREDIT SUMMARY – Other Related Areas

DRAMA RELATED AREA

General Education

Humanities: Literary & Artistic Studies	4
FA 101 Intro to Visual & Performing Arts	

DR 243 Stagecraft & Costumes	4
DR 276 Acting Fund/Styles	4
DR 441 Drama History/Lit Genre	4
ENG 280 Visions of America	4
ENG/DR 455 Shakespeare	4
FA 310 Contemporary Arts Issues	4
Select 2-4 credits from the following	2-4
DR 217 Theatre Practicum (1-2)	
DR 241 Play Prod/Intro to Directing (4)	
DR 346 Drama for Youth (2)	
DR 401 Creative Drama Methods (2)	
DR 466 Storytelling (2)	
ED/ENG/DR 291/391/491 Film Courses (1-3)	

Total Credits **26-28**

MUSIC RELATED AREA

MUS 115 Beginning Guitar	2
MUS 131 Music Theory I	2
MUS 132 Music Theory II	2
MUS 141 Applied Musicianship I	2
MUS 142 Applied Musicianship II	2
MUS 162 Voice in Class	2
MUS 202 Intro to Music Literature	4
MUS 461 Music History	4
Select 1 from the following:	2
MUS 182 Piano in Class I (2)	
MUS 183 Improv Piano/Accompaniment ¹ (2)	
Select 2 credits from the following:	2
MUS 316 Concert Band ² (1)	
MUS 365 Vocal Ensemble ² (1)	

Total Credits **24**

¹ With instructor approval
² Repeatable

EQUINE STUDIES RELATED AREA

EQST 101 Intro to Equine Studies	4
EQST 102 Equine Select/Judging	4
EQST 201 Basic Horse Care & Nutrition	4
EQST 202 Basic Equine Science I	4
EQST 203 Basic Equine Science II	4
EQST 204 Equine Facilities Mgt	4
EQST 401 Adv Horse Care/Nutrition	4

Total Credits **28**

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 bachelor's degree 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.

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 65

General Education Credits **31-32**

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 8-9 credits from any catalog courses

Elective Credits **8-9**

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 65

General Education Credits **31-32**

AREA OF INTEREST

Interest Area Credits **20**

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

ELECTIVE REQUIREMENTS

Elective Credits **8-9**

Complete 8-9 credits from any catalog courses

TOTAL CREDITS REQUIRED **60**

School of Education, Business, & Technology

INTRODUCTION

General Program Information

The School of Education, Business, & Technology is comprised of Bachelor of Science degrees in Business, Natural Horsemanship, Early Childhood Education, Elementary Education, and Secondary Education.

Associate of Applied Science degrees are offered in Business, Early Childhood Education, Education Studies, Equine Studies, Natural Horsemanship, and Tourism & Recreation.

BACHELOR OF SCIENCE: BUSINESS

Program Mission Statement

Using a small business, rural context within a global environment, the Business and Technology Department at The University of Montana Western (UMW) offers a unique combination of traditional business courses and options that incorporate technology, problem-based learning, and hands-on and team-based projects designed to challenge students to acquire the practical, intellectual, technological, problem-solving, and communication skills that will prepare them for successful participation in a diverse, dynamic, and global society. UMW means business!

Graduate Outcomes

Program graduates:

- understand and apply fundamental accounting principles, skills, and processes.
- understand and apply management fundamentals including: planning, organizing, directing and controlling a business organization.
- understand the fundamental concepts and practices of marketing including: global marketing management, e-commerce, e-business, and e-marketing.
- possess at least a basic working knowledge of computer hardware and software tools including: word processing, spreadsheets, visual presentations, and databases.
- understand the principles of trade and finance in a world economy.
- understand the basic legal processes and concepts associated with business.
- possess real-world experience in a business setting.
- utilize computer software and hardware tools to present information in a clear and concise format.
- exhibit effective oral and written communication skills for successful interaction in the business setting.
- understand ethical decision-making and behaviors in business, including the social and legal implications.
- understand how economics impacts and drives business decisions.
- understand and can differentiate between various economies and the impacts of capitalism on the development and growth of business.
- understand and utilize quantitative skills to assist with making business and management decisions, such as inventory control and forecasting.
- utilize computer software and hardware tools for problem solving and decision-making.

Assessment

The graduate outcomes for the BS: Business degree program are assessed through the graduate/exit survey, employer survey, alumni survey, feedback from internship supervisors, review of collected student-generated exhibits over time, and program self-study and/or reports from external reviews. The assessment plan for the BS: Business degree is available on the web at www.umwestern.edu/administration/vcaa/accreditation/accbusiness/.

BS: BUSINESS

CREDIT SUMMARY – General Education & Core Classes

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

GENERAL EDUCATION – see page 65

ECON 250 Principles of Economics	4
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General Education Credits **31-32**

BUSINESS CORE

BUS 217 Bus/Electronic Comm	4
BUS 241 Financial Accounting	3
BUS 242 Managerial Accounting	3
BUS 280 Business Law	4
BUS 325 Prin/Practices of Mgt	3
BUS 341 Business Finance	3
BUS 347 Prin/Practices of Marketing	3
BUS 353 Quantitative Mgt Analysis	3
COMS 101 Intro to Comp/Presentations	1
COMS 260 Word Processing & Appl	4
COMS 265 Spreadsheets & Appl	4
Select 1 from the following:	4
BUS 253 Bus Rsrch/Statistical Analysis (4)	
MATH 232 Statistics (4)	

Core Credits **39**

CAPSTONE

BUS 210/410 Career Planning	2
XXX 400 Coop Ed/Internship	6

Capstone Credits **8**

OPTION AREA

Select one Option (next page):	28-35
Equine Management (30)	
Health & Fitness Mgt (35)	
Industrial Technology Mgt (34)	
Inform Technology & Network Admin (29)	
Office Systems Technology (28-29)	
Small Business Management (29)	
Tourism (31)	

Option Area Credits **28-35**

ELECTIVE CREDITS

Choose an appropriate number of elective credits from any catalog courses to bring degree total to 120.

Elective Credits **6-13**

TOTAL CREDITS REQUIRED **120**

BS: BUSINESS

CREDIT SUMMARY – Option Areas

EQUINE MANAGEMENT OPTION

BUS 201 Entrepreneurship	3
BUS 461 Sm Bus Mgt/Strat Planning	3
EQST 101 Intro to Equine Studies	4
EQST 102 Equine Selection/Judging	4
EQST 201 Basic Horse Care & Nutrition	4
EQST 202 Basic Equine Science I	4
EQST 203 Basic Equine Science II	4
EQST 204 Equine Facilities Mgt	4

Total Credits **30**

HEALTH & FITNESS MANAGEMENT OPTION

HHP 102 Fitness for Life	4
HHP 140 Found/Hlth & Human Prformnce	2
HHP 142 Fund/Human Movement	2
HHP 241 Personal & Community Health	3
HHP 311 Athletic Training	4
HHP 315 Anatom/Mechanical Kinesiology	4
HHP 317 Physiol/Psychomotor Kinesiology	4
HHP 347 Org/Admin of Hlth Enhancement	3
HHP 364 Nutrition	4
HHP 416 Conditioning Prog Development	2
HHP 472 Adult Fitness Principles	3

Total Credits **35**

INDUSTRIAL TECHNOLOGY MANAGEMENT OPTION

BUS 201 Entrepreneurship	3
BUS 461 Sm Bus Mgt/Strat Planning	3
IT 120 Power/Energy/Transportation Fund	4
IT 130 Graphic Communication	4
IT 140 Materials Processing	4
IT 230 Proj Mgt/Statist Process Control	3
IT 235 Comp-Aided Design/Manufacturing	4
IT 240 Wood/Synthetic Product Systems	3
IT 241 Metal Product Systems	3

Total Credits **31**

INFORMATION TECHNOLOGY & NETWORK ADMINISTRATION OPTION

COMS 126 Netwrk Fund (CISCO I)	4
COMS 176 Intro/Rout Technol (CISCO II)	4
COMS 205 Bus Info Systems	3
COMS 210 Cmptr Hdwr/Sftwr Mgt	3
COMS 226 Rout/Switch (CISCO III)	4
COMS 276 Network Design (CISCO IV)	4
COMS 387 Telecommunications	3
COMS 403 Systems Analysis/Design	4

Total Credits **29**

OFFICE SYSTEMS TECHNOLOGY OPTION

COMS 205 Business Info Systems	3
COMS 234 Multimedia	2
COMS 334 Advanced Multimedia	2
COMS 339 Adv Database Mgt	3
COMS 387 Telecommunications	3
COMS 420 Certif/Hrdwr/Sftwr/Networking	4
Select 11-12 credits from the following:	11-12
COMS 111 Programming Fundamentals (3)	
COMS 126 Network Fund (CISCO I) (4)	
COMS 210 Comp Hrdwr/Sftwr Mgt (3)	
COMS 215 Intro to C Programming (3)	
COMS 240 Robotics in Education (1)	
COMS 245 Program/Web Appl (3)	
COMS 306 Bus Info Systems Lab (3)	

Total Credits **28-29**

SMALL BUSINESS MANAGEMENT OPTION

BUS 201 Entrepreneurship	3
BUS 327 Risk Mgt & Insurance	3
BUS 329 Human Resource Mgt	3
BUS 461 Sm Bus Mgt/Strategic Planning	3
ECON 434 Resource Economics	4
HTR 204 Leadership	3
Electives	10
Select a minimum of 10 credits from BUS, COMS, ECON, HTR ¹	

Total Credits **29**

¹ It is recommended that students considering entering an MBA program take COMS 205.

TOURISM OPTION

BUS 202 Customer Service	3
ECON 334 Econ of Tourism/Recreation	3
HTR 112 Fundamentals of Tourism	3
HTR 204 Leadership	3
HTR 210 Destination Geography	4
Select 9 credits from the following:	9
HTR 322 Group Travel (3)	
HTR 345 Special Events (3)	
HTR 350 Resort Management (3)	
HTR 355 Meeting Planning (3)	
Select a minimum of 6 credits from any BUS/COMS/ECON/HTR course	6

Total Credits **31**

OTHER OPTIONS

Related Areas in any Catalog discipline may be used as the student's Option. The Related Area will consist of not less than 34 credits including all of the following:

Completion of all courses in the Related Area of choice	34 min
Completion of the following:	6
BUS 201 Entrepreneurship (3)	
BUS 461 Sm Bus Mgt & Strat Plan (3)	

BACHELOR OF SCIENCE: NATURAL HORSEMANSHIP

Program Mission Statement

The mission of the BS: Natural Horsemanship program is to provide students with an education in equine theory and science combined with the practical skills of natural horsemanship. Horsemanship skills taught in the practical classes are heavily based on the principles of equine behavior along with horse training methods of experts renowned in natural horsemanship and similar disciplines. Academic aspects of the program are designed to increase students' knowledge of the science, care, and management of horses, and to expand their awareness of the equine industry well above that of the average horseperson. The University of Montana Western's experiential approach and broad-based curriculum allows the successful graduate to pursue a wide range of equine-related professions.

In addition to general admission to UMW, students interested in the Natural Horsemanship Program must apply in early winter for the introductory Natural Horsemanship classes that will start the next fall. The Natural Horsemanship Admissions Committee will evaluate prospective students based on a combination of academic ability, horsemanship experience, natural horsemanship experience (if any), and student desire for participation in the program. Please request an application form for the program through the Admissions Office.

Natural horsemanship students must provide their own horse, housing for that horse, and horse transportation to and from the class facility. UMW natural horsemanship instructors will determine the ultimate suitability of the horse; stallions or untrained horses are not acceptable.

Western's Natural Horsemanship program is demanding for both the students and their horses. Completion of the program in the allotted time frame demands that the student take a class overload. The UMW Academic Admissions & Standards Committee generally requires that a student taking a class overload maintain a "B" average. Therefore, a goal of academic excellence is a "must" for the interested participant.

To ensure that our Bachelor's degree program graduates only the most outstanding students, a secondary assessment of prospective Bachelor's degree students will be made after the second year or between the Associate of Applied Science and Bachelor's degrees. Students will have to demonstrate a given level of proficiency in horsemanship, theory about natural horsemanship, and knowledge of basic equine science and horse care to advance to the 300-400 level natural horsemanship courses.

For AAS: Natural Horsemanship, see page 144.

Graduate Outcomes

Program graduates will:

- be proficient in methods of horsemanship based on the theories of natural horsemanship and similar disciplines.
- understand the principles of equine behavior and how they relate to horsemanship.
- be knowledgeable and efficient in approaching young horse starting and initial development.
- be well-versed in general knowledge about the equine industry including the common breeds, equine activities and events, and equine-related career options.
- understand the principles of equine nutrition and basic horse care to maximize horse health and performance.
- understand the basic anatomy and physiology of the horse, and be conversant with the common disease and lameness problems seen in horses.
- understand and implement basic preventative herd health programs for horses.
- communicate effectively, both orally and in writing, on equine-related subjects with a wide variety of equine professionals and others in the industry.
- work collegially with others.
- be able to assess and work with a horse in most situations encountered during normal handling and riding activities.
- have sufficient knowledge to assess, identify, and overcome behavioral obstacles that hinder a horse's development.
- possess the knowledge and skills required to assess a horse's basic health status.
- be able to assess a horse's conformation and gait and relate it to that horse's suitability, function, and health.
- be able to recognize and evaluate a variety of horse feeds and pasture situations.
- be conversant about and be able to recognize common disease problems in horses.
- understand and evaluate the effectiveness of equine preventive health programs.

Assessment

The graduate outcomes for the BS: Natural Horsemanship program are assessed through the graduate/exit survey, employer survey, alumni survey, feedback from internship supervisors, review of collected student-generated exhibits over time, and program self-study and/or reports from external reviews. The assessment plan for the BS: Natural Horsemanship program is available on the web at <http://www.umwestern.edu/administration/vcaa/accreditation/accnatural/>.

BS: NATURAL HORSEMANSHIP CREDIT SUMMARY

GENERAL EDUCATION

ENG 102 Foundations of Language	4
CHEM 101 General Chemistry [for Science Option: CHEM 131]	4
HIST 101 Western Civ I or other History	4
Humanities: Expressive Arts	4
Humanities: Literary & Artistic Studies	4
MATH 101 or higher [or MATH 131 for Science & Psychology Options]	4
PSY 100 General Psychology	4
Take 1 from the following:	4
BIO 101 Intro to Life Science (4) BIO 111 Biology I (4)	

General Education Credits **32**

BS: NATURAL HORSEMANSHIP CORE

EQST 101 Intro to Equine Studies	4
EQST 155 Intro to NH: Gain Confid/Respect	3
EQST 201 Basic Horse Care & Nutrition	4
EQST 202 Basic Equine Science I	4
EQST 203 Basic Equine Science II	4
EQST 204 Equine Facilities Mgt	4
EQST 252 NH: Building a Relationship	3
EQST 254 NH: Harmony with Your Horse I	3
EQST 255 NH: Harmony with Your Horse II	3
EQST 351 NH: Refining the Foundation I	4
EQST 352 NH: Refining the Foundation II	4
Select 1 from the following:	4
EQST 453 Young Horse Start/Develop (4) EQST 454 Equine Behavior (4)	

Core Credits **44**

BS: NATURAL HORSEMANSHIP OPTION

Select one Option:	32
Natural Horsemanship: Management (32) Natural Horsemanship: Psychology (32) Natural Horsemanship: Science (32)	

Option Credits **32**

INTERNSHIP/THESIS

EQST 400 Nat Horsemanship Internship	4
EQST 498 Senior Thesis	2

Internship/Thesis Credits **6**

ELECTIVE REQUIREMENTS

Complete 6 credits from any catalog courses	
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Elective Credits **6**

TOTAL CREDITS REQUIRED 120

BS: NATURAL HORSEMANSHIP

CREDIT SUMMARY – Option Areas

NATURAL HORSEMANSHIP: MANAGEMENT OPTION

BUS 241 Financial Accounting	3
BUS 280 Business Law	4
BUS 301 Entrepreneurship	3
BUS 461 Small Business Mgt	3
ECON 250 Prin of Economics	4
Professional Electives Select 15 credits from the following:	15
Any BUS, ECON, or HTR course not listed above Any EQST course not taken in Natural Horsemanship Core	
Total Credits	32

NATURAL HORSEMANSHIP: PSYCHOLOGY OPTION

PSY 203 Comparative Psychology	4
PSY 220 Intro to Soc Sci Research Methods	4
PSY 265 Intro to Motivation-Theory/Practice	4
PSY 300 Quant Research Meth/Behav Sci	4
PSY 437 Psychology of Personality	4
PSY 438 Abnormal Psychology	4
Psychology Electives Select 8 credits	8
Recommended electives: PSY 452 Social Psych/Group Dynamics (4) EQST 453 Young Horse Start/Develop (4) EQST 454 Equine Behavior (4)	
Total Credits	32

NATURAL HORSEMANSHIP: SCIENCE OPTION

BIO 112 Biology II	4
BIO 255 Cell Biology	4
BIO 343 Genetics	4
CHEM 132 Gen Chemistry	4
Professional Electives Select 16 credits from the following:	16
Any BIO, CHEM, EQST, MATH, or PHYS course not taken above	
Total Credits	32

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 UMW as well as other campuses within the Montana University System. Early childhood core courses are included in Western's AAS: Early Childhood Education degree program 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

Students must maintain a 3.00 average in the Early Childhood Core and Specialty courses with no grade lower than a "C-"

GENERAL EDUCATION – see page 65

English courses not taken through UMW
must demonstrate an oral and
written communication component.

General Education Credits 31-32

EARLY CHILDHOOD CORE

ED 142 Intro to Early Childhood	1
ED 143 Intro to Early Childhood Lab	1
ED 144 Creating an Envt for Learning	2
ED 145 Creating an Envt for Learning Lab	1
ED 240 Positive Child Discipline	2
ED 241 Positive Child Discipline Lab	1
ED 242 Meeting the Needs of Families	2
ED 243 Meeting Needs of Families Lab	1
ED 250 Child Growth/Development	3
ED 251 Child Growth/Development Lab	1
ED 320 Early Childhood Curriculum I	2
ED 321 Early Childhood Curric I Lab	1
ED 324 Early Childhood Curriculum II	2
ED 325 Early Childhood Curric II Lab	1
ED 344 Early Childhood Professional	2
ED 345 Early Childhood Professional Lab	1

Early Childhood Core Credits 24

EARLY CHILDHOOD SPECIALTY COURSES

ED 326 Infant/Toddler Devel/Group Care	4
ED 341 Exceptional Learner	3
ED 346 Early Literacy	3
ED 348 Math & Science/Early Childhood	3
ED 352 Enhanc Phys Skills/Early Chldhd	1
ED 354 Foster Social Comp/Early Years	3
ED 421 Creativity/Young Child: Exploring Reggio Emilia & Project Approach	3
ED 422 Family, Communities, Culture	3
ED 424 Early Child Assess/Outcomes	3
ED 455 Child Devel Theories/Research	3
ED 457 Coaching & Mentoring Adults	3
ED 496 Early Childhood Practicum	6
Creative Arts Workshops	3
Safety, Health, or Nutrition course	3

Specialty Course Credits 44

RELATED AREA

In consultation with advisor, complete courses in a selected specific area of emphasis within early childhood education (e.g. administration, infant-toddler, home visitor, school age care, exceptionality, health, safety & nutrition, technology, culture & diversity, mental health, business, or a specific curriculum area such as math, science, social studies, language, etc.)	12
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Related Area Credits 12

ELECTIVES

Select 8-9 credits with input from a mentor

Elective Credits 8-9

TOTAL CREDITS REQUIRED 120

INTRODUCTION

BACHELOR OF SCIENCE: ELEMENTARY EDUCATION SECONDARY EDUCATION

Program Mission Statement

The mission of the Montana Western Education Department is to prepare educators to be leaders in a challenging era of increased demands on the education profession. To accomplish this mission, our programs offer: 1) a social constructivist, experiential curriculum; 2) an active learning community that includes teacher candidates, faculty, pre-K-12 students, and field teachers; and 3) continual assessment of program and practice to ensure that our candidates develop exemplary teaching practices that meet or exceed the University, Montana, 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 Commission on Colleges and Universities (NWCCU), and the Montana Board of Public Education.

The Teacher Education Program (TEP)

The Teacher Education Program at Western operates within the conceptual framework of social constructivist learning in which the student is at the center of the curriculum and all members of the school community—students, teachers, administrators—are learners and teachers. Teaching and learning are reciprocal roles. Five teaching themes are inherent to this model and are integrated across the Secondary and Elementary Education curricula: 1) experiential learning; 2) leadership; 3) reflective practice; 4) teaching through inquiry; and 5) accountability to student learning.

We recognize that knowledge is socially constructed, that communities of practice provide the context for learning, and that knowledge is the tool that guides teaching. In Western's Department of Education, we envision faculty and students coming together to examine the nature of teaching and learning as it addresses educational aims and goals in a variety of rural and urban settings. Social constructivism emphasizes education for social transformation and reflects human development theory within a socio-cultural context. Individual development comes from social interactions where cultural meanings are shared by the group and eventually internalized by the individual.

All Elementary and Secondary Education majors must apply for and be accepted into TEP as part of their academic preparation. The TEP at Western considers teacher preparation a learning process that includes field observations, close interactions with faculty, proficiency in writing, communication, and professional skills, development of a comprehensive teaching portfolio, and development of strong knowledge, skills, and dispositions that meet state and national standards for exemplary teaching. To maintain consistent growth as pre-professionals, it is important that students consult with their faculty advisor prior to applying for TEP and throughout their program of study.

Students participate in a variety of field experiences, including observations in American Indian reservation schools and fieldwork in typical single-grade classrooms and rural schools. The Montana Rural Education Center, 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, UMW candidates are uniquely prepared to teach in a multi-age classroom located in a rural school setting.

Assessment

The graduate outcomes for the Elementary Education, Secondary Education, and K-12 programs are assessed through three phases of the Teacher Education Program (TEP). Detailed information regarding program requirements, policies, and procedures is found in the Teacher Education Program Student Handbook. Due to changing accreditation and licensure requirements, program requirements must change periodically. Students may expect some program and portfolio requirements to change during their time at Western.

The most current program and TEP portfolio requirements may be viewed online at http://www.umwestern.edu/shares/ed_share/.

Students may also purchase the Teacher Education Program Student Handbook in the Bookstore or view it in the Library.

Minimum Grade Requirements

- Candidates must maintain an overall 2.50 Grade Point Average (GPA).
- For General Education courses and courses for the Major and/or Minor, students must have at least a 2.50 GPA with no grade lower than C-.
- For Professional Education courses, students must maintain a GPA of at least 3.0, with no grade lower than B-.

TEP Phase I—Admission into the Teacher Education Program (TEP)

TEP Phase I is typically completed during the sophomore year, after the student has taken a number of General Education courses and several Professional Education courses. Students should work closely with their faculty advisor to plan when to apply for admission to TEP. Transfer students must meet with a faculty advisor upon admission to Western to discuss their application for entrance into TEP. The student applies for admission to the Teacher Education program, and then presents the Phase I portfolio during an interview with faculty.

Students cannot proceed to the next phase of their program until they have successfully completed the course and program requirements for each Phase, including approval of the portfolio by faculty. The TEP Portfolio is based on the 10 national standards for teaching, the INTASC Principles. For a list of courses to complete prior to admission to TEP, refer to the most current program and TEP portfolio requirements on-line at http://www.umwestern.edu/shares/ed_share/.

Students must demonstrate adequate writing skills for admission to and continuation in the Teacher Education Program. A score of “developing” or “proficient” on the Extemporaneous Writing Sample is required for admission to TEP. Beginning Fall 2007, students are required to meet writing proficiency guidelines for admission to Montana universities. Writing scores provided to the UMW Admissions Office will satisfy the TEP Phase I writing sample requirement according to the following conversion chart:

TEP Handbook 2007-08 and Beyond	Prior Year TEP Handbook Holistic Score	MUS Writing Assessment Holistic Score	ACT Writing Test Holistic Subscore	SAT Essay Holistic Subscore
Proficient	4 – 5	4.5 – 6	9 – 12	9 – 12
Developing	3	3.5 – 4	7 – 8	7 – 8
Unacceptable	1 – 2	1 – 3	2 – 6	2 – 6

In addition to course requirements listed in the TEP Student Handbook, students must also pass a current state and federal criminal background check prior to being admitted to TEP.

TEP Phase II

TEP Phase II includes completion of courses for the Major and/or Minor and completion of a number of Professional Education courses and field experiences. Various Professional Education courses require full-day and several-day visits to schools, some including travel.

Students must take the appropriate PRAXIS II exams prior to student teaching. They must also submit a certificate of first aid & safety, and update their criminal background check, if it was completed more than two years previously.

The Phase II portfolio and interview are completed during the semester prior to student teaching, before the student is admitted to student teaching.

The most current program and TEP portfolio requirements may be viewed online at http://www.umwestern.edu/shares/ed_share/.

TEP Phase III—Student Teaching

TEP Phase III includes student teaching and the capstone course, ED 499. At the end of student teaching, the student's Phase III portfolio is reviewed again by faculty.

Program and Graduate Outcomes

Program outcomes are evaluated through a graduate/exit survey, employer survey, alumni survey, feedback from field experience supervisors and University coordinators, review of collected student-generated exhibits over time, including the student's professional portfolio, scores on PRAXIS II exams, and program reports prepared for NCATE and OPI. The assessment plan for the BS: Elementary Education is available on the web at www.umwestern.edu/administration/vcaa/accreditation/accelementary/.

The assessment plan for BS: Secondary Education is available on the web at www.umwestern.edu/administration/vcaa/accreditation/accsecondary/.

Graduate Outcomes for Effective Teachers

Upon graduation from Western, the beginning teacher will demonstrate evidence toward completion of the following outcomes related to teaching knowledge, skills, and dispositions. Knowledge is “knowing the content,” “skills” represents the ability to perform using knowledge, and “dispositions” refer to the human qualities inherent to ethical and reflective teaching. These graduate outcomes are evaluated throughout the candidate’s coursework and within the Phase I, II, and III Portfolios.

Knowledge

The program graduate:

- understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) she/he teaches.
- is aware of expected developmental progressions and ranges of individual variation within each domain (physical, social, emotional, oral, and cognitive).
- understands the principles of effective classroom management.
- understands how students’ learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family, and community values.
- knows about areas of exceptionality in learning, including learning disabilities, visual and perceptual difficulties, and special physical or mental challenges.
- has developed an understanding and knowledge of diversity and exceptionality in learners, families, cultures, and communities.
- understands learning theory, subject matter, curriculum development, and student development.
- knows how to select, construct, and use assessment strategies and instruments appropriate to the learning outcomes being evaluated and to other diagnostic purposes.
- understands the major areas of research on teaching and of resources available for professional learning.
- understands and implements laws related to students’ rights and teacher responsibilities.

Skills

The program graduate:

- can create interdisciplinary learning experiences that allow students to integrate knowledge, skills, and methods of inquiry from several subject areas.
- engages students in generating knowledge and testing hypotheses according to the methods of inquiry and standards of evidence used in the discipline.
- stimulates student reflection on prior knowledge and links new ideas to already familiar ideas, taking advantage of socially constructed modes of learning.
- makes connections to students’ experiences, providing opportunities for active engagement, manipulation, and testing of ideas and materials.
- encourages students to assume responsibility for learning.
- identifies and designs instruction using multiple strategies appropriate to students’ stage of development, learning styles, multi-intelligences, strengths, and particular learning differences and needs.
- meets individual student needs including identifying and accessing appropriate services and resources to meet exceptional learning needs.
- uses information about students’ families, cultures, and communities as a basis for connecting instruction to students’ experiences.
- brings multiple perspectives and worldviews to classroom instruction and discussions.
- creates a learning community in which individual differences are respected and valued.
- uses multiple teaching and learning strategies to engage students in experiential, individual, and socially constructed learning opportunities.
- provides leadership in the development of students’ critical thinking, problem solving, and performance capabilities.
- helps K-12 students assume responsibility for identifying and using learning resources.
- uses a range of strategies, including cooperative learning, to promote positive relationships, cooperation, and purposeful learning in the classroom.
- models effective nonverbal and verbal communication, including the use of a variety of media communication tools, including audio-visual aids and computers.
- provides leadership by asking questions that effectively stimulate discussion in a variety of ways; e.g. probing for learner understanding, helping students articulate their ideas and thinking processes, promoting risk-taking and problem-solving, facilitating factual recall, encouraging convergent and divergent thinking, and stimulating curiosity.
- engages students in individual and cooperative learning activities that help them develop the motivation to achieve.
- knows how to use knowledge of learning theory, subject matter, curriculum development, and student development in planning instruction to meet curriculum goals.
- takes into account contextual considerations (instructional materials, individual student interests, needs, and aptitudes, and community resources) in planning instruction.
- appropriately uses a variety of formal and informal assessment techniques (e.g. observation, portfolios of student work, teacher-made tests, performance assessments, student self-assessments, peer assessment, and standardized tests) to enhance her/his knowledge of learners, evaluate students’ progress and performances, and modify teaching and learning strategies.
- evaluates the effect of class activities and teaching strategies on individuals, groups, and the class as a whole.
- maintains useful records of student work and performance and can communicate student progress knowledgeably and responsibly, based on appropriate indicators to students, parents, and other colleagues.
- uses information about students and educational research as a basis for reflecting on and improving practice.
- demonstrates leadership by making links with the learners’ other environments on behalf of students, by consulting with parents, counselors, teachers of other classes and activities within the schools, and professionals in other community agencies.

- takes the lead in establishing respectful cooperative relationships with parents, guardians, and families from diverse home and community situations.

Dispositions

The program graduate:

- is disposed to use students' strengths as a basis for growth, and their errors as an opportunity for learning.
- respects every student as an individual with differing personal, family, cultural backgrounds, worldviews, and as having various talents and interests.
- values the role of students in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.
- values ongoing, documented assessment as essential to the instructional process and recognizes that many different assessment strategies are necessary for monitoring and promoting student learning.
- values both long-term and short-term planning.
- believes that plans must always be open to adjustment and revision based on student needs and changing circumstances.
- takes a leadership role in consulting with other adults regarding the education and well-being of her/his students.
- demonstrates leadership qualities through commitment to reflection, assessment, and critical thinking as an ongoing process.
- demonstrates leadership qualities through her/his commitment to engaging in and supporting appropriate professional practices.
- is concerned about all aspects of a child's well-being (cognitive, emotional, social, and physical), and is alert to signs of difficulties.

Field Experiences

Education candidates 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. Candidates may expect to complete their field experience in a location at least 65 miles from Dillon and should plan on additional financial resources to cover the costs of these experiences.

Experience in Cultural Diversity

All candidates in teacher education must complete a supervised field experience in a setting that serves persons of a culturally different background than that of the candidate. This experience must be completed prior to student teaching as part of ED 425 and ED 426. The field experience in cultural diversity must involve interaction with the students in the diverse setting thus providing a better understanding of the cultural group in relation to teaching and learning.

Behavioral Expectations

Every candidate who engages in a field experience or student teaching will undergo a state and federal 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 candidate 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 10 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 experiences. Candidates enroll in Student Teaching and the ED 499 capstone course concurrently.

Student Teaching Expectations

Involvement in extracurricular activities is a necessary part of student teaching. Candidates 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 candidates 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 graduation from Western. Candidates 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, Computer Science, Health & Human Performance, Library Media, Literacy, Music, Physical Education & Health, and Special Education. K-12 candidates graduate under the Secondary Education degree requirements.

All candidates 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 for which The University of Montana Western has a licensure program may enroll in a program leading to educator licensure. The degree must be from an accredited college.

To be eligible for educator licensure, candidates must complete all Major requirements with a minimum of 40 credits in a single field of specialization, with a 2.50 GPA. Candidates must complete the Professional Education core requirements with a GPA of 3.0 and no grade lower than B-. Candidates must complete the program requirements for the Teacher Education Program, including successful review of the Phase I, Phase II, and Phase III Portfolio, student teaching, and the capstone course ED 499. For details, refer to the latest version of the Teacher Education Program Student Handbook and the Portfolio requirements at http://www.umwestern.edu/shares/ed_share/.

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 all Major and Minor requirements with a grade no lower than C- and a GPA of at least 2.50, and must complete the Professional Education core requirements with a GPA of 3.0 and no grade lower than B-. Candidates must complete the program requirements for the Teacher Education Program, including successful review of the Phase I, Phase II, and Phase III Portfolio. For details, refer to the latest version of the Teacher Education Program Student Handbook and the Portfolio requirements at http://www.umwestern.edu/shares/ed_share/. 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 UMW and State of Montana standards. As 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 the Secondary conversion must be in an appropriate secondary setting. Student teaching is normally 12 weeks in length, plus completion of the capstone course (ED 499). 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, and pedagogy, with emphasis on classroom management and leadership, into effective research-based instructional practices. The Elementary Education program emphasizes integrated experiential learning based on the social constructivist philosophy.

Students majoring in Elementary Education may also select from Secondary Education-approved Minors, including the K-12 Minors of Art, Computer Science, Health & Human Performance, Library Media, Literacy, Music, 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 Coaching, Instructional Technology, Math, Science, and Social Studies. Although these Options are not licensure endorsements, they show evidence of additional study in these areas.

A grade of C- or higher is required in all General Education courses and all other degree requirements that are General Education courses.

A grade of B- or higher is required in all Professional Education courses.

**All Elementary Education candidates must purchase the Teacher Education Program Student Handbook at the Bookstore during their first year at Western.
The Teacher Education Program Student Handbook contains policies and procedures necessary from the first year of the program through completion.**

BS: ELEMENTARY EDUCATION CREDIT SUMMARY

General Education Requirements <i>Grade of C- or higher required in all courses</i>	
ARTS & HUMANITIES: 6 credits	
ART 101 Fundamentals of Art	2
DR 101 Drama Fundamentals	2
MUS 101 Music Fundamentals (2)	2
OR 2 semesters of any MUS 116/316/165/365	
ENGLISH: 8 credits	
ENG 102 Foundations of Language	4
Select 1 from the following:	4
ENG 162 Folk & Fairy Tales (4)	
ENG 163 Fantasy & Science Fiction (4)	
ENG 166 Literature & Politics (4)	
ENG 167 Literature & Gender (4)	
ENG 168 Literature & the Environment (4)	
ENG 169 Literature as Popular Culture (4)	
ENG 263 Early American Voices (4)	
ENG 264 American Romance (4)	
ENG 265 Realists, Naturalists, Modernists (4)	
ENG 266 Generations & Conflicts (4)	
MATHEMATICS: 8 credits	
MATH 105 Number Theory	4
MATH 106 Geometry	4
SCIENCE: 12 credits	
BIO 101 Introduction to Life Science	4
GEOL 101 Introduction to Geology	4
Select 1 from the following:	4
CHEM 101 Introduction to Chemistry (4)	
PHYS 101 Introduction to Physics (4)	
SOCIAL SCIENCE: 16 credits	
POLS 121 American Natl & State Government	4
Select 1 from the following:	4
GEOG 102 Human Geography (4)	
GEOG 202 Regional Geog of North America (4)	
Select 1 from the following:	4
ANTH 105 Intro to Cultural Anthropology (4)	
PSY 100 General Psychology (4)	
PSY 240 Intro to Group Dynamics (4)	
SOC 115 Intro to Sociology (4)	
Select 1 from the following:	4
HIST 111 Amer History to Civil War (4)	
HIST 112 Amer History Since Reconst (4)	
Total General Education Credits	50

Professional Education Requirements <i>Grade of B- or higher required in all courses</i>	
COMS 115 Computer Basics for Educators	4
ED 120 Becoming a Professional Educator	2
ED 234 Technology for Elem Teachers	4
ED 253 Psychol Found/Teaching/Learning	4
Select 1 from the following:	2
ED 210 Methods of Teaching Grammar (2)	
ED 258 Elem/Lang/Comp/Lit/Elem Tchrr (2)	
ED 270 Literacy, Language & Texts	4
ED 328 Curric/Instruc/Assess/Mgt	3
ED 329 Curric/Instr/Assess/Mgt Practicum	1
ED 332 Teach Sci/Inquiry/Elem School	3
ED 333 Teach Sci/Inquiry/Elem Sch Pract	1
ED 334 Teaching Soc Studies/Elem School	3
ED 335 Teach Soc Studies/Elem Sch Pract	1
ED 341 Exceptional Learner	3
ED 383 Appl/Educ Probab/Stats for Elem Teachers	1
ED 370 Teach Lang Arts/Reading w/Child Lit/El Schl	3
ED 371 Language Arts/Reading Practicum	1
ED 376 Arts Methods for Elem Teachers	2
ED 377 Teaching Math/Elementary School	3
ED 378 Teaching Math/Elem School Pract	1
ED 379 Music for Elementary Teachers	3
ED 381 Intro/Literacy/Assess/Instruction	3
ED 382 Intro/Literacy/Assess/ Instruc Pract	1
ED 425 Multicultural/Global Education	3
ED 426 Multicultural/Global Ed Practicum	1
HHP 241 Personal & Community Health	4
HHP 374 Elem School HPE	3
ED 472 Student Teaching-Elementary ¹	12
ED 499 Inquiry, Teaching, & Learning ²	2
Total Professional Education Credits	78

¹ A certificate of first aid & safety is required of all Elementary majors prior to student teaching

² Capstone course taken upon completion of all requirements for Student Teaching

BS: Elementary Education Total Credits.....128

See next page for suggested sequence in which to take required courses.

BS: ELEMENTARY EDUCATION

Preferred Course Sequence

Note: Courses italicized and in bold print may be taken in the same block.

FRESHMAN YEAR	
Fall Semester	Credits
ENG 102 Foundations of Language	4
COMS 115 Computer Basics for Educators	4
One of the following:	4
MATH 105 Number Theory (4)	
MATH 106 Geometry (4)	
POLS 121 American Natl & State Govt	4
Spring Semester	
<i>ED 120 Becoming a Professional Educator</i>	2
One of the following:	2
<i>ED 258 Elmnts Lang/Comp/Lit/Elem Tchrs (2)</i> <i>ED 210 Methods/ Teaching Grammar (2)</i>	
BIO 101 Intro to Life Science	4
One of the following:	4
HIST 111 Amer Hist to Civil War (4)	
HIST 112 Amer Hist to Reconstruction (4)	
One of the following English Literature Electives:	4
ENG 162 Folk & Fairy Tales (4)	
ENG 163 Fantasy & Science Fiction (4)	
ENG 166 Literature & Politics (4)	
ENG 167 Literature & Gender (4)	
ENG 168 Literature & the Environment (4)	
ENG 169 Literature as Popular Culture (4)	
ENG 263 Early American Voices (4)	
ENG 264 American Romance (4)	
ENG 265 Realists, Naturalists, Modernists (4)	
ENG 266 Generations & Conflicts (4)	
SOPHOMORE YEAR	
Fall Semester	
One of the following:	4
MATH 106 Geometry (4)	
MATH 105 Number Theory (4)	
GEOL 101 Intro to Geology	4
ED 253 Psych Foundations of Teach/Learning	4
One of the following:	2
<i>MUS 101 Fund of Music/Piano (2)</i>	
2 semesters any combination: MUS 116/316/165/365	
<i>ART 101 Fundamentals of Art (2)</i>	2
Spring Semester	
One of the following:	4
GEOG 102 Human Geography (4)	
GEOG 202 Reg Geog of North America (4)	
One of the following:	4
ANTH 105 Intro to Cultural Anthro (4)	
PSY 100 General Psychology (4)	
PSY 240 Intro to Group Dynamics (4)	
SOC 115 Intro to Sociology (4)	
ED 270 Language, Literacy, & Texts	4
One of the following:	4
CHEM 101 Intro to Chemistry (4)	
PHYS 101 Intro to Physics (4)	
Benchmark Phase I: TEP Interview Sophomore Year	

JUNIOR YEAR	
Fall Semester	Credits
ED 234 Technol for Elem Teachers	4
HHP 241 Personal & Community Health	4
<i>ED 341 Exceptional Learner</i>	3
<i>ED 383 Appl of Ed Probability & Statistics</i>	1
ED 328 Curric/Instruc/Assessmt/Mgt	3
ED 329 Curric/Instruc/Assessmt/Mgt Practicum	1
Spring Semester	
<i>HHP 374 Elem School Health & PE</i>	3
<i>DR 101 Drama Fundamentals</i>	2
<i>ED 379 Music for Elem Teachers</i>	3
<i>ED 376 Arts Methods for Elem Teachers</i>	2
ED 370 Teach Lang Arts/Reading w/Child Lit/El Schl	3
ED 371 Lang Arts/Reading Practicum	1
ED 381 Intro to Literacy/Assessmt/Instruction	3
ED 382 Intro to Literacy/Assessmt/Instruc Pract	1
SENIOR YEAR	
Fall Semester	
Benchmark Phase II: PRAXIS II Exams & TEP Interview – Senior Year, prior to Student Teaching	
ED 334 Teaching Soc Studies/Elem School	3
ED 335 Teaching Soc Studies/Elem School Pract	1
ED 425 Multicultural/Global Education	3
ED 426 Multicultural/Global Education Pract	1
ED 332 Teach Sci thru Inquiry/Elem School	3
ED 333 Teach Sci thru Inquiry/Elem Sch Pract	1
ED 377 Teach Math in Elem School	3
ED 378 Teach Math in Elem School Pract	1
Spring Semester	
*ED 472 Student Teaching – Elementary	12
Benchmark Phase III Portfolio & TEP Capstone	2
ED 499 Inquiry/Teaching/Learning	

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 Minor 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.

Refer to pages 131-134 for a full list of Minors that Elementary Education majors may also pursue.

**A student must maintain a 3.0 average in the following
Early Childhood core courses with no grade lower than a “C-”**

ED 142/143 Introduction to Early Childhood, & Lab
ED 144/145 Creating an Environment for Learning, & Lab
ED 240/241 Positive Child Discipline, & Lab
ED 242/243 Meeting the Needs of the Family, & Lab
ED 250/251 Child & Adolescent Growth & Development, & Lab
ED 320/321 Early Childhood Curriculum I, and Lab
ED 324/325 Early Childhood Curriculum II, and Lab

EARLY CHILDHOOD EDUCATION MINOR

ED 142 Intro to Early Childhood	1
ED 143 Intro to Early Childhood Lab	1
ED 144 Creating/Env't for Learning	2
ED 145 Creating/Env't for Learning Lab	1
ED 240 Positive Child Discipline	2
ED 241 Positive Child Discipline Lab	1
ED 242 Meeting the Needs of the Family	2
ED 243 Meeting the Needs of the Family Lab	1
ED 250 Child/Adolescent Growth/Devel	3
ED 251 Child/Adolescent Growth/Devel Lab	1
ED 320 Early Childhood Curriculum I	2
ED 321 Early Childhood Curriculum I Lab	1
ED 324 Early Childhood Curriculum II	2
ED 325 Early Childhood Curriculum II Lab	1
ED 341 Exceptional Learner	2
ED 344 Early Childhood Professional	2
ED 345 Early Childhood Professional Lab	1

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 Intro to Computers & Presentations	1
Select 1 from the following:	4
COMS 115 Comp Basics for Educators (4) OR COMS 102 Beg Word Processing (1) & COMS 104 Beg Powerpoint (1) & COMS 108 Beg Spreadsheets (1) & COMS 109 Beginning Database (1)	
COMS 210 Computer Hrdwr/Sftwr Mgt	3
COMS 234 Multimedia	2
COMS 240 Robotics in Education	1
COMS 334 Adv Multimedia	2
COMS Elective	1
ED 234 Technology for Elem Teachers	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 Trigonometry & Complex Numbers	4
MATH 131 Probability	4
MATH 232 Statistics	4
Select 1 from the following:	4
MATH 101 Logic (4) MATH 102 Linear Mathematics (4) MATH 103 Game Theory (4) MATH 107 Morphometrics (4) MATH 108 Graph Theory (4) MATH 109 Topics in Mathematics (4)	
Select 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.

Select 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 Hist/Philosophy of Science 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 this 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 Intro to Cultural Anthropology	4
HIST 371 Montana & the American West	4
PSY 100 General Psychology	4
SOC 115 Intro to Sociology	4
Select 1 from the following:	4
HIST 225 Africa & the Middle East (4) HIST 240 History of the Far East (4) HIST 274 World History (4)	
Total Credits	20

BACHELOR OF SCIENCE: SECONDARY EDUCATION

Candidates for the Bachelor of Science in Secondary Education degree may instruct grades 5-12 in the subject area in which they are prepared and become licensed to teach in Broadfield, Major, or Minor subject areas. Teacher candidates in Secondary Education must complete at least one Broadfield or Major in a teachable subject. Teacher candidates may be allowed to teach in their Minor area if they take a methods course and student teach in the specified area. It is advantageous to the student to have multiple teaching endorsements if they plan to teach in rural areas such as Montana.

A grade of C- or higher is required in all General Education courses and all other degree requirements that are General Education courses.

A grade of B- or higher is required in all Professional Education courses.

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

<i>BS Secondary Education or K-12 Major Preferred Sequence of Education Courses and TEP Continuous Assessment</i>							
Freshman Year		Sophomore Year		Junior Year		Senior Year	
Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
	ED 120	ED 253	HHP 245 or HHP 241	ED 341	ED 328/29 Methods Course (now or next semester)	ED 425/426	ED 473 or 474 ED 499
		<i>TEP Phase I interview (fall or spring of sophomore year)</i>				<i>Benchmark Phase II - PRAXIS II exams & TEP interview - prior to Student Teaching</i>	<i>TEP Phase III Portfolio</i>

BS: SECONDARY EDUCATION

ART K-12 MAJOR

CREDIT SUMMARY

GENERAL EDUCATION – see page 65

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

General Education Credits 31-32

ART K-12 MAJOR

ART 141 Drawing	4
ART 143 Design & Color Theory	4
ART 211 Art History	4
ART 212 Art History II	4
ART 231 Clay I [3-D]	4
In consultation with advisor select <u>two</u> 2-D courses, <u>two</u> 3-D courses, <u>one</u> elective course, and <u>four</u> Advanced Studio credits from the following:	24
ART 221 3-D Design/Crafts [3-D] (4)	
ART 225 Computer Art [2-D] (4)	
ART 232 Clay II [3-D] (4)	
ART 267 Approaches in Contemp Art (4)	
ART 270 Photography [2-D] (4)	
ART 311 Topics in Art History (1-4)	
ART 343 Printmaking [2-D] (4)	
ART 347 Glassblowing [3-D] (4)	
ART 361 Painting & Nature [2-D] (4)	
ART 367 Painting & Mixed Media [2-D] (4)	
ART 371 Sculpture [3-D] (4)	
ART 380 Artist Blacksmithing [3-D] (4)	
ART 381 Art Media Workshop (4)	
ART 422 Jewelry [3-D] (4)	
ART 423 Jewelry [3-D] (4)	
ART 447 Fiber Arts [3-D] (4)	
ART 478-489 Advanced Studio (1-4)	

Major Credits 44

PROFESSIONAL EDUCATION CORE

ED 120 Becoming a Prof Educator	2
ED 253 Psychol Found Teach/Learning	4
ED 328 Curric/Instruc/Assess/Mgt	3
ED 329 Curric/Instr/Assess/Mgt Practicum	1
ED 341 Exceptional Learner	3
ED 425 Multicultural/Global Education ¹	3
ED 426 Multicultural/Global Educ Practicum ¹	1
ART 351 Methods/Materials of Art	4
Take 1 from the following:	3-4
HHP 241 Personal/Comm Health (4)	
HHP 245 Human Sexuality (3)	
¹ Students are strongly encouraged to take ANTH 105 as an elective prior to enrolling in ED 425/426	
A certificate of first aid & safety is required of all Secondary Education majors prior to student teaching.	

Professional Ed Core Credits 24-25

ELECTIVE REQUIREMENTS

Complete 13-15 credits from any catalog courses

Elective Credits 13-15

STUDENT TEACHING

ED 474 Student Teaching K-12	12
ED 499 Inquiry, Teaching, & Learning	2

Student Teaching Credits 14

TOTAL CREDITS REQUIRED 128

BS: SECONDARY EDUCATION

ART K-12 BROADFIELD MAJOR

CREDIT SUMMARY

GENERAL EDUCATION – see page 65

Taking ART rubric courses is recommended to fulfill both Gen Ed Humanities categories for this Major
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General Education Credits **31-32**

ART K-12 BROADFIELD MAJOR

Major Credits **56**

ART 141 Drawing	4
ART 143 Design & Color Theory	4
ART 211 Art History	4
ART 212 Art History II	4
ART 231 Clay I [3-D]	4
In consultation with advisor select <u>two</u> 2-D courses, <u>two</u> 3-D courses, <u>up to three</u> elective courses, and <u>up to 12</u> Advanced Studio credits from:	36
ART 221 3-D Design/Crafts [3-D] (4)	
ART 225 Computer Art [2-D] (4)	
ART 232 Clay II [3-D] (4)	
ART 267 Approaches in Contemp Art (4)	
ART 270 Photography [2-D] (4)	
ART 311 Topics in Art History (1-4)	
ART 343 Printmaking [2-D] (4)	
ART 347 Glassblowing [3-D] (4)	
ART 361 Painting & Nature [2-D] (4)	
ART 367 Painting & Mixed Media [2-D] (4)	
ART 371 Sculpture [3-D] (4)	
ART 380 Artist Blacksmithing [3-D] (4)	
ART 381 Art Media Workshop (4)	
ART 422 Jewelry [3-D] (4)	
ART 423 Jewelry [3-D] (4)	
ART 447 Fiber Arts [3-D] (4)	
ART 478-489 Advanced Studio (1-4)	

PROFESSIONAL EDUCATION CORE

Professional Ed Core Credits **24-25**

ED 120 Becoming a Prof Educator	2
ED 253 Psychol Found Teach/Learning	4
ED 328 Curric/Instruc/Assess/Mgt	3
ED 329 Curric/Instr/Assess/Mgt Practicum	1
ED 341 Exceptional Learner	3
ED 425 Multicultural/Global Education ¹	3
ED 426 Multicultural/Global Educ Practicum ¹	1
ART 351 Meth/Mat of Art	4
Select 1 from the following:	3-4
HHP 241 Personal/Comm Health (4)	
HHP 245 Human Sexuality (3)	
¹ Students are strongly encouraged to take ANTH 105 as an elective prior to enrolling in ED 425/426	
A certificate of first aid & safety is required of all Secondary Education majors prior to student teaching.	

ELECTIVE REQUIREMENTS

Elective Credits **1-3**

Complete 1-3 credits from any catalog courses

STUDENT TEACHING

Student Teaching Credits **14**

ED 474 Student Teaching K-12	12
ED 499 Inquiry, Teaching, & Learning	2

TOTAL CREDITS REQUIRED 128

BS: SECONDARY EDUCATION BIOLOGY MAJOR CREDIT SUMMARY

GENERAL EDUCATION – see page 65

MATH 131 Probability	4
Select 1 of the following:	4
BIO 111 Biology I (4)	
BIO 112 Biology II (4)	

General Education Credits **31-32**

BIOLOGY MAJOR

Complete course not taken as Gen Ed:	4
BIO 111 Biology I (4)	
BIO 112 Biology II (4)	
BIO 255 Cell Biology	4
BIO 262 Microbiology	4
BIO 343 Genetics	4
BIO 371 Human Anatomy & Physiology	4
BIO 372 Human Anatomy & Physiology	4
BIO 450 Evolution	4
BIO 477 Ecology	4
CHEM 131 General Chemistry	4
CHEM 132 General Chemistry	4
ENVS/PHIL History & Philosophy of Science	4
MATH 232 Statistics	4
Select 1 from the following:	4
BIO 114 Plant Kingdom (4)	
BIO 355 Systematic Botany (4)	

Major Credits **52**

PROFESSIONAL EDUCATION CORE

ED 120 Becoming a Prof Educator	2
ED 253 Psychol Found Teach/Learning	4
ED 328 Curric/Instruc/Assess/Mgt	3
ED 329 Curric/Instr/Assess/Mgt Practicum	1
ED 341 Exceptional Learner	3
ED 425 Multicultural/Global Education ¹	3
ED 426 Multicultural/Global Educ Practicum ¹	1
ED 355 Meth/Mat of Exper Sci Ed	4
Select 1 from the following:	3-4
HHP 241 Personal/Comm Health (4)	
HHP 245 Human Sexuality (3)	
¹ Students are strongly encouraged to take ANTH 105 as an elective prior to enrolling in ED 425/426	
A certificate of first aid & safety is required of all Secondary Education majors prior to student teaching.	

Professional Ed Core Credits **24-25**

ELECTIVE REQUIREMENTS

Complete 5-7 credits from any catalog courses	
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Elective Credits **5-7**

STUDENT TEACHING

ED 474 Student Teaching-Secondary	12
ED 499 Inquiry, Teaching, & Learning	2

Student Teaching Credits **14**

TOTAL CREDITS REQUIRED 128

BS: SECONDARY EDUCATION

BUSINESS & COMPUTER APPLICATIONS MAJOR

CREDIT SUMMARY

GENERAL EDUCATION – see page 65

ECON 250 Principles of Economics	4
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General Education Credits **31-32**

BUSINESS & COMPUTER APPLICATIONS MAJOR

BUS 201 Entrepreneurship	3
BUS 217 Bus/Electronic Communications	4
BUS 241 Financial Accounting	3
BUS 242 Managerial Accounting	3
BUS 280 Business Law	4
COMS 101 Intro to Computers & Presentations	1
COMS 126 Networking Fund (CISCO I)	4
COMS 205 Business Info Systems	3
COMS 210 Computer Hardware/Software Mgt	3
COMS 260 Word Processing & Applications	4
COMS 265 Spreadsheets & Applications	4
COMS 339 Database Management	3
Select 1 from the following:	3
BUS 325 Prin/Practices of Management (3)	
BUS 347 Prin/Practices of Marketing (3)	
Select 2 from the following:	4-7
COMS 111 Programming Fundamentals (3)	
COMS 234 Multimedia (2)	
COMS 334 Advanced Multimedia (2)	
COMS 387 Telecommunications (3)	
COMS 420 Certif/Hrdwr/Sftwr/Networking (4)	

Major Credits **46-49**

PROFESSIONAL EDUCATION CORE

ED 120 Becoming a Prof Educator	2
ED 253 Psychol Found Teach/Learning	4
ED 328 Curric/Instruc/Assess/Mgt	3
ED 329 Curric/Instr/Assess/Mgt Practicum	1
ED 341 Exceptional Learner	3
ED 425 Multicultural/Global Education ¹	3
ED 426 Multicultural/Global Educ Practicum ¹	1
BUS 351 Meth/Mat of Business Theory Subjects	2
COMS 351 Meth/Mat in Computer Applications	2
Select 1 from the following:	3-4
HHP 241 Personal/Comm Health (4)	
HHP 245 Human Sexuality (3)	
¹ Students are strongly encouraged to take ANTH 105 as an elective prior to enrolling in ED 425/426	
A certificate of first aid & safety is required of all Secondary Education majors prior to student teaching.	

Professional Ed Core Credits **24-25**

ELECTIVE REQUIREMENTS

Complete 8-13 credits from any catalog courses	
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Elective Credits **8-13**

STUDENT TEACHING

ED 473 Student Teaching-Secondary	12
ED 499 Inquiry, Teaching, & Learning	2

Student Teaching Credits **14**

TOTAL CREDITS REQUIRED 128

BS: SECONDARY EDUCATION

BUSINESS & COMPUTER APPLICATIONS BROADFIELD MAJOR

CREDIT SUMMARY

GENERAL EDUCATION – see page 65

ECON 250 Principles of Economics	4
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General Education Credits **31-32**

BUSINESS & COMPUTER APPLICATIONS BROADFIELD MAJOR

BUS 201 Entrepreneurship	3
BUS 217 Bus/Electronic Communications	4
BUS 241 Financial Accounting	3
BUS 242 Managerial Accounting	3
BUS 280 Business Law	4
COMS 101 Intro to Computers & Presentations	1
COMS 126 Networking Fund (CISCO I)	4
COMS 205 Business Info Sysems	3
COMS 210 Computer Hardware/Software Mgt	3
COMS 260 Word Processing & Applications	4
COMS 265 Spreadsheets & Applications	4
COMS 339 Database Management	3
COMS 403 Systems Analysis & Design	4
Select 2 from the following:	6
BUS 202 Customer Service (3)	
BUS 325 Prin/Practices of Management (3)	
BUS 347 Prin/Practices of Marketing (3)	
HTR 204 Leadership (3)	
Select 2 from the following:	4-8
COMS 111 Programming Fundamentals (3)	
COMS 176 Intro/Router Technol (CISCO II) (4)	
COMS 234 Multimedia (2)	
COMS 334 Advanced Multimedia (2)	
COMS 387 Telecommunications (3)	
COMS 420 Certif/Hrdwr/Sftwr/Networking (4)	

Major Credits **53-57**

PROFESSIONAL EDUCATION CORE

ED 120 Becoming a Prof Educator	2
ED 253 Psychol Found Teach/Learning	4
ED 328 Curric/Instruc/Assess/Mgt	3
ED 329 Curric/Instr/Assess/Mgt Practicum	1
ED 341 Exceptional Learner	3
ED 425 Multicultural/Global Education ¹	3
ED 426 Multicultural/Global Ed Practicum ¹	1
BUS 351 Meth/Mat of Business Theory Subjects	2
COMS 351 Meth/Mat in Computer Applications	2
Select 1 from the following:	3-4
HHP 241 Personal/Comm Health (4)	
HHP 245 Human Sexuality (3)	
¹ Students are strongly encouraged to take ANTH 105 as an elective prior to enrolling in ED 425/426	
A certificate of first aid & safety is required of all Secondary Education majors prior to student teaching.	

Professional Ed Core Credits **24-25**

ELECTIVE REQUIREMENTS

Select 0-6 credits from any catalog courses	
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Elective Credits **0-6**

STUDENT TEACHING

ED 473 Student Teaching-Secondary	12
ED 499 Inquiry, Teaching, & Learning	2

Student Teaching Credits **14**

TOTAL CREDITS REQUIRED 128

BS: SECONDARY EDUCATION
EARTH SCIENCE MAJOR
CREDIT SUMMARY

GENERAL EDUCATION – see page 65

CHEM 131 General Chemistry	4
MATH 131 Probability	4
Select 1 from the following:	4
GEOL 101 Intro to Geology (4)	
GEOL 150 Environmental Geology (4)	

General Education Credits **31-32**

EARTH SCIENCE MAJOR

CHEM 132 General Chemistry	4
ENVS 201 Hist/Philosophy of Science	4
ENVS 348 Soil Science	4
GEOL 226 Rocks, Minerals & Resources	4
GEOL 230 Geology of the American West	4
GEOL 330 Structure & Tectonics	4
GEOL 378 Surficial Processes	4
GEOL 409 Geology Seminar	4
GEOL 432 Depositional Environments	4
MATH 232 Statistics	4
PHYS 239 Physical Meteorology	4
PHYS 240 Astronomy	4

Major Credits **48**

PROFESSIONAL EDUCATION CORE

ED 120 Becoming a Prof Educator	2
ED 253 Psychol Found Teach/Learning	4
ED 328 Curric/Instruc/Assess/Mgt	3
ED 329 Curric/Instr/Assess/Mgt Practicum	1
ED 341 Exceptional Learner	3
ED 425 Multicultural/Global Education ¹	3
ED 426 Multicultural/Global Educ Practicum ¹	1
ED 355 Meth/Mat of Exper Sci Education	4
Select 1 from the following:	3-4
HHP 241 Personal/Comm Health (4)	
HHP 245 Human Sexuality (3)	
¹ Students are strongly encouraged to take ANTH 105 as an elective prior to enrolling in ED 425/426	
A certificate of first aid & safety is required of all Secondary Education majors prior to student teaching.	

Professional Ed Core Credits **24-25**

ELECTIVE REQUIREMENTS

Complete 9-11 credits from any catalog courses
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Elective Credits **9-11**

STUDENT TEACHING

ED 473 Student Teaching-Secondary	12
ED 499 Inquiry, Teaching, & Learning	2

Student Teaching Credits **14**

TOTAL CREDITS REQUIRED 128

BS: SECONDARY EDUCATION

ENGLISH MAJOR

CREDIT SUMMARY

GENERAL EDUCATION – see page 65

General Education Credits 31-32

ENGLISH MAJOR

Major Credits 44

DR 241 Play Production/Intro to Directing	4
ENG 279 Fund of Literary Theory	4
ENG 280 Visions of America	4
ENG 320 Literature in Translation	4
ENG 413 Hist/Struc/Nature of Language	4
Select 1 from the following:	4
ED 445 Content Literacy Instruc & Young Adult Lit/Middle & High School ² (4)	
ENG 360 Young Adult Literature (4)	
Select 1 from the following:	4
ENG 301 Poetry Workshop (4)	
ENG 302 Fiction Workshop (4)	
ENG 303 Nonfiction Workshop (4)	
Select 2 from the following:	8
ENG 263 Early American Voices (4)	
ENG 264 American Romance (4)	
ENG 265 Realists/Naturalists/Modernists(4)	
ENG 266 Generations & Conflicts (4)	
ENG 273 The Oral Tradition (4)	
ENG 274 The Manuscript Tradition (4)	
ENG 275 The Print Culture (4)	
ENG 276 The Declining Empire (4)	
Select 2 from any 400 level ENG courses	8

² Required for Literacy Minor

PROFESSIONAL EDUCATION CORE

Professional Ed Core Credits 24-25

ED 120 Becoming a Prof Educator	2
ED 253 Psychol Found Teach/Learning	4
ED 328 Curric/Instruc/Assess/Mgt	3
ED 329 Curric/Instr/Assess/Mgt Practicum	1
ED 341 Exceptional Learner	3
ED 425 Multicultural/Global Education ¹	3
ED 426 Multicultural/Global Educ Practicum ¹	1
ENG 351 Teaching Composition & Lit	4
Select 1 from the following:	3-4
HHP 241 Personal/Comm Health (4)	
HHP 245 Human Sexuality (3)	
¹ Students are strongly encouraged to take ANTH 105 as an elective prior to enrolling in ED 425/426	
A certificate of first aid & safety is required of all Secondary Education majors prior to student teaching.	

ELECTIVE REQUIREMENTS

Elective Credits 13-15

Complete 13-15 credits from any catalog courses

STUDENT TEACHING

Student Teaching Credits 14

ED 473 Student Teaching-Secondary	12
ED 499 Inquiry, Teaching, & Learning	2

TOTAL CREDITS REQUIRED 128

BS: SECONDARY EDUCATION

GENERAL SCIENCE BROADFIELD MAJOR

CREDIT SUMMARY

GENERAL EDUCATION – see page 65

MATH 201 Calculus I	4
BIO 111 Biology I	4
Select 1 from the following:	4
GEOL 101 Intro to Geology (4)	
GEOL 150 Environmental Geology (4)	

General Education Credits **31-32**

GENERAL SCIENCE BROADFIELD MAJOR

BIO 255 Cell Biology	4
BIO 343 Genetics	4
BIO 450 Evolution	4
CHEM 131 General Chemistry	4
CHEM 132 General Chemistry	4
CHEM 331 Organic Chemistry	4
CHEM 332 Organic Chemistry	4
GEOL 226 Rocks/Minerals/Resources	4
GEOL 432 Depositional Environments	4
PHYS 233 General Physics	4
PHYS 234 General Physics II	4
PHYS 235 General Physics III	4
PHYS 240 Astronomy	4
Select 1 from the following:	4
BIO 114 Plant Kingdom (4)	
BIO 355 Systematic Botany (4)	

Major Credits **56**

PROFESSIONAL EDUCATION CORE

ED 120 Becoming a Prof Educator	2
ED 253 Psychol Found Teach/Learning	4
ED 328 Curric/Instruc/Assess/Mgt	3
ED 329 Curric/Instr/Assess/Mgt Practicum	1
ED 341 Exceptional Learner	3
ED 425 Multicultural/Global Education ¹	3
ED 426 Multicultural/Global Educ Practicum ¹	1
ED 355 Meth/Mat of Exper Sci Ed	4
Select 1 from the following:	3-4
HHP 241 Personal/Comm Health (4)	
HHP 245 Human Sexuality (3)	
¹ Students are strongly encouraged to take ANTH 105 as an elective prior to enrolling in ED 425/426	
A certificate of first aid & safety is required of all Secondary Education majors prior to student teaching.	

Professional Ed Core Credits **24-25**

ELECTIVE REQUIREMENTS

Complete 1-3 credits from any catalog courses

Elective Credits **1-3**

STUDENT TEACHING

ED 473 Student Teaching-Secondary	12
ED 499 Inquiry, Teaching, & Learning	2

Student Teaching Credits **14**

TOTAL CREDITS REQUIRED 128

BS: SECONDARY EDUCATION

HISTORY MAJOR

CREDIT SUMMARY

GENERAL EDUCATION – see page 65

General Education Credits **31-32**

HISTORY MAJOR

Major Credits **36**

HIST 101 Western Civilization I	4
HIST 102 Western Civilization II	4
HIST 111 Amer Hist to Civil War	4
HIST 112 Amer History Since Reconstruction	4
HIST 371 Montana & the American West	4
Select 1 from the following:	4
HIST 225 Africa & the Middle East (4)	
HIST 240 History of the Far East (4)	
Select 1 from the following:	4
HIST 452 European Intellectual History (4)	
HIST 456 US Cultural History (4)	
Select 2 from the following:	8
HIST 320 History of Central Europe I (4)	
HIST 321 History of Central Europe II (4)	
HIST 325 History of the Mass Media (4)	
HIST 360 Cold War Europe (4)	
HIST 362 African-American History (4)	
HIST 370 Women's History (4)	
HIST 380 Modern Europe (4)	
HIST 409 Seminar (4)	
HIST 452 European Intellectual History (4)	
HIST 456 US Cultural History (4)	
POLS 313 Intntl Rel/American Diplomacy (4)	
POLS 321 Comparative Politics (4)	
POLS 341 Political Economy (4)	

PROFESSIONAL EDUCATION CORE

Professional Ed Core Credits **24-25**

ED 120 Becoming a Prof Educator	2
ED 253 Psychol Found Teach/Learning	4
ED 328 Curric/Instruc/Assess/Mgt	3
ED 329 Curric/Instr/Assess/Mgt Practicum	1
ED 341 Exceptional Learner	3
ED 425 Multicultural/Global Education ¹	3
ED 426 Multicultural/Global Educ Practicum ¹	1
ED 357 Meth/Mat in Social Science	4
Select 1 from the following:	3-4
HHP 241 Personal/Comm Health (4)	
HHP 245 Human Sexuality (3)	
¹ Students are strongly encouraged to take ANTH 105 as an elective prior to enrolling in ED 425/426	
A certificate of first aid & safety is required of all Secondary Education majors prior to student teaching.	

ELECTIVE REQUIREMENTS

Elective Credits **21-23**

Complete 21-23 credits from any catalog courses

STUDENT TEACHING

Student Teaching Credits **14**

ED 473 Student Teaching-Secondary	12
ED 499 Inquiry, Teaching, & Learning	2

TOTAL CREDITS REQUIRED **128**

BS: SECONDARY EDUCATION

INDUSTRIAL TECHNOLOGY MAJOR

CREDIT SUMMARY

GENERAL EDUCATION – see page 65

CHEM 101 Intro to Chemistry	4
PHYS 101 Intro to Physics	4

General Education Credits **31-32**

INDUSTRIAL TECHNOLOGY MAJOR

COMS 210 Comp Hrdwr/Sftwr Mgt	3
IT 120 Power/Energy/Transport Fund	4
IT 130 Graphic Communication	4
IT 140 Materials Processing	4
IT 220 Applied Electricity & Electronics	3
IT 235 Computer-Aided Design/Manufact	4
IT 240 Wood/Synthetic Product Systems	3
IT 241 Metal Product Systems	3
IT 311 Technology Lab Mgt	2
IT 350 Struct Analysis/Const Technology	4
IT 440 Manufacturing Technology	3

Major Credits **37**

PROFESSIONAL EDUCATION CORE

ED 120 Becoming a Prof Educator	2
ED 253 Psychol Found Teach/Learning	4
ED 328 Curric/Instruc/Assess/Mgt	3
ED 329 Curric/Instr/Assess/Mgt Practicum	1
ED 341 Exceptional Learner	3
ED 425 Multicultural/Global Education ¹	3
ED 426 Multicultural/Global Educ Practicum ¹	1
IT 351 Meth/Mat in Industrial Technology	4
Select 1 from the following:	3-4
HHP 241 Personal/Comm Health (4)	
HHP 245 Human Sexuality (3)	
¹ Students are strongly encouraged to take ANTH 105 as an elective prior to enrolling in ED 425/426	
A certificate of first aid & safety is required of all Secondary Education majors prior to student teaching.	

Professional Ed Core Credits **24-25**

ELECTIVE REQUIREMENTS

Complete 20-22 credits from any catalog courses

Elective Credits **20-22**

STUDENT TEACHING

ED 473 Student Teaching-Secondary	12
ED 499 Inquiry, Teaching, & Learning	2

Student Teaching Credits **14**

TOTAL CREDITS REQUIRED 128

BS: SECONDARY EDUCATION MATHEMATICS MAJOR CREDIT SUMMARY

GENERAL EDUCATION – see page 65

General Education Credits 31-32

PHYS 233 General Physics	4
Select 1 from the following:	4
MATH 101 Logic (4)	
MATH 103 Game Theory (4)	
MATH 107 Morphometrics (4)	
MATH 108 Graph Theory (4)	
MATH 109 Topics in Math (4)	
MATH 112 Trig & Complex Numbers (4)	
MATH 131 Probability (4)	

MATHEMATICS MAJOR

Major Credits 43-44

MATH 201 Calculus I	4
MATH 202 Calculus II	4
MATH 203 Calculus III	4
MATH 260 Linear Algebra	4
MATH 304 Ordinary Diff Equations	4
MATH 341 College Geometry	4
MATH 342 History of Mathematics	4
MATH 343 Foundations of Mathematics	4
MATH 498 Thesis	4
Select 1 from the following:	3-4
COMS 111 Programming Fundamentals (3)	
MATH 210 Computer Math (4)	
Select 1 from the following:	4
MATH 232 Statistics (4)	
MATH 333 Math Statistics (4)	

PROFESSIONAL EDUCATION CORE

Professional Ed Core Credits 24-25

ED 120 Becoming a Prof Educator	2
ED 253 Psychol Found Teach/Learning	4
ED 328 Curric/Instruc/Assess/Mgt	3
ED 329 Curric/Instr/Assess/Mgt Practicum	1
ED 341 Exceptional Learner	3
ED 425 Multicultural/Global Education ¹	3
ED 426 Multicultural/Global Educ Practicum ¹	1
MATH 351 Meth/Mat in Mathematics	4
Select 1 from the following:	3-4
HHP 241 Personal/Comm Health (4)	
HHP 245 Human Sexuality (3)	
¹ Students are strongly encouraged to take ANTH 105 as an elective prior to enrolling in ED 425/426	
A certificate of first aid & safety is required of all Secondary Education majors prior to student teaching.	

ELECTIVE REQUIREMENTS

Elective Credits 13-16

Complete 13-16 credits from any catalog courses

STUDENT TEACHING

Student Teaching Credits 14

ED 473 Student Teaching-Secondary	12
ED 499 Inquiry, Teaching, & Learning	2

TOTAL CREDITS REQUIRED 128

BS: SECONDARY EDUCATION

MATHEMATICS BROADFIELD MAJOR

CREDIT SUMMARY

GENERAL EDUCATION – see page 65

PHYS 233 General Physics	4
Select 1 from the following:	4
MATH 101 Logic (4)	
MATH 103 Game Theory (4)	
MATH 107 Morphometrics (4)	
MATH 108 Graph Theory (4)	
MATH 131 Probability (4)	

General Education Credits **31-32**

MATHEMATICS BROADFIELD MAJOR

MATH 201 Calculus I	4
MATH 202 Calculus II	4
MATH 203 Calculus III	4
MATH 260 Linear Algebra	4
MATH 304 Ordinary Differential Equations	4
MATH 341 College Geometry	4
MATH 342 History of Mathematics	4
MATH 343 Foundations of Mathematics	4
MATH 498 Thesis	4
Select 1 from the following:	3-4
COMS 111 Programming Fundamentals (3)	
MATH 210 Computer Math (4)	
Select 1 from the following:	4
MATH 232 Statistics (4)	
MATH 333 Mathematical Statistics (4)	
Select 1 from the following:	4
MATH 401 Deterministic Modeling (4)	
MATH 433 Stochastic Modeling (4)	
Select 1 from the following:	4
MATH 441 Advanced Calculus (4)	
MATH 442 Complex Variables (4)	
Select 1 from the following:	4
MATH 443 Abstract Algebra (4)	
MATH 444 Advanced Number Theory (4)	

Major Credits **55-56**

PROFESSIONAL EDUCATION CORE

ED 120 Becoming a Prof Educator	2
ED 253 Psychol Found Teach/Learning	4
ED 328 Curric/Instruc/Assess/Mgt	3
ED 329 Curric/Instr/Assess/Mgt Practicum	1
ED 341 Exceptional Learner	3
ED 425 Multicultural/Global Education ¹	3
ED 426 Multicultural/Global Educ Practicum ¹	1
MATH 351 Meth/Mat in Mathematics	4
Select 1 from the following:	3-4
HHP 241 Personal/Comm Health (4)	
HHP 245 Human Sexuality (3)	
¹ Students are strongly encouraged to take ANTH 105 as an elective prior to enrolling in ED 425/426	
A certificate of first aid & safety is required of all Secondary Education majors prior to student teaching.	

Professional Ed Core Credits **24-25**

ELECTIVE REQUIREMENTS

Complete 1-4 credits from any catalog courses

Elective Credits **1-4**

STUDENT TEACHING

ED 473 Student Teaching-Secondary	12
ED 499 Inquiry, Teaching, & Learning	2

Student Teaching Credits **14**

TOTAL CREDITS REQUIRED 128

BS: SECONDARY EDUCATION

PHYSICAL EDUCATION & HEALTH K-12 MAJOR

CREDIT SUMMARY

GENERAL EDUCATION – see page 65

General Education Credits **31-32**

PHYSICAL EDUCATION & HEALTH K-12 MAJOR

Major Credits **47**

HHP 102 Fitness for Life	4
HHP 123 Swimming	1
HHP 140 Found/Hlth/Human Performance	2
HHP 142 Fund of Human Movement	2
HHP 201 Team Sport Methods/Tech	3
HHP 202 Indiv/Dual Sport Meth/Tech	3
HHP 205 Dance/Rhythm Meth/Tech I	1
HHP 206 Dance/Rhythm Meth/Tech II	1
HHP 241 Personal/Community Health	4
HHP 245 Human Sexuality	3
HHP 315 Anat/Mechanical Kinesiology	4
HHP 317 Physiol/Psychomotor Kinesiology	4
HHP 347 Org/Admin/Health Enhancement	4
HHP 364 Nutrition	4
HHP 374 Elem School HPE	3
HHP 375 Elem/Secondary Practicum	1
HHP 454 Adapted PE & Recreation	3

A Coaching Option is available with any Education degree, but does not lead to licensure (see page 134).

PROFESSIONAL EDUCATION CORE

Professional Ed Core Credits **24-25**

ED 120 Becoming a Prof Educator	2
ED 253 Psychol Found Teach/Learning	4
ED 328 Curric/Instruc/Assess/Mgt	3
ED 329 Curric/Instr/Assess/Mgt Practicum	1
ED 341 Exceptional Learner	3
ED 425 Multicultural/Global Education ¹	3
ED 426 Multicultural/Global Educ Practicum ¹	1
HHP 351 Meth/Mat in Health Enhancement	4
Select 1 from the following:	3-4
HHP 241 Personal/Comm Health (4)	
HHP 245 Human Sexuality (3)	
¹ Students are strongly encouraged to take ANTH 105 as an elective prior to enrolling in ED 425/426	
A certificate of first aid & safety is required of all Secondary Education majors prior to student teaching.	

ELECTIVE REQUIREMENTS

Elective Credits **10-12**

Complete 10-12 credits from any catalog courses

STUDENT TEACHING

Student Teaching Credits **14**

ED 474 Student Teaching K-12	12
ED 499 Inquiry, Teaching, & Learning	2

TOTAL CREDITS REQUIRED **128**

BS: SECONDARY EDUCATION

SOCIAL SCIENCE BROADFIELD MAJOR

CREDIT SUMMARY

GENERAL EDUCATION – see page 65

MATH 131 Probability	4
May use Behavioral & Social Science choices for Gen Ed that fulfill requirements for the Broadfield Major	7-8

General Education Credits **31-32**

SOCIAL SCIENCE BROADFIELD MAJOR

ECON/GEOG/POLS 201 The World Economy	4
HIST 111 Amer Hist to Civil War	4
HIST 112 Amer Hist Since Reconstruction	4
HIST 220 Intro to Research Methods	4
HIST 371 Montana & the American West	4
HIST 409 Seminar	4
Upper Level History Elective	4
POLS 121 American National/State Govt	4
POLS 250 Political Theory	4
SOC 115 Intro to Sociology	4
SOC 425 MT Indian Sovereignty	4
Select 1 from the following:	4
ANTH 105 Intro to Cultrl Anthro (4)	
GEOG 102 Human Geography (4)	
GEOG 202 Regional Geog of North America (4)	
Select 1 from the following:	4
HIST 225 Africa & the Middle East (4)	
HIST 240 History of the Far East (4)	
HIST 274 World History (4)	
Select 1 from the following:	4
HIST 452 European Intellec Hist (4)	
HIST 456 US Cultural Hist (4)	
Select 1 from the following:	4
POLS 313 Intntl Rel/Amer Diplomacy (4)	
POLS 321 Comparative Politics (4)	
POLS 341 Political Economy (4)	
POLS 409 Seminar (4)	
POLS 470 Constitutional Law (4)	

Major Credits **56**

PROFESSIONAL EDUCATION CORE

ED 120 Becoming a Prof Educator	2
ED 253 Psychol Found Teach/Learning	4
ED 328 Curric/Instruc/Assess/Mgt	3
ED 329 Curric/Instr/Assess/Mgt Practicum	1
ED 341 Exceptional Learner	3
ED 425 Multicultural/Global Education ¹	3
ED 426 Multicultural/Global Educ Practicum ¹	1
ED 357 Meth/Mat in Social Science	4
Select 1 from the following:	3-4
HHP 241 Personal/Comm Health (4)	
HHP 245 Human Sexuality (3)	
¹ Students are strongly encouraged to take ANTH 105 as an elective prior to enrolling in ED 425/426	
A certificate of first aid & safety is required of all Secondary Education majors prior to student teaching.	

Professional Ed Core Credits **24-25**

ELECTIVE REQUIREMENTS

Complete 1-3 credits from any catalog courses

Elective Credits **1-3**

STUDENT TEACHING

ED 473 Student Teaching-Secondary	12
ED 499 Inquiry, Teaching, & Learning	2

Student Teaching Credits **14**

TOTAL CREDITS REQUIRED 128

BS: SECONDARY EDUCATION

CREDIT SUMMARY – Minor Areas

Elementary Education majors may also pursue any of the Minors listed for Secondary Education and K-12.

ART K-12 MINOR

ART 105 Intro to Art & Design	4
ART 141 Drawing	4
ART 211 Art History	4
ART 212 Art History II	4
ART 231 Clay I [3-D]	4
ART 351 Methods/Materials of Art	4
In consultation with advisor, select <u>one</u> 2-D course, <u>one</u> 3-D course, and <u>one</u> elective course from the following:	12
ART 221 3-D Design/Crafts [3-D] (4)	
ART 225 Computer Art [2-D] (4)	
ART 267 Approaches in Contemp Art (4)	
ART 343 Printmaking [2-D] (4)	
ART 361 Painting & Nature [2-D] (4)	
ART 367 Painting & Mixed Media [2-D] (4)	
ART 371 Sculpture (4)	
ART 422 Jewelry [3-D] (4)	
ART 447 Fiber Arts [3-D] (4)	

Total Credits **36**

BIOLOGY MINOR

GENERAL EDUCATION

BIO 111 Biology I	4
MATH 131 Probability	4

BIO 112 Biology II	4
BIO 255 Cell Biology	4
BIO 343 Genetics	4
BIO 371 Human Anatomy/Physiology	4
BIO 372 Human Anatomy/Physiology	4
BIO 450 Evolution	4
BIO 477 Ecology	4
CHEM 131 General Chemistry	4
ED 355 Meth/Mat of Experiential Sci Ed	4
MATH 232 Statistics	4

Total Credits **40**

BUSINESS & COMPUTER APPLICATIONS MINOR

GENERAL EDUCATION

ECON 250 Principles of Economics	3
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BUS 201 Entrepreneurship	3
BUS 217 Bus/Electronic Comm	4
BUS 241 Financial Accounting	3
BUS 351 Meth/Mat of Bus Theory Subjects	2
COMS 101 Intro/Computers & Presentations	1
COMS 205 Business Info Systems	3
COMS 210 Computer Hrdwr/Sftwr Mgt	3
COMS 260 Word Processing/Applications	4
COMS 265 Spreadsheets/Applications	4
COMS 339 Database Management	3

Methods Courses:

BUS 351 Meth/Mat Bus Theory Subjects	2
COMS 351 Meth/Mat in Comp Applications	2

Select 2 from the following: 4-7

COMS 111 Programming Fundamentals (3)	
COMS 234 Multimedia (2)	
COMS 334 Advanced Multimedia (2)	
COMS 387 Telecommunications (3)	
COMS 420 Certif/Hrdwr/Sftwr/Netwrk (4)	

Total Credits **36-39**

COMPUTER SCIENCE K-12 MINOR

COMS 111 Programming Fundamentals	3
COMS 210 Computer Hrdwr/Sftwr Mgt	3
COMS 215 Intro to C Programming	3
COMS 339 Adv Database Mgt	3
COMS 351 Meth/Mat/Comp Applications	2
COMS 387 Telecommunications	3
COMS 403 Systems Analysis/Design	4

Select 3 from the following: 11-12

COMS 126 Networking Fund (CISCO I) (4)	
COMS 176 Intro/Router Tech (CISCO II) (4)	
COMS 226 Rout/Switching (CISCO III) (4)	
COMS 245 Program/Web Applications (3)	
COMS 276 Network Design (CISCO IV) (4)	
MATH 103 Game Theory (4) or MATH 108 Graph Theory (4)	

Total Credits **32-33**

BS: SECONDARY EDUCATION

CREDIT SUMMARY – Minor Areas

DRAMA MINOR

GENERAL EDUCATION

Humanities: Literary & Artistic Studies category	4
FA 101 Intro to Visual/Performing Arts (4)	

DR 241 Play Production/Intro to Directing	4
DR 243 Stagecraft & Costume	4
DR 276 Acting Fundamentals & Styles	4
DR 351 Classroom Drama Methods	2
DR/ENG 441 Drama History/Lit Genre	4
Select 1 from the following:	2
DR 101 Drama Fundamentals (2)	
DR 401 Creative Drama Methods (2)	
Select 1 from the following:	4
DR/ENG 455 Shakespeare (4)	
ENG 453 Genre Seminar Drama (4)	
Select 4 credits from the following:	4
DR 217 Theatre Practicum (V 1-2)	
DR 346 Drama for Youth (2)	
DR/ENG 455 Shakespeare (4) (if not taken above)	
DR 460 Advanced Directing (4)	
DR 466 Storytelling (2)	
FA 301 Contemp Arts Issues (4)	

Total Credits **28**

EARTH SCIENCE MINOR

GENERAL EDUCATION

CHEM 131 General Chemistry	4
Select 1 from the following:	4
GEOL 101 Intro to Geology (4)	
GEOL 150 Environmental Geology (4)	

ED 355 Meth/Mat of Experiential Sci Ed	4
GEOL 226 Rocks/Minerals/Resources	4
GEOL 330 Structure & Tectonics	4
GEOL 378 Surficial Processes	4
GEOL 432 Depositional Environments	4
PHYS 239 Physical Meteorology	4
PHYS 240 Astronomy	4

Total Credits **28**

ENGLISH MINOR

DR 241 Play Production/Intro to Directing	4
ENG 279 Fund of Literary Theory	4
ENG 280 Visions of America	4
ENG 320 Literature in Translation	4
ENG 351 Teaching Composition & Lit	4
ENG 413 Hist/Struc/Nature of Language	4
Select 1 from the following:	4
ED 445 ContLitInstruc/Yng Adult Lit/Middle/ High School (4)	
ENG 360 Young Adult Literature (4)	
Select 1 from the following:	4
ENG 263 Early American Voices (4)	
ENG 264 American Romance (4)	
ENG 265 Realists/Naturalists/Modernists (4)	
ENG 266 Generations & Conflict (4)	
ENG 273 The Oral Tradition (4)	
ENG 274 The Manuscript Tradition (4)	
ENG 275 The Print Culture (4)	
ENG 276 The Declining Empire (4)	

Total Credits **32**

HEALTH & HUMAN PERFORMANCE K-12 MINOR

HHP 102 Fitness for Life	4
HHP 140 Found/Hlth/Human Performance	2
HHP 142 Fund of Human Movement	2
HHP 201 Team Sport Meth/Techniques	3
HHP 202 Indiv/Dual Sport Meth/Tech	3
HHP 241 Personal & Community Health	4
HHP 315 Anat/Mechanical Kinesiology	4
HHP 347 Org/Admin/Health Enhanc	4
HHP 351 Meth/Mat in Health Enhanc	4
HHP 374 Elem School HPE	3
Select 2 from the following:	2
HHP 123 Swimming (1)	
HHP 205 Dance/Rhythm Meth/Tech I (1)	
HHP 206 Dance/Rhythm Meth/Tech II (1)	

Total Credits **35**

HISTORY MINOR

ED 357 Meth/Mat in Social Science	4
HIST 371 MT & the American West	4
Select 1 from the following:	4
HIST 101 Western Civilization I (4)	
HIST 102 Western Civilization II (4)	
Select 1 from the following:	4
HIST 111 Amer History to Civil War (4)	
HIST 112 Amer Hist Since Reconstruc (4)	
Select 1 from the following:	4
HIST 225 Africa & the Middle East (4)	
HIST 240 History of the Far East (4)	
Select 1 from the following:	4
HIST 452 European Intellectual History (4)	
HIST 456 US Cultural History (4)	
Select 1 from the following:	4
HIST 320 History of Central Europe I (4)	
HIST 321 History of Central Europe II (4)	
HIST 325 History of the Mass Media (4)	
HIST 360 Cold War Europe (4)	
HIST 362 African-American History (4)	
HIST 370 Women's History (4)	
HIST 380 Modern Europe (4)	
HIST 409 Seminar (4)	
HIST 452 European Intellectual History (4)	
HIST 456 US Cultural History (4)	
POLS 313 Intntl Rel/Amer Diplomacy (4)	
POLS 321 Comparative Politics (4)	
POLS 341 Political Economy (4)	

Total Credits **28**

INDUSTRIAL TECHNOLOGY MINOR

IT 120 Power/Energy/Transport Fund	4
IT 130 Graphic Communication	4
IT 140 Materials Processing	4
IT 220 Applied Electricity/Electronics	3
IT 235 Comp-Aided Design/Manufac	4
IT 240 Wood/Synthetic Product Syst	3
IT 241 Metal Product Systems	3
IT 351 Meth/Mat in Industrial Technol	4

Total Credits **29**

BS: SECONDARY EDUCATION

CREDIT SUMMARY – Minor Areas

LIBRARY MEDIA K-12 MINOR

ED 360 Children's Literature	3
ENG 360 Young Adult Literature	3
LIB 461 Info Literacy/Curriculum	3
LIB 464 Reference Resources	3
C&I 480 Collection Develop/Curriculum ¹	3
C&I 483 Library Media Technical Processes ¹	3
C&I 484 Admin/Assess of Library Media ¹	3
C&I 488 ¹ Library & Technology	3
Select 1 from the following:	3
C&I 485 Library Media Practicum ¹ (3)	
LIB 469 Library Media Practicum (3)	

Total Credits **27**

¹Class offered through UM-Missoula

LITERACY K-12 MINOR

ED 270 Literacy/Language/Texts	4
ED 370 Teach Lang Arts/Reading with Children's Lit in Elem School	3
ED 381 Intro to Literacy/Assess/Instruc	3
ED 382 Lit Pract: Strug Readers Gr 1-4	1
ED 445 Content Literacy Instruc/Young Adult Lit in Middle & High School	4
ED 446 Adv Literacy Assess/Diag/Inst K-12	3
ED 447 Lit Prac: Adv Literacy Assess/Diag/Instruction K-12	1
ED 460 Profess/Research in Literacy Ed	2
ED 461 Capstone Literacy Pract: Strug Readers Gr K-12	2
Select 4-5 credits from the following:	4-5
COMS 240 Robotics in Education (1)	
COMS 334 Advanced Multimedia (2)	
DR 401 Creative Drama (2)	
DR 466 Storytelling (2)	
ED 279 Curric for Diverse Learners (2)	
ED 346 Early Literacy (3)	
ED 360 Children's Literature (4)	
ED 371 Lang Arts & Reading Practicum (1)	
ED 419 Directed Study (1-3)	
ED 431 Meth/Mat/Stu/LrnDis/CogDelay (4)	
ED 479 Teaching Internship (2)	
ENG 351 Teaching Composition/Literature (4)	
ENG 360 Young Adult Literature (4)	
ENG 413 Hist/Struc/Nature of Language (4)	

Total Credits **27-28**

Note: Exit interview with the Literacy Program Coordinator following student teaching is required.

MATHEMATICS MINOR

GENERAL EDUCATION

PHYS 233 General Physics	4
MATH 131 Probability	4
MATH 201 Calculus I	4
MATH 232 Statistics	4
MATH 260 Linear Algebra	4
MATH 341 College Geometry	4
MATH 342 History of Mathematics	4
MATH 343 Foundations of Mathematics	4
MATH 351 Meth/Mat in Mathematics	4

Total Credits **32**

MUSIC K-12 MINOR

ED 379 Music for Elementary Teachers	3
MUS 131 Music Theory I	2
MUS 132 Music Theory II	2
MUS 141 Applied Musicianship I	2
MUS 142 Applied Musicianship II	2
MUS 162 Voice in Class	2
MUS 202 Intro to Music Literature	4
MUS 209 String Methods	1
MUS 212 Woodwind Methods	1
MUS 213 Brass Methods	1
MUS 214 Percussion Methods	1
MUS 351 Meth/Mat in Music	3
MUS 372 Conducting	3
Select 2 credits from Lessons:	2
MUS 114 Orchestral Instruments (1)	
MUS 153 Piano (V 1-2)	
MUS 163 Voice (V 1-2)	
MUS 182 Piano in Class I (2)	
MUS 183 Improv Piano/Accomp (2)	
MUS 187 Performance Seminar (1)	
MUS 314 Orchestral Instruments (V 1-2)	
MUS 353 Piano (V 1-2)	
MUS 363 Voice (V 1-2)	
MUS 387 Performance Seminar (1)	
Select 2 credits from Ensembles:	2
MUS 113 Instrumental Ensemble (1)	
MUS 313 Instrumental Ensemble (1)	
MUS 316 Concert Band (1)	
MUS 317 Jazz Ensemble (1)	
MUS 319 Orchestra (1)	
MUS 365 Vocal Ensemble (1)	

Total Credits **31**

Note: 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 Partnerships/Collaboration	4
ED 381 Intro to Literacy Assess/Instruction ³	3
ED 382 Literacy Pract: Strug Rdrs Gr 1-4	1
ED 431 Meth/Mat Stu/Lrning Disabil/ Cognitive Delays ²	4
ED 434 Mgt of Exceptional Learners ²	4
ED 436 Assess/Learners with Special Needs ²	4
ED 446 Adv Literacy/Assess/Diag/Inst K-12 ²	3
ED 447 Literacy Pract: Adv Literacy/Assess/Diag/Instruction K-12 ²	1
ED 474 Stu Teaching K-12 ²	7

Total Credits **31**

² Prereq: ED 341

³ Prereq ED 270 waived for Secondary Education Special Education Majors

Note: For Special Ed Minor, endorsement and transfer students must take ED 341 prior to any 400-level courses

BS: SECONDARY EDUCATION CREDIT SUMMARY – Coaching Option

Note: The Coaching Option may be taken with any Education degree, but does not lead to licensure

COACHING OPTION ¹

HHP 311 Athletic Training I	4
HHP 315 Anat/Mechanical Kinesiology	4
HHP 350 Coaching: Pedagog/Admin/Ethics	3
HHP 416 Conditioning Prog Development	2
Select 3 from the following:	6
HHP 352 Coaching of Basketball (2)	
HHP 353 Coaching of Track & Field (2)	
HHP 354 Coaching of Baseball/Softball (2)	
HHP 355 Coaching of Football (2)	
HHP 356 Coaching of Wrestling (2)	
HHP 357 Water Safety Instructor (2)	
HHP 358 Coaching of Volleyball (2)	
HHP 359 Officiating (2)	

Total Credits	19
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¹ Students completing this option are encouraged to take HHP 410
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Advising Protocol-Single Major Endorsement Secondary Education Licensure (for students in BA: Environmental Sciences Degree Program)

The following is for students planning to obtain a BA: Environmental Sciences, with Related Areas in Biology or Applied Mathematical Science, and who also wish to be licensed to teach in secondary schools in the single discipline of their Related Area. Students considering this option should review their career goals and progress at Western with their faculty advisor in the degree program and also with the Advising Center regarding licensure.

Note: This option does not lead to a degree in Education. The degree is in Environmental Sciences (in the chosen Related Area), with educator licensure and endorsement in a single field with a Major or Broadfield. See page 79 for BA: Environmental Sciences.

Admission to the Teacher Education Program (TEP) is required. Contact the Education Department regarding TEP.

For all participating students:

General Education Requirements

100- or 200-level English Literature course	4
Select 1 from the following:	4
ANTH 105 Intro to Cultural Anthro (4)	
PSY 100 General Psychology (4)	
SOC 115 Intro to Sociology (4)	
Total Credits	8

Teacher Licensure Requirements

ED 120 Becoming a Prof Educator	2
ED 253 Psy Found/Teaching & Learning	4
ED 328 Curric/Instr/Assess/Mgt	3
ED 329 Curric/Instr/Assess/Mgt Practicum	1
ED 341 Exceptional Learner	3
ED 425 Multicultr/Global Education	3
ED 426 Multicultr/Global Ed Practicum	1
ED 472 Stu Teaching-Secondary	12
ED 499 Inquiry/Teaching/Learning	2
HHP 231 First Aid/Safety (or certificate)	1
Select 1 from the following:	4
ED 355 Meth/Mat of Exper Science Ed (4)	
MATH 351 Meth/Mat in Math (4)	
Select 1 from the following:	3-4
HHP 241 Personal/Community Health (4)	
HHP 245 Human Sexuality (3)	
Total Credits	39-40

Related Area: Applied Mathematical Science

COMS 111 Programming Fundamentals	3
MATH 341 College Geometry	4
MATH 342 History of Mathematics	4
Credits for Mathematics Endorsement	11

Related Area: Biology

BIO 262 Microbiology (if not taken for BA)	4
BIO 371 Human Anatomy/Physiology	4
Credits for Biology Endorsement	8

Related Area: Geology

GEOL 230 Geol of the American West	4
PHYS 239 Physical Meteorology	4
PHYS 240 Astronomy	4
Credits for Geology Endorsement	12

BS: Advising Protocol for Educator Licensure in Business & Computer Applications

(for students pursuing Educator Licensure in Business & Computer Applications)

Required:

1. Bachelor's degree in Business
2. One of the following three courses taken in undergraduate program:
 - ANTH 105 Introduction to Cultural Anthropology
 - PSY 100 General Psychology
 - SOC 115 Introduction to Sociology
3. Must meet the following minimum requirements for entrance into TEP:
 - 2.50 overall GPA in undergraduate Business Degree program
 - Completion of the TEP application form
4. Must complete all three phases of TEP
5. Students need to take the Praxis II (PLT) and the business content area exam along with completing a background check prior to student teaching
6. Contact the Advising Center for licensure information

Following is the class layout for those students who already have obtained a BS in Business and would like to get their teaching certification. Students must complete 36-37 credits of required education courses that follow:

BUS 351 Methods/Materials of Business Theory Subjects	2
COMS 351 Methods/Materials in Computer Applications	2
ED 120 Becoming a Professional Educator	2
ED 253 Psychological Foundations of Teaching & Learning	4
ED 328 Curriculum, Instruction, Assessment & Mgt	3
ED 329 Curriculum, Instruction, Assessment & Mgt Practicum	1
ED 341 Exceptional Learner	3
ED 425 Multicultural/Global Education	3
ED 426 Multicultural/Global Education Practicum	1
ED 473 Student Teaching-Secondary	10
ED 499 Inquiry, Teaching, & Learning	2
Select one of the following:	3-4
HHP 241 Personal & Community Health (4)	
HHP 245 Human Sexuality (3)	

Students may also be required to take additional computer application courses depending upon the courses they have previously taken. The following is a list of those courses.

COMS 126 Networking Fundamentals (CISCO I) (4)
COMS 205 Business Information Systems (3)
COMS 210 Computer Hardware & Software Management (3)
COMS 260 Word Processing & Applications (4)
COMS 265 Spreadsheets & Applications (4)
COMS 109 Beginning Database (1)
or
COMS 339 Advanced Database (3)

ASSOCIATE OF APPLIED SCIENCE: BUSINESS

Program Mission Statement

The AAS: Business degree provides a variety of program options to suit the student's career plans. The broadly based program provides the opportunity to develop, improve, or update knowledge and skills, as well as specialize in a selected area. Available options are Business Management, Computer-Aided Manufacturing, and Office Systems Technology. This is an articulated degree through Tech Prep.

Graduate Outcomes

Program graduates:

- can define and create a business plan, define the concept of entrepreneurship, identify basic types of start-up ventures.
- understand the process of filing for legal protection of ideas, and understand the legal issues surrounding starting or expanding businesses.
- understand and apply fundamental accounting principles, skills, and processes.
- understand the basic legal processes and concepts associated with business;
- possess at least a basic working knowledge of computer hardware and software tools including: word processing, spreadsheets, and databases.
- understand market price determination, production theory, elements of value, and distribution theory.
- exhibit effective oral and written communication skills for successful interaction in the business setting.
- utilize computer software and hardware tools for problem solving and decision-making.
- can apply microeconomic theory to personal and business decision-making.

Assessment

The graduate outcomes for the AAS: Business program are assessed through the graduate/exit survey, employer survey, alumni survey, and review of collected student-generated exhibits over time. The assessment plan for the AAS: Business program is available on the web at www.umwestern.edu/administration/vcaa/accreditation/accaasbusiness/.

GENERAL EDUCATION CORE

ENG 102 Foundations of Language	4
MATH 101 or other 100 level course	4
PSY 100 General Psychology	4
Select 1 from the following:	4
ANTH 105 Intro to Cultural Anthro (4)	
SOC 115 Intro to Sociology (4)	

General Education Credits 16

BUSINESS CORE

BUS 201 Entrepreneurship	3
BUS 217 Bus/Electronic Comm	4
BUS 241 Financial Accounting	3
BUS 280 Business Law	4
COMS 115 Computer Basics for Educators	4
ECON 250 Prin of Economics	4

Business Core Credits 22

OPTION AREA

Select one Option:	27-34
Business Management (28-30)	
Office Systems Technology (27-28)	
Computer-Aided Manufacturing (34)	

Option Area Credits 27-34

TOTAL CREDITS REQUIRED 65-72

AAS: BUSINESS Option Areas

BUSINESS MANAGEMENT OPTION

BUS 202 Customer Service	3
BUS 242 Managerial Accounting	3
BUS 325 Prin/Practices of Management	3
BUS 347 Prin/Practices of Marketing	3
COMS 265 Spreadsheets & Applications	4
HTR 204 Leadership	3
BUS/COMS/ECON/HTR Electives	9-11
Total Credits	28-30

COMPUTER-AIDED MANUFACTURING OPTION

IT 110 Technical Writing	4
IT 130 Graphic Communication	4
IT 140 Materials Processing	4
IT 235 Computer-Aided Manufg & Design	4
IT 240 Wood/Synthetic Product Systems	3
IT 241 Metal Product Systems	3
IT 245 Wood Technology in Industry	4
IT 250 Comp-Aided Manufg-Wood	4
IT 260 Comp-Aided Manufg-Metals	4
Total Credits	34

OFFICE SYSTEMS TECHNOLOGY OPTION

BUS 200 Cooperative Education	2-3
COMS 205 Business Info Systems	3
COMS 210 Comp Hrdwr/Softwr Mgt	3
COMS 234 Multimedia	2
COMS 260 Word Processing & Applications	4
COMS 265 Spreadsheets & Applications	4
COMS 339 Advanced Database Mgt	3
BUS/COMS/ECON/HTR Electives	6
Total Credits	27-28

ASSOCIATE OF APPLIED SCIENCE: EARLY CHILDHOOD EDUCATION

The AAS: Early Childhood Education degree 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, 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.

**Students must maintain a 3.00 average in the following Early Childhood Education core courses with no grade lower than a “C-”:
ED 142/143, ED 144/145, ED 240/241, ED 246/247, ED 250/251, ED 320/321, ED 324/325**

GENERAL EDUCATION – see page 65

General Education Credits 13-17

Behavioral/Social Science	3-4
English	3-4
Math	3-4
Natural Science	3-4
COMS 101 Intro/Computers & Presentations	1

EARLY CHILDHOOD CORE

Core Credits 30-32

ED 142 Intro to Early Childhood	1
ED 143 Intro to Early Childhood Lab	1
ED 144 Creating an Envt for Learning	2
ED 145 Creating an Envt for Learning Lab	1
ED 240 Positive Child Discipline	2
ED 241 Positive Child Discipline Lab	1
ED 242 Meeting the Needs of the Family	2
ED 243 Meeting the Needs of the Family Lab	1
ED 250 Child/Adol Growth & Development	3
ED 251 Child/Adol Growth & Develop Lab	1
ED 320 Early Childhood Curriculum I	2
ED 321 Early Childhood Curriculum I Lab	1
ED 324 Early Childhood Curriculum II	2
ED 325 Early Childhood Curriculum II Lab	1
ED 344 Early Childhood Professional	2
ED 345 Early Childhood Professional Lab	1
Art, Drama, Music Elective	3-4
Health, Safety, Nutrition Elective	3-4

PROFESSIONAL ELECTIVES

Professional Elective Credits 11-17

Complete 11-17 credits from the following: (other courses may apply--see Advisor)	11-17
ED 200 Early Childhood Internship (6)	
ED 326 Infant/Toddler Dev/Group Care (4)	
ED 341 Exceptional Learner (3)	
ED 421 Creativity/Young Child: Exploring Reggio Emilia & Project Approach (3)	
ED 279 Curric for Diverse Learners (2)	

TOTAL CREDITS REQUIRED 60

ASSOCIATE OF APPLIED SCIENCE: EDUCATION STUDIES

The AAS: Education Studies degree combines carefully selected General Education, Professional Education, and technology coursework with hands-on field experiences that provide the paraprofessional (teacher's aide) with the expertise to effectively offer support and assistance in instruction to students under the supervision of the classroom teacher. Most coursework will take place on campus, but some coursework will be available at off-campus sites or via the Internet. Field experiences must take place at approved off-campus sites.

This degree is designed to allow students the option of continuing in a curriculum that leads to a BS degree in Elementary or Secondary Education.

AAS: Education Studies.....60-64 credits

<i>First Year</i>	
COMS 115 Intro to Computers	4
ED 120 Becoming a Prof Educator	2
ENG 102 Foundations of Language	4
MATH 007 Intermediate Algebra (if needed based on scores of ACT/SAT or Math Placement test; credits do not apply toward graduation)	(4) ¹
ED 201 Intro to Special Education	2
ED 240 Positive Child Discipline	2
ED 360 Children's Literature	3-4
Select 1 from the following:	2
ART 101 Fundamentals of Art (2) DR 101 Drama Fundamentals (2) MUS 101 Music Fundamentals (2)	
Select 1 from the following:	4
PSY 100 General Psychology (4) SOC 115 Intro to Sociology (4)	
Select 1 from the following:	3-4
ED 250 Child Growth & Development (3) ED 253 Psych Foundations of Teaching/Learning (4)	
Select 1 from the following:	4
MATH 105 Number Theory (4) MATH 106 Geometry (4)	
Total First Year Credits	30-32
<i>Second Year</i>	
ED 255 Contemporary American Indian Education	3
ED 270 Literacy/Language/Texts	4
ED 283 Strategies for Tutoring Lang Arts/Math	3
ED 285 Students with Severe Disabilities	3
ED 289 Paraprofessional Internship	6
General Science course	4
HHP First Aid/Safety	1
Select 1 from the following:	3-4
ED 242/243 Meeting Needs of Family (2) & Lab (1) ED 281 Partnerships & Collaboration (4)	
Select 1 from the following:	3-4
HHP 241 Personal & Community Health (4) HHP 245 Human Sexuality (3) HHP 454 Adaptive PE & Recreation (3)	
Total Second Year Credits.....	30-32

¹ credits are not counted in total credits for degree

ASSOCIATE OF APPLIED SCIENCE: EQUINE STUDIES

Program Mission Statement

The mission of the AAS:Equine Studies program is to provide students with a realistic venue for pursuing their passion for horses. The program is designed to increase students' knowledge of the science, behavior, care and management of horses, and to expand their awareness of the equine industry well above that of the average horseperson. The University of Montana Western's experiential approach and broad-based curriculum allows the successful graduate to pursue a wide range of equine-related professions.

Students in the Equine Studies program choose an emphasis in Management, Psychology, or Science, depending on their future goals. Students interested in running an equine-related business are encouraged to select the Management Option. Students interested in aspects of equine-assisted learning or therapy are encouraged to select the Psychology Option. Students interested in possible advanced studies in equine science-related areas (including veterinary medicine) are encouraged to select the Science Option.

Graduate Outcomes

Program graduates will:

- be well-versed in general knowledge about the equine industry including the common breeds, equine activities and events, and equine-related career options.
- understand the principles of equine nutrition and basic horse care to maximize horse health and performance.
- understand the basic anatomy and physiology of the horse, and be conversant with the common disease and lameness problems seen in horses.
- be knowledgeable about selecting, evaluating and purchasing horses.
- understand and implement basic preventative herd health programs for horses.
- communicate effectively, both orally and in writing, on equine-related subjects with a wide variety of equine professionals and others in the industry.
- work collegially with others.
- possess the knowledge and skills required to assess a horse's basic health status.
- be able to assess a horse's conformation and gait and relate it to that horse's suitability, function, and health.
- be able to recognize and evaluate a variety of horse feeds and pasture situations.
- be conversant about and be able to recognize common disease problems in horses.
- understand and evaluate the effectiveness of equine preventive health programs.

Assessment

The graduate outcomes for the AAS: Equine Studies program are assessed through the graduate/exit survey, employer survey, alumni survey, feedback from internship supervisors, and review of collected student-generated exhibits over time. The assessment plan for the AAS: Equine Studies program is available on the web at <http://www.umwestern.edu/administration/vcaa/accreditation/accaasequine/>.

AAS: EQUINE STUDIES CREDIT SUMMARY

GENERAL EDUCATION

ENG 102 Foundations of Language	4
MATH 101 or higher (MATH 131 for Science Option)	4
Behavioral & Social Science depending on Option: PSY 100 General Psychology (4) ECON 250 Principles of Economics (4)	4
Select 1 from the following:	4
BIO 101 Intro to Life Science (4) BIO 111 Biology I (4)	

General Education Credits **16**

EQUINE STUDIES CORE

EQST 101 Intro to Equine Studies	4
EQST 102 Equine Selection & Judging	4
EQST 200 Internship	4
EQST 201 Basic Horse Care & Nutrition	4
EQST 202 Basic Equine Science I	4
EQST 203 Basic Equine Science II	4
EQST 204 Equine Facilities Management	4

Core Credits **28**

OPTION

Select one Option:	20
Equine Studies: Management (20) Equine Studies: Psychology (20) Equine Studies: Science (20)	

Option Credits **20**

TOTAL CREDITS REQUIRED 64

AAS: EQUINE STUDIES

CREDIT SUMMARY – Option Areas

EQUINE STUDIES: MANAGEMENT OPTION

BUS 201 Entrepreneurship	3
BUS 241 Financial Accounting	3
BUS 280 Business Law	4
Professional Electives Select 10 credits from:	10
Any BUS, COMS, ECON, or HTR course not listed above Any EQST course not taken in Equine Studies core	
Total Credits	20

EQUINE STUDIES: PSYCHOLOGY OPTION

PSY 203 Comparative Psychology	4
PSY 220 Intro to Soc Sci Research Methods	4
PSY 265 Intro to Motivation-Theory/Practice	4
PSY 437 Psychology of Personality	4
PSY 438 Abnormal Psychology	4
Total Credits	20

EQUINE STUDIES: SCIENCE OPTION

BIO 112 Biology II	4
BIO 255 Cell Biology	4
Select 1 from the following:	4
CHEM 101 Intro to Chemistry (4) CHEM 131 General Chemistry (4)	
Professional Electives Select 8 credits from:	8
Any BIO, CHEM, MATH, or PHYS course not listed above Any EQST course not taken in Equine Studies core	
Total Credits	20

ASSOCIATE OF APPLIED SCIENCE: NATURAL HORSEMANSHIP

Program Mission Statement

The mission of the AAS: Natural Horsemanship program is to provide students with an education in equine theory and science combined with the practical skills of natural horsemanship. Horsemanship skills taught in the practical classes are heavily based on the principles of equine behavior along with the horse training methods of experts renowned in natural horsemanship and similar disciplines. Academic aspects of the program are designed to increase students' knowledge of the science, care and management of horses, and to expand their awareness of the equine industry well above that of the average horseperson. The University of Montana Western's experiential approach and broad-based curriculum allows the successful graduate to pursue a wide range of equine-related professions.

In addition to general admission to UMW, students interested in the Natural Horsemanship Program must apply in early winter for the introductory Natural Horsemanship classes that will start the next fall. The Natural Horsemanship Admissions committee will evaluate prospective students based on a combination of academic ability, horsemanship experience, natural horsemanship experience (if any), and student desire for participation in the program. Please request an application form for the program through the Admissions Office.

Natural horsemanship students must provide their own horse, housing for that horse, and horse transportation to and from the class facility. UMW natural horsemanship instructors will determine the ultimate suitability of the horse; stallions or untrained horses are not acceptable.

Western's Natural Horsemanship program is demanding for both the students and their horses. Completion of the program in the allotted time frame demands that the student take a class overload. The UMW Academic Admissions and Standards Committee generally requires that a student maintain a B average to take a class overload. Therefore, a goal of academic excellence is a "must" for the interested participant. See BS: Natural Horsemanship, page 100.

To ensure that our Bachelor's degree program graduates only the most outstanding students, a secondary assessment of prospective Bachelor's degree students will be made after the second year or between the Associate of Applied Science and Bachelor's degrees. Students will have to demonstrate a given level of proficiency in horsemanship, theory about natural horsemanship, and knowledge of basic equine science and horse care to advance to the 300-400 level natural horsemanship courses.

Graduate Outcomes

Program graduates:

- are proficient in methods of horsemanship based on the theories of natural horsemanship and similar disciplines.
- understand the principles of equine behavior and how they relate to horsemanship.
- are well-versed in general knowledge about the equine industry including the common breeds, equine activities and events, and equine-related career options.
- understand the principles of equine nutrition and basic horse care to maximize horse health and performance.
- understand the basic anatomy and physiology of the horse, and be conversant with the common disease and lameness problems seen in horses.
- understand and implement basic preventative herd health programs for horses.
- communicate effectively, both orally and in writing, on equine-related subjects with a wide variety of equine professionals and others in the industry.
- work collegially with others.
- are able to assess and work with a horse in most situations encountered during normal handling and riding activities.
- possess the knowledge and skills required to assess a horse's basic health status.
- are able to assess a horse's conformation and gait and relate it to that horse's suitability, function, and health.
- are able to recognize and evaluate a variety of horse feeds and pasture situations.
- are conversant about and able to recognize common disease problems in horses.
- understand and can evaluate the effectiveness of equine preventive health programs.

Assessment

The graduate outcomes for the AAS: Natural Horsemanship program are assessed through the graduate/exit survey, employer survey, alumni survey, feedback from internship supervisors, and review of collected student-generated exhibits over time. The assessment plan for the AAS: Natural Horsemanship program is available on the web at www.umwestern.edu/administration/vcaa/accreditation/accaasnatural/.

AAS: NATURAL HORSEMANSHIP CREDIT SUMMARY

GENERAL EDUCATION

ENG 102 Foundations of Language	4
MATH 101 or higher (MATH 131 for Science Option)	4
Behavioral & Social Sciences depending on Option: PSY 100 General Psychology (4) ECON 250 Principles of Economics (4)	4
Select 1 from the following:	4
BIO 101 Intro to Life Science (4) BIO 111 Biology I (4)	

General Education Credits **16**

NATURAL HORSEMANSHIP CORE

EQST 101 Intro to Equine Studies	4
EQST 155 Intro to NH: Gaining Conf/Respect	3
EQST 200 Internship	4
EQST 201 Basic Horse Care & Nutrition	4
EQST 202 Basic Equine Science I	4
EQST 203 Basic Equine Science II	4
EQST 204 Equine Facilities Mgt	4
EQST 252 NH: Building a Relationship	3
EQST 254 NH: Harmony With Your Horse I	3
EQST 255 NH: Harmony With Your Horse II	3

Core Credits **36**

AAS: NATURAL HORSEMANSHIP OPTION

Select one Option:	20
Natural Horsemanship: Management (20) Natural Horsemanship: Psychology (20) Natural Horsemanship: Science (20)	

Option Credits **20**

TOTAL CREDITS REQUIRED **72**

AAS: NATURAL HORSEMANSHIP

CREDIT SUMMARY – Option Areas

NATURAL HORSEMANSHIP: MANAGEMENT OPTION

BUS 201 Entrepreneurship	3
BUS 241 Financial Accounting	3
BUS 280 Business Law	4
Professional Electives Select 10 credits from:	10
Any BUS, COMS, ECON, or HTR course not listed above Any EQST course not taken in Natural Horsemanship core	
Total Credits	20

NATURAL HORSEMANSHIP: PSYCHOLOGY OPTION

PSY 203 Comparative Psychology	4
PSY 220 Intro to Soc Sci Research Methods	4
PSY 265 Intro to Motivation-Theory/Practice	4
PSY 437 Psychology of Personality	4
PSY 438 Abnormal Psychology	4
Total Credits	20

NATURAL HORSEMANSHIP: SCIENCE OPTION

BIO 112 Biology II	4
BIO 255 Cell Biology	4
Select 1 from the following:	4
CHEM 101 Intro to Chemistry (4) CHEM 131 General Chemistry (4)	
Professional Electives Select 8 credits from:	8
Any BIO, CHEM, MATH, or PHYS course not listed above Any EQST course not taken in Natural Horsemanship core	
Total Credits	20

ASSOCIATE OF APPLIED SCIENCE: TOURISM & RECREATION

Program Mission Statement

The mission of Montana Western's AAS: Tourism and Recreation program is to introduce students to the tourism industry and its various components. This program aspires to develop professionals who are able to succeed in entry-level professional positions in hospitality, tourism, and recreation.

Graduate Outcomes

Program graduates:

- develop and manage effective customer service systems including: recognizing potential problems, formulating effective solutions to service problems, calming upset customers, and training frontline customer service personnel.
- establish short- and long-term career goals.
- understand and apply fundamental accounting principles, skills, and processes.
- understand the fundamental concepts and practices of marketing including: global marketing management, e-commerce, e-business, and e-marketing.
- possess at least a basic working knowledge of computer hardware and software tools including: word processing, spreadsheets, and databases.
- are familiar with the tourism industry and its various components.
- understand and apply leadership techniques and principles including: positive interpersonal relationships, motivation, listening, trust building, positive attitudes, delegating responsibilities, and decision-making.
- identify and can describe major tourism attractions throughout the world and particularly in the U.S.
- possess real-world experience in a tourism and recreation setting.
- utilize computer software and hardware tools to present information in a clear and concise format.
- exhibit effective oral and written communication skills for successful interaction in a customer service environment.
- present a professional image through written and oral presentations and business communications
- have an understanding of spatial organization of human activities and settlement.
- understand how economics impacts and drives business decisions.
- understand the history and social impact of leisure and recreation on society.

Assessment

The graduate outcomes for the AAS: Tourism and Recreation program are assessed through the graduate/exit survey, employer survey, alumni survey, feedback from internship supervisors, and review of collected student-generated exhibits over time. The assessment plan for the AAS: Tourism and Recreation program is available on the web at www.umwestern.edu/administration/vcaa/accreditation/accaastourism/.

AAS: Tourism & Recreation.....65 credits

BUS 201 Entrepreneurship	3
BUS 202 Customer Service	3
BUS 210 Career Planning	2
BUS 217 Bus/Electronic Communications	4
BUS 241 Financial Accounting	3
BUS 347 Prin/Practices of Marketing	3
COMS 115 Computer Basics for Educators	4
ECON 250 Principles of Economics	4
ENG 102 Foundations of Language	4
HTR 112 Fundamentals of Tourism	3
HTR 200 Internship	6
HTR 204 Leadership	3
HTR 210 Destination Geography	4
HTR/HHP 240 Leisure Services	4
MATH Elective	4
Electives	7
Select 1 of the following:	4
GEOG 102 Human Geography (4)	
GEOG 202 Regional Geog/No America (4)	

COMPUTERIZED MACHINE TOOL TECHNOLOGY CERTIFICATE PROGRAM

Computerized Machine Tool Technology Certificate.....30 credits

IT 130 Graphic Communication	4
IT 140 Materials Processing	4
IT 235 Computer-Aided Design/Mfg	4
IT 240 Wood/Synthetic Product Systems	3
IT 241 Metal Product Systems	3
IT 250 Computer-Aided Mfg/Woods	4
IT 260 Computer-Aided Mfg/Metals	4
IT 400 Internship	4

EARLY CHILDHOOD CERTIFICATE PROGRAM

Early Childhood Certificate.....30 credits

ED 142 Intro to Early Childhood	1
ED 143 Intro to Early Childhood Lab	1
ED 144 Creating an Envt for Learning	2
ED 145 Creating an Envt for Learning Lab	1
ED 240 Positive Child Discipline	2
ED 241 Positive Child Discipline Lab	1
ED 242 Meeting Needs of Families	2
ED 243 Meeting Needs of Families Lab	1
ED 250 Child Growth/Development	3
ED 251 Child Growth/Development Lab	1
ED 292 Intro to Business/Early Childhood	3
ED 320 Early Childhood Curriculum I	2
ED 321 Early Childhood Curriculum I Lab	1
ED 324 Early Childhood Curriculum II	2
ED 325 Early Childhood Curriculum II Lab	1
ED 344 Early Childhood Professional	2
ED 345 Early Childhood Professional Lab	1
Elective	3

INFORMATION TECHNOLOGY & NETWORK ADMINISTRATION CERTIFICATE PROGRAM

Information Technology & Network Administration Certificate...29 credits

COMS 126 Networking Fund (CISCO I)	4
COMS 176 Intro/Routr Technol (CISCO II)	4
COMS 205 Business Info Systems	3
COMS 210 Comp Hrdwr/Softwr Mgt	3
COMS 226 Routing/Switching (CISCO III)	4
COMS 276 Network Design (CISCO IV)	4
COMS 387 Telecommunications	3
COMS 403 Systems Analysis/Design	4

Note: All Certificate Programs are exempt from the Computer Competency requirement for graduation

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:

- 000-099 College Prep Courses, do not meet graduation requirements, grades not calculated into GPA
- 100-199 Primarily for Freshmen (considered lower division)
- 200-299 Primarily for Sophomores (considered lower division)
- 300-399 Primarily for Juniors (considered upper division)
- 400-499 Primarily for Seniors (considered upper division)

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

NOTE: Additional fees may apply for some courses.

Seminar & Practicum

Any seminar or practicum must be approved by the Provost. 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 may 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 may 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/dfe* Requires consent of Director of Field Experiences
- c/i* Requires consent of instructor
- c/pc* Requires consent of program or department chair
- c/vc* Requires consent of Vice Chancellor for Academic Affairs/Provost
- 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

Students should consult with their 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 a 4-year plan of study with the advisor early in a student's academic career is essential to ensure that students get courses needed 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.umwestern.edu/current/>.

Cultural Diversity Component

General Education courses designated with (CD) meet Montana University System components for cultural diversity (see page 66).

Unless otherwise specified in this Catalog or formally communicated by the appropriate academic department, students must earn a minimum grade of C- (C minus) or higher to satisfy requirements for all General Education and program course requirements and all General Education and program requirement prerequisite courses.

2007-08 COURSE DESCRIPTIONS

ANTHROPOLOGY

ANTH 105 INTRODUCTION TO CULTURAL ANTHROPOLOGY (4) (CD)

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 220 INTRODUCTION TO RESEARCH METHODS (4)

A survey of quantitative methods and tools used by various disciplines across the social and behavioral sciences and the humanities to investigate individuals, cultures, and societies. Students are expected to demonstrate understanding and comprehension of course content through course examinations, out-of-class writing assignments, and the critical application of course content to a student-selected problem. Lecture, small group discussions, and problem-solving. Prereq: completed Gen Ed Behavioral Sciences requirements (7-8 credits) and MATH 131, or c/i. (fall)

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/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. (fall/odd-numbered years)

ANTH 336 MULTICULTURAL IDENTITY (4)

The historical and cross-cultural study of life in a pluralistic society. The self-identity of people according to national and ethnic identities will be examined. Multicultural affairs and institutional equity and diversity are given special attention to align strengths with current and proposed diversity initiatives. Students will participate in supervised research and hands-on experience in institutional settings. Students will be assessed based on class discussions and research projects. (spring/odd-numbered years)

ANTH 400 COOPERATIVE EDUCATION/INTERNSHIP (V 1-15)

This option is intended to provide students with an opportunity to incorporate an appropriate extended field experience into their academic program. Field placement options to include all facets of the helping professions. Prereq: ANTH 105, PSY/SOC 220, c/i, and c/vc. (fall/spring)

ANTH 409 SEMINAR (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/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)

ANTH/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. Prereq: ANTH 105 or SOC 115, or c/i. (fall/odd-numbered years)

ANTH/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)

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 (2)

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 105 INTRODUCTION TO ART & DESIGN (4)

This class is designed for non-art majors. Upon completion of this class students will demonstrate the successful application of visual media to the creative and problem-solving processes of identifying and communicating visual messages and personal expression. Students will demonstrate an introductory level understanding of how the visual arts reflect their cultural and historical context. Students will also demonstrate an introductory level understanding of aesthetics and art criticism as expressed in writing exercises.

ART 141 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. Students will demonstrate an introductory level understanding of aesthetics and art criticism as expressed in writing exercises. Students will also demonstrate an introductory level understanding of art as an expression of cultural and historical context.

ART 143 DESIGN & COLOR THEORY (4)

Upon completion of this class students will demonstrate the successful application of design principles, color theory, and spatial control using traditional and digital media in the creation of 2-dimensional compositions. Students will demonstrate an introductory level understanding of aesthetics and art criticism as expressed in writing exercises. Students will also demonstrate an introductory level understanding of art as an expression of culture and historical context. In addition, students will explore career options related to the visual arts.

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, evaluate the contributions of individual artists and architects, and analyze the relationship between artistic expression, style, and cultural values. (spring)

ART 219 DIRECTED STUDY (V 1-5)

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

ART 221 3-D DESIGN/CRAFTS [3-D] (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 105. (spring)

ART 225 COMPUTER ART [2-D] (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. Students will demonstrate an introductory level understanding of aesthetics and art criticism as expressed in writing exercises. Students will also demonstrate an introductory level understanding of art as an expression of cultural and historical context. (fall)

ART 231 CLAY I [3-D] (4) R

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

ART 232 CLAY II [3-D] (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 [2-D] (4)

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

ART 242 FIGURE DRAWING [2-D] (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-D] (3)

Theory of visual design with the application of the elements and principles as they relate to sculptural forms. Prereq: ART 101 and 105, or c/i.

ART 267 APPROACHES IN CONTEMPORARY ART (4)

Upon completion of this class students will demonstrate a variety of conceptual approaches and media consistent with new developments in contemporary art.

ART 270 PHOTOGRAPHY [2-D] (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 311 TOPICS IN ART HISTORY (V 1-4)

Upon successful completion of this course, students will understand the development of art and/or architecture representing a specific theme or period, evaluate the contributions of individual artists and/or architects, and analyze the relationship between artistic expression, style, and cultural values.

ART 341 CALLIGRAPHY II [2-D] (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 [2-D] (4)

A survey of basic printmaking media. Fundamental procedures in the relief and intaglio printmaking techniques. Each offering of the course will focus on one technique of printmaking, e.g. linoleum cut, intaglio, collagraph, monoprint. Students will study this technique in a concentrated studio fashion, and will be introduced to other printmaking media and technique through research, writing, and viewing and analysis activities. Lab fee. Prereq: c/i. (fall)

ART 347 GLASSBLOWING [3-D] (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 (4)

Methods, materials, and current research relating to the development of effective art education programs at elementary and secondary levels. Lab fee. Prereq: ED 120, ED 253, and TEP. (fall)

ART 361 PAINTING & NATURE [2-D] (4)

Students will explore the expressive, conceptual, and communication possibilities of painting inspired by nature. Upon completion of this class students will demonstrate a variety of technical approaches toward painting. The class will focus on water soluble oil paints in even years and watercolors in odd years. Students will demonstrate an introductory level understanding of aesthetics and art criticism as expressed in writing exercises. Students will also demonstrate an introductory level understanding of art as an expression of cultural and historical context. Lab fee. (fall)

ART 367 PAINTING & MIXED MEDIA [2-D] (4) R

Students will explore the expressive, conceptual, and communication possibilities of painting combined with unusual materials and processes. Upon completion of this class students will demonstrate a variety of technical approaches toward painting and mixed media. In addition to studio activities, students will undertake research, writing, and viewing and analysis activities. Lab fee. Prereq: c/i. (spring)

ART 371 SCULPTURE [3-D] (4) R

Bas-relief, wood, and stone carving. Lab fee. Prereq: ART 105, ART 141, and c/i. (spring/even-numbered years)

ART 372 SCULPTURE [3-D] (4) R

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

ART 380 ARTIST BLACKSMITHING [3-D] (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. (spring/odd-numbered years)

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 1-4)

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 [3-D] (4) R

Fabrication and sheet construction. Lab fee. Prereq: ART 105 and c/i. (fall/odd-numbered years)

ART 423 JEWELRY [3-D] (4) R

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

ART 443 ADVANCED PRINTMAKING (4) 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. Prereq: c/i.

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.

ART 447 FIBER ARTS [3-D] (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. Prereq: c/i. (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 477 ADVANCED STUDIO-ILLUSTRATION (V 1-4)

Prereq: c/i.

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-CLAY (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, ACT/SAT Math score, or UMW 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 103 FIELD BOTANY (4)

Students will learn use the use of botanical taxonomic keys and field guides for the identification of plants in the field. They will become familiar with landscaping techniques using plant materials, plants as sources of food, fiber, and medicine, and interpretive techniques for sharing plant study with others. Assessment will be based upon submitted written reports, results from traditional tests and quizzes, and completion of a final written term paper. Lab fee.

BIO 111 BIOLOGY I (4)

This course is designed to help students understand and apply major concepts in molecular and cellular biology including: matter and energy, atomic structure, chemical reactions and chemical bonds, common organic molecules, cell structure and function (prokaryotic and eukaryotic cells), enzymes, major biochemical pathways (photosynthesis and cellular respiration), nucleic acids (DNA and RNA), cell division (mitosis and meiosis), Mendelian genetics, exchanging materials within the body, and control mechanisms within the body. Students will also examine the scientific method (controlled experiments, hypothesis testing, etc.). Lab included. Lab fee. Prereq: equivalent of MATH 007 or higher, or c/i. (fall)

BIO 112 BIOLOGY II (4)

This course is designed to help students understand and apply major concepts in organismal biology including the diversity, evolution, and ecology of organisms. The origin of life and the evolution of cells, classification and evolution of organisms, major Domains and Kingdoms of life, natural selection and evolution, species diversity, ecosystem organization and energy flow, community interactions, population ecology, and behavioral ecology will be discussed. Lab included. Lab fee. Prereq: equivalent of MATH 007 or higher, or c/i. Recommend taking BIO 111 prior to BIO 112. (spring)

BIO 114 PLANT KINGDOM (4)

Students will become familiar with major plant divisions, principles of plant classification including anatomy and morphology of plant groups, evolution of plant groups, and ecology of plants including distribution and environmental requirements. Assessment will be based upon submitted written reports, results from traditional tests and quizzes, and completion of a final written term paper. Lab fee. Recommend taking BIO 111 or its equivalent prior to BIO 114.

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 222 INVASIVE SPECIES (4)

Example animal and plant invasions, both local and around the world, will be used to examine the biological (including ecological and evolutionary) and social issues associated with the growing problem of invasive alien species. Through preparation for class discussion and position papers, students will acquire an in-depth understanding of how politics, economics, and ethics have intertwined to result in continuing environmental degradation by invasives. Through field and/or lab exercises students will acquire practical knowledge of assessment and control of invasive species, as well as the methods used to gather, validate, and interpret biological data in general. Lab fee. Prereq: c/i. (spring/odd-numbered years)

BIO 255 CELL BIOLOGY (4)

This experimentally-based course investigates a wide breadth of topics in current cell biology in detail. Much attention is given to the structure and function of cells and cellular macromolecules, biological membranes, cellular metabolism, molecular biology, enzymes, and the cell cycle. The laboratory portions of this course will use novel projects to introduce students to many techniques in current cell biology. Some of these include cell fractionation, protein localization, western blot analysis, centrifugation techniques, and enzyme activity assays. Lab included. Lab fee. Prereq: BIO 111 and CHEM 131, or c/i. (spring)

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. Prereq: BIO 255. (spring)

BIO 270 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. Students without a background in high school biology may want to consider taking BIO 101 before enrolling in this course. Lab fee. Prereq: equivalent of MATH 007 or higher and BIO 112, or c/i. (spring)

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. Lab included. Lab fee. Prereq: BIO 112, or c/i. (fall/odd-numbered years)

BIO 290 INDEPENDENT STUDY (V 1-4)

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

BIO 343 GENETICS (4)

This course focuses on all major aspects of genetics from classical Mendelian inheritance to molecular genetics. Students will become familiar with mechanisms of inheritance and explore how inheritance of genes influences all aspects of life. A portion of the course will focus on human genetics and the influences of genetics on human traits. The laboratory portion of the course will explore genetic principles using yeast, bacteria, and multicellular organisms as well as mutant screens, molecular genetic tools, computer databases, and genomic tools. Lab included. Lab fee. Prereq: BIO 255 and MATH 131, or c/i. (spring)

BIO 355 SYSTEMATIC BOTANY (4)

Techniques for studying, teaching, and interpreting vascular plants, use of taxonomic keys, principles, and rules of nomenclature, and consideration of the taxonomic literature. Includes a botanic and/or interpretive project. Lab fee. (fall)

BIO 371 HUMAN ANATOMY & PHYSIOLOGY (4)

Structure and function of body tissues and the circulatory, skeletal, muscular, and nervous systems. Lab included. Students without a background in high school biology may want to consider taking BIO 101 or 111 before enrolling in this course. Lab fee. (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 or 111 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: Junior/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 425 MOLECULAR BIOLOGY (4)

This intense, inquiry-based course will explore the mechanisms underlying the central dogma of molecular biology in close detail. Special attention will be given to gene regulation at the transcriptional, translational, and post-translational levels as well as to mechanisms of signal transduction. In addition, a unit of the course will discuss the field of genomics as it relates to identifying and understanding specific regions of DNA sequence. The laboratory portion of this course will allow students to use their own research projects to learn techniques such as DNA isolation, gene cloning, agarose gel electrophoresis, PCR,

restriction enzyme analysis, and many more. Lab included. Lab fee. Prereq: BIO 255 and CHEM 331, or c/i. (spring/even-numbered years)

BIO 450 EVOLUTION (4)

A survey of evolutionary theory from its philosophical origins to its present day synthesis. Detailed examination of the mechanisms of natural selection, adaptation, and speciation, as well as the evidence which chronicles the fact of organic evolution through time will comprise the main topics of this course. Lab included. Lab fee. Prereq: BIO 343, or c/i. (spring/odd-numbered years)

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 [HCPs]), 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 portion 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 111, 112, 270, and MATH 201 and 232. (fall)

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 112. (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. Lab fee. Prereq: BIO 112. (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 111 and 112, and MATH 131 and 232. (fall)

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 112. (spring/odd-numbered years)

BIO 490 INDEPENDENT STUDY (V 1-4)

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. (fall/spring)

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, and 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/spring)

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. (fall/spring/summer)

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. (fall/spring)

BUS 217 BUSINESS & ELECTRONIC COMMUNICATIONS (3)

As the first required course for all business majors, it establishes the communications foundation for the degree program. Students will learn to write measurable objectives, how to analyze and use case studies, practice writing, speaking, and listening skills through multiple applications, and how to work with a team. The dynamic course is adjusted each term to help meet the expressed objectives of the students. Each student will leave the course with a portfolio showcasing their writing skills. Lab fee. Prereq: ENG 101 or 102. (fall/spring)

BUS 219 DIRECTED STUDY (V 1-5)

Selected topics under faculty supervision. Prereq: c/i, c/pc, and 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 007 or higher; Sophomore standing is advised. (fall/spring)

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 100-level MATH, or c/i. (fall/spring)

BUS 253 BUSINESS RESEARCH & STATISTICAL ANALYSIS (4)

This course is designed to develop an understanding of the application of probability and statistics in business and to develop a familiarity with the basic concepts of descriptive and inferential statistics. Students will be acquainted and equipped with both the qualitative and quantitative methodological and statistical issues involved in conducting research in business. Through course lectures, research projects, and class assignments students will learn the basics of a variety of qualitative and quantitative research methods (as well as statistical methods), how they are used, and in what situations they are most useful. Prereq: MATH 131.

BUS 280 BUSINESS LAW (4)

Introduction to the legal process and concepts associated with business in domestic and international transactions. Topics discussed include contracts, UCC, equity, torts, criminal, constitutional law, business organizations, real estate, and estate planning.

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. (fall/spring)

BUS 290 INDEPENDENT STUDY (V 1-4)

Directed research or study on an individual basis. Prereq: c/i, c/pc, 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 242. (on demand)

BUS 317 ADVANCED BUSINESS COMMUNICATIONS (4)

Students will learn and integrate fundamental principles and inter-relationships 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. (fall)

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 PRINCIPLES & PRACTICES OF MANAGEMENT (3)

This course covers 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 are covered. The course will use a multiple set of teaching tools to provide experiential learning, including case studies, hands-on field-based real life examples of companies, and to teach students how to manage in ways that deliver results—results that customers want and also enable companies to gain the competitive edge. A comprehensive research-based project report is required. Prereq: ECON 250, 251 or 252, or c/i. (fall/spring)

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. (spring)

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 242, or c/i. (fall/spring)

BUS 347 PRINCIPLES & PRACTICES OF MARKETING (3)

This course covers an in-depth understanding of marketing concepts and tools. Topics include strategic marketing planning, product and pricing policies, distribution channels, promotion, customization, marketing research, segmenting and targeting markets, services marketing, and international marketing. Using experiential learning techniques, the student will gain hands-on marketing experience through case studies, presentations, and field-based audits of marketing effectiveness of selected companies. Prereq: ECON 250, 251, or 252. (fall/spring)

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 CONTEMPORARY ISSUES IN BUSINESS ETHICS (4)

This course covers the significance of contemporary ethical issues affecting business including the conceptual and practical understanding of ethical decision-making. Topics include social and legal value in business ethics, development of an effective ethics program, conflict resolution, corporate culture, and the role of leadership in managing business ethics.

The course covers the legal framework in managing corporate governance as required by the Sarbanes-Oxley Act in implementing and auditing an effective ethics program. The course provides hands-on training in business ethics in a global economy. The course will encourage students to develop their conceptual skills from focused facilitated seminars and hands-on field study oriented-projects. Prereq: Junior standing, or c/i. (fall)

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 (4)

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. Students will participate in a market trading simulation. Prereq: BUS 242. (spring)

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/summer)

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/pc. (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/pc, 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: Junior standing, or c/i. (fall)

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 242 and Junior standing, or c/i. (fall)

BUS 466 INTERNATIONAL MANAGEMENT (4)

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: Junior standing. (fall)

BUS 467 TEAMWORK & ORGANIZATIONAL BEHAVIOR (4)

This course covers an understanding of organizational behavior concepts and tools as applied to the efficient and effective functioning of contemporary organizations in a rapidly changing global environment. The course will provide an in-depth understanding of team formation, team development, team leadership, diversity, and strategic organizational change. The course focuses on the process of organization development as a foundation for teamwork, covering diagnosis, analysis, design interventions, management and evaluation of change. A variety of strategic team leadership and behavioral strategies are covered with special reference to recent trends such as strategic alliances, restructuring, mergers and acquisitions, and outsourcing. This course will be centered around creating a learning environment and encourages students to develop their skills from focused facilitated discussion and hands-on field study-oriented projects. Prereq: BUS 325 and Junior standing, or c/i. (fall)

BUS 468 STRATEGIC MANAGEMENT OF E-COMMERCE (4)

This course provides a good understanding of the evolving Internet technologies and e-commerce models, and explores the business and marketing implications of these new developments. It explores the architectures, technologies, tools, business and marketing implications of emergence of electronic commerce in the Internet economy. This course will lead students to identify and examine the principles, concepts, and management strategies needed for designing and analyzing the high-performance, scalable, and secure e-commerce systems. Students will be required to participate in class seminars and do assessment presentations of selected e-commerce websites. The course will also cover distinctions between e-business and e-commerce, integration of offline and online marketing systems, and strategic, ethical, and ergonomic issues. A significant research-based project report is required. Prereq: BUS 347 and Junior standing. (spring)

BUS 469 LABOR-MANAGEMENT RELATIONS (4)

This course provides an in-depth understanding and practice of collective bargaining behaviors in both private and public sector organizations. The course is both historical and analytical in its approach and examines relationships between management and organized groups of employees, including labor unions and professional associations, with analysis and assessment of collective bargaining issues, negotiation styles and methods, factors contributing to conflict, and dispute resolution methods, including mediation and arbitration. The course covers an analysis of selected international labor relations systems. The course will be centered around creating a lab environment that provides hands-on experiential skills, supplemented by facilitated discussion and field study-oriented projects. Prereq: BUS 325 or 329, or c/i, and Junior standing. (spring)

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.

BUS 490 INDEPENDENT STUDY (V 1-4)

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, ACT/SAT Math score, or UMW 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; high school chemistry recommended.

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; high school chemistry or CHEM 101 recommended. (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 grade of C- or higher. (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. (on demand)

CHEM 290 INDEPENDENT STUDY (V 1-4)

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 grade of C- or higher, or c/i. (fall/even-numbered years)

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 grades of C- or higher, or c/i. (spring/odd-numbered years)

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. (on demand)

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 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 441 BIOCHEMISTRY (4)

Biochemistry is the chemistry of biological molecules and processes. Therefore, this course will focus on the chemistry of common biological macromolecules, such as the structure and function of proteins, lipids, nucleic acids, and carbohydrates. In addition, attention will be given to enzymatic processes, metabolic pathways, and energetics. Problem-solving approaches and the current biochemistry literature will often be used to address these topics. Lab included. Lab fee. Prereq: CHEM 332 and BIO 255 grades of C- or higher, or c/i. (spring/even-numbered years)

CHEM 490 INDEPENDENT STUDY (V 1-4)

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 & PRESENTATIONS (1)

Students will become informed consumers of hardware and software products, learn basic functions to communicate through technology, and 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. Students will also develop a working knowledge of the basic features of Microsoft PowerPoint. Students will be evaluated by hands-on assignments, examinations, and a portfolio. (fall/spring)

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. (fall/spring)

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. (fall)

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. (fall/spring)

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. (fall/spring)

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 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. (fall/spring)

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. (spring)

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. (on demand)

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, or c/i. (spring)

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, or c/i. (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, or c/i. (fall)

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. (spring)

COMS 219 DIRECTED STUDY (V 1-5)

Selected topics under faculty supervision. Prereq: c/i, c/pc, 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, or c/i. (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. (fall/spring)

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. Lab fee. Prereq: COMS 101, or c/i. (fall)

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, examinations, and a final portfolio. Prereq: COMS 135 and MATH 131.

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. (fall/spring)

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. (on demand)

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. (on demand)

COMS 260 WORD PROCESSING & APPLICATIONS (4)

In this hands-on course students will develop a working knowledge of the basic and advanced features of Microsoft Word. Students will explore the integration of Word with other computer application programs and learn the basics of voice and hand written recognition software. Students will be evaluated by hands-on assignments, examinations, and a portfolio. At the conclusion of this course students will have covered the competencies for both the Microsoft Office Specialist exam and Expert exam in Microsoft Word. (fall/spring)

COMS 265 SPREADSHEETS & APPLICATIONS (4)

In this hands-on course students will develop a working knowledge of the basic and advanced features of Microsoft Excel. Students will explore the integration of Excel with other computer application programs and be introduced to Quickbooks and Microsoft Access. Students will be evaluated by hands-on assignments, examinations, and a portfolio. At the conclusion of this course, students will have covered the competencies for both the Microsoft Office Specialist exam and Expert exam in Microsoft Excel.

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 digital photography, scanning, designing, creating, and editing yearbook layouts, and using the basic functions of Adobe InDesign. Yearbook Editors must be enrolled in this course. Prereq: COMS 101 or equivalent. (fall)

COMS 276 NETWORK DESIGN (CISCO IV) (4)

This course is a project-based course in network design. Topics include advanced network design projects and advanced network management projects. This is the final course in a four-course series that leads toward certification in both the ComITA Network+ and CCNA (Cisco Certified Networking Associate). This course is articulated through Tech Prep. Prereq: COMS 226, or c/i. (spring)

COMS 290 INDEPENDENT STUDY (V 1-4)

Directed research or study on an individual basis. Prereq: c/i, c/pc, 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 (3)

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--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. Lab fee. Prereq: COMS 101 and 234, or c/i. (on demand)

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. (on demand)

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 Adobe InDesign. 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, or c/i. (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 205, 210, 260, and 265, or c/i. (fall)

COMS 409 SEMINAR (V 1-3) R

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

COMS 419 DIRECTED STUDY (V 1-5)

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

COMS 420 CERTIFICATIONS IN HARDWARE, SOFTWARE, & NETWORKING (4)

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. (fall)

COMS 490 INDEPENDENT STUDY (V 1-4)

Directed research or study on an individual basis. Prereq: c/i, c/pc, 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/pc. (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 learn to actively explore relationships between these fundamental elements in a lab setting, create dramas based on literary and historical sources or current events and social issues, explore scripted drama, and perform and analyze creations. Lab fee. (fall/spring)

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 & INTRODUCTION TO DIRECTING (4) R

Students produce and direct 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 several areas of play production including safety, script selection and analysis, casting, rehearsal, performance, and directing. Lab fee. (fall)

DR 243 STAGECRAFT & COSTUME (4)

Students learn and apply stagecraft design and construction methods in several areas, including lighting, stage rigging, set, costume, sound, and stage management. Students develop basic skills in a variety of stage arts by applying learned skills to a specific production. Those who successfully complete the course exhibit competencies in identifying stagecraft problems, devising potential solutions, and putting solutions into practice. Lab fee. (spring/even-numbered years)

DR 276 ACTING FUNDAMENTALS & STYLES (4)

Students apply principles of character creation, stage movement, script analysis, and acting theory for a variety of theatre performances including modern, post-modern, period styles, and dramatic verse. Activities include analyzing, rehearsing, and performing publicly. Students successfully completing this course will demonstrate competency in applying skills of performance to special textual needs, including stylized comedy, modern realism, and heightened language. Lab fee. (every year, alternating semesters)

DR 290 INDEPENDENT STUDY (V 1-4)

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. (fall/even-numbered years)

DR 351 CLASSROOM DRAMA METHODS (2)

Candidates develop an understanding of teaching drama as an art form as well as drama's use for learning about other subject areas. Focus is on the middle through senior high school setting. State and national standards in drama and theatre education are studied, and concepts applied. Stimulating environments, materials, and tools are considered and safe methods practiced. Candidates develop teaching strategies in improvisational drama and script development, in drama history and literature, in staging and spectacle techniques, and in film and theatre analysis and criticism. Effective techniques for assessing students' progress in the arts are modeled and practiced. Peer teaching and field experiences are required. Prereq: Completion of all drama courses required for the Minor and TEP, or c/i. (fall)

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 DRAMA METHODS (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. (spring/odd-numbered years)

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/ENG 441 DRAMA HISTORY & LITERATURE GENRE (4)

This course provides students with an opportunity to study theatre history and to examine important plays of various historical epochs. It examines plays central to the development of Western drama, with critical emphasis on cultural and historical influences as well as the production practices and theatre architecture associated with these plays. Upon completion of this course students will have analyzed, compared, and performed scenes from a wide range of plays—e.g. from classical Greece, Renaissance, to 21st century playwrights. Students will also compare and contrast dramatic literature and production practices to nonwestern drama and to the development of film-making. (fall/even-numbered years)

DR/ENG 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 recognize elements of dramatic structure, interpret meaning, analyze literary elements such as character and theme, draw connections to the milieu in which Shakespeare wrote, and make critical responses. Students may be asked to demonstrate competencies through written work, oral presentations, and/or examinations. (spring/even-numbered years)

DR 460 ADVANCED DIRECTING (4)

This course explores basic concepts of directing plays. Included are basic approaches to analyzing, communicating, and staging the play. Practical application of this knowledge will be demonstrated through preparing some directing presentations (both alone and in groups), a short scene from a play, and/or a short or full-length play. (spring/odd-numbered years)

DR 466 STORYTELLING (2)

This course focuses on the traditions, forms, and methods of oral storytelling. Students study tales and techniques from a variety of cultures, practice many genre of stories and styles of telling. Upon completion of this course students will have researched tales from many cultures and time periods, practiced performing for several audience types and ages, know effective story content, practiced skills in communicating clearly and expressively, and understand a variety of story themes and topics from cultures in addition to their own. Prereq: c/i. (on demand)

DR 490 INDEPENDENT STUDY (V 1-4)

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 & Computer Applications Secondary Education degrees.] (on demand)

ECON/GEOP/POLS 201 THE WORLD ECONOMY (4)

An introduction to the development, structures, and processes of the world economy in the modern age. Analyses of the various attempts during this period to explain, understand, justify, and critique this world economy. Location analyses of economic activity and patterns of development. Emphasis placed on the interrelationships of resources, types of economic organization, environmental impact, and social justice. (spring)

ECON 219 DIRECTED STUDY (V 1-5)

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

ECON 250 PRINCIPLES OF ECONOMICS (4)

This course provides an introduction to both macro- and micro-economics including supply and demand theory, prices and unemployment, aggregate demand and supply and GDP, fiscal and monetary policy, international trade and finance, and theory of production and distribution. Students are expected to collect, analyze, and present economic data using application-based exercises.

ECON 251 PRINCIPLES OF MACROECONOMICS (3)

An introduction to macroeconomics: national income analysis, unemployment, price stability and growth, monetary and fiscal policies, and 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)

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 1-4)

Directed research or study on an individual basis. Prereq: c/i, c/pc, 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 250, 251 or 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 250, 251 or 252, or c/i. (spring)

ECON 358 INTERNATIONAL TRADE & FINANCE (4)

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 250, 251, or 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/pc. (on demand)

ECON 419 DIRECTED STUDY (V 1-5)

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

ECON 434 RESOURCE ECONOMICS (4)

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 250, 251, or 252. (on demand)

ECON 455 PUBLIC FINANCE & BUDGETING (3)

Principles of taxation and expenditure at all levels of government. Particular emphasis is 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 250, 251, or 252. (on demand)

ECON 490 INDEPENDENT STUDY (V 1-4)

Directed research or study on an individual basis. Prereq: c/i, c/pc, 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)

Emphasis on introductory history and foundations of education, creating professional portfolios, and teaching as a career. With field observation in a K-8 setting. Part of the professional sequence for Elementary and Secondary Education majors. (fall/spring)

ED 142 INTRODUCTION TO EARLY CHILDHOOD (1)

Provides an overview of the early childhood education issues, practices, and methodology. In addition, students learn about CDA functional areas, indicators, activities, and training and assessment steps. This course is articulated through Tech Prep. (fall/even-numbered years)

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

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. (fall/even-numbered years)

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. (fall/even-numbered years)

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. (fall/spring)

ED 200 EARLY CHILDHOOD INTERNSHIP (6)

Participate 20 hours per 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. (fall/even-numbered years)

ED 210 METHODS OF TEACHING GRAMMAR (2)

This course is designed for students who anticipate teaching grammar in elementary or secondary English and Language Arts classrooms. Upon completion of this course students will be familiar with modern English grammar and sentence structure, literary devices, text structure and organization, methods of incorporating grammar instruction in the context of writing, and evaluating grammar in student writing. (spring)

ED 219 DIRECTED STUDY (V 1-5)

Selected topics under faculty supervision. Prereq: c/i, c/pc, 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. (fall/spring)

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. (fall/even-numbered years)

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/even-numbered years)

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. (spring/odd-numbered years)

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. (spring/odd-numbered years)

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. (fall/even-numbered years)

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. (fall/even-numbered years)

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. (fall/spring)

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. (fall/spring)

ED 258 ELEMENTS OF LANGUAGE, COMPOSITION, & LITERATURE FOR ELEMENTARY TEACHERS (2)

Topics include an introduction to the study of literary devices and style, elements of grammar, usage, and composition, 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. Required for Elementary Education Major and Literacy Minor. (fall/spring)

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 comprehensive 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. Required for Elementary Education Major and Literacy Minor. Lab fee. Prereq: ED 258. (fall/spring)

ED 276 FIFTH & SIXTH GRADE OBSERVATION (1)

This course is designed to help meet the certification requirement for students completing a 5-12 Secondary Education licensure. A period of 30 hours or one school week is required in the school. The student acts as a teacher's aide, prepares reports, and consults with the teacher. Prereq: c/dfe. Coreq: ED 473. (fall/spring)

ED 277 OBSERVATION & PARTICIPATION (1)

Pre-student teaching laboratory experience in a classroom. A minimum of 30 hours of observation is required. The student observes, acts as a teacher's aide, prepares reports, and consults with the teacher. Prereq: c/dfe. (fall/spring)

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. (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. (fall)

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. (spring)

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. (fall)

ED 289 PARAPROFESSIONAL INTERNSHIP (6)

This course is the incorporation of an appropriate work experience into the student's academic preparation. The student will develop a learning contract with his/her instructor, maintain a portfolio of his/her work experience, and make a final presentation of his/her 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. (fall/spring)

ED 290 INDEPENDENT STUDY (V 1-4)

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

ED 292 INTRODUCTION TO BUSINESS FOR EARLY CHILDHOOD (3)

This course introduces best business practices for home and center-based early childhood programs. Students will draft policy statements, contracts, and financial projections, demonstrate record keeping strategies, anticipate employment and income tax obligations, plan marketing activities, and prepare a simple business plan or a Montana Best Beginnings Provider Grant application. Students will research state, federal, and private programs for improving childcare income and expanding early childhood businesses.

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. (spring/odd-numbered years)

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. (spring/odd-numbered years)

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/odd-numbered years)

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/odd-numbered years)

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. Students are required to complete a 45-hour lab component in a licensed/registered facility serving infants/toddlers. (spring)

ED 328 CURRICULUM, INSTRUCTION, ASSESSMENT, & MANAGEMENT (3)

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, professionalism, 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. Lab fee. Prereq: TEP and ED 341; Elementary--ED 258 and 270. Coreq: ED 329. (fall/spring)

ED 329 CURRICULUM, INSTRUCTION, ASSESSMENT & MANAGEMENT PRACTICUM (1)

Students will explore various issues and concepts relevant to building instructional frameworks with an emphasis in middle school classrooms. Emphasis is on field teaching in small and whole group settings. Making connections between theory and practice in instruction, assessment, management, and motivation is the focus of this experiential course. Prereq: TEP; Elementary--ED 258 and 270. Coreq: ED 328. (fall/spring)

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

Candidates will develop science instruction and assessments for K-8 science instruction that are aligned with state and national standards. Candidates will gain familiarity with instructional methods and materials appropriate for teaching science content and science process skills, primarily through science inquiry and experiential learning. Candidates will develop skills in incorporating into their science instruction physical science, earth and space science, and life science. Infused topics include technology, science safety, cooperative learning, assessment, environmental education, and multicultural issues. Candidates will develop skills in integrating science and technology throughout the elementary curriculum. Lab fee. Prereq: Admission to TEP. Coreq: ED 333, and concurrent enrollment in the senior year elementary education methods block courses. (fall/spring)

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. Prereq: Admission to TEP. Coreq: ED 332. (fall/spring)

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. Lab fee. Prereq: Admission to TEP. Coreq: ED 335, and concurrent enrollment in the senior year elementary education methods block courses. (fall/spring)

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: Admission to TEP. Coreq: ED 334. (fall/spring)

ED 341 EXCEPTIONAL LEARNER (3)

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. Prereq: TEP, or c/i. (fall/spring)

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. (on demand)

ED 344 EARLY CHILDHOOD PROFESSIONAL (2)

This course focuses on 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 services for children. During this AAS capstone course, students complete a comprehensive oral interview, program portfolio, and engage in an advocacy project. Prereq: ED 142, 143, 144, 145, 240, 241, 242, 243, 250, 251, 320, 321, 324, and 325. (spring/odd-numbered years)

ED 345 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/odd-numbered years)

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. (fall)

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 and implement 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. (fall)

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. (spring)

ED 355 METHODS & MATERIALS OF EXPERIENTIAL SCIENCE EDUCATION (4)

Students will develop an understanding of the theory and practice of secondary science teaching, and will apply that knowledge to the secondary education classroom and outdoor learning environments. Students will develop skills in planning instruction and designing classroom environments that incorporate science inquiry, laboratory safety, environmental science, performance-based assessment, and cooperative learning. Students will develop skills in aligning instruction and assessment with state and national standards. Course available to students interested in outdoor, environmental, and science education. Professional education field experience in a school required. Lab fee. Prereq: completion of all science courses required for the major or permission of Education Department. Teacher Education Program candidates must be admitted to TEP. Preferably, students will take this course in the semester prior to student teaching. (fall)

ED 357 METHODS & MATERIALS IN SOCIAL SCIENCE (4)

Students will understand and apply methods, materials, and 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 in a school required. Prereq: TEP. (fall)

ED 360 CHILDREN'S LITERATURE (V 3-4)

Upon completion of the course candidates become familiar with the historical background of children's literature, of authors and illustrators, and of sources for books and related materials. Study of genre, literary structure, artistic methods and styles, and book format is included. Extensive reading of literature for pre-school through middle school/junior high students is required. Activities for integrating literature throughout the school curriculum are explored. Both online and on-campus sections of ED 360 include explorations of technology and internet resources, integration of film and other visual and dramatic media. Assessment is competency-based centered on Montana and national teacher preparation standards. [Candidates enrolled in the UMW Literacy Minor are required to take the 4-credit option, which includes study of literature in the elementary language arts program, e.g. the integration of reading, writing, speaking, listening, and viewing goals and activities within the school literature program.] (on demand on campus; fall & summer via internet)

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. Required for Elementary Education Major and Literacy Minor. Lab fee. Prereq: Admission to TEP. Coreq: ED 371. (fall/spring)

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 Major. Prereq: Admission to TEP. Coreq: ED 370. (fall/spring)

ED 376 ARTS METHODS FOR ELEMENTARY TEACHERS (2)

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. Candidates work directly with children in microteaching or field experience. Lab fee. Prereq: TEP, ART 101, MUS 101, and DR 101. (fall/spring)

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: Admission to TEP. Coreq: ED 378. (fall/spring)

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. Lab fee. Prereq: Admission to TEP. Coreq: ED 377.

ED 379 MUSIC FOR ELEMENTARY TEACHERS (3)

An activity-based exploration of techniques and materials relevant to the instruction of music in the elementary classroom. Prereq: Admission to TEP, and MUS 101 or two semesters of any MUS 116/316/165/365. (fall/spring)

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 Elementary Education Major and Literacy Minor. Lab fee. Prereq: TEP; Elementary—ED 258 and 270. Coreq: ED 382. (fall/spring)

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 Elementary Education Major and Literacy Minor. Prereq: ED 258, 270, and TEP. Coreq: ED 381. (fall/spring)

ED 383 APPLICATIONS OF EDUCATIONAL PROBABILITY & STATISTICS FOR ELEMENTARY TEACHERS (1)

The course covers basic content related to descriptive statistics and probability. The student will learn how to collect, organize, represent, and interpret data using tables, graphs, charts, and mathematical models. Upon completion of the course the student will demonstrate understanding and application of the concepts of mean, mode, median, standard deviation, counting techniques, and probability distributions. Prereq: TEP, ED 258 and 270, and MATH 105 and 106. (fall/spring)

ED 400 COOPERATIVE EDUCATION/INTERNSHIP (V 1-15)

An elective for those education students who wish to incorporate an appropriate work experience within their academic education. Prereq: TEP, ED 331, 341, 425, c/dfe, and Junior standing. (fall/spring)

ED 409 SEMINAR (V 1-3) R

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

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. (fall)

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. (fall)

ED 425 MULTICULTURAL/GLOBAL EDUCATION (3)

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, over-representation 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. Coreq: ED 426. (fall/spring)

ED 426 MULTICULTURAL/GLOBAL EDUCATION PRACTICUM (1)

This course requires a field experience practicum of 4 or 5 days during which candidates will be engaged in observation and practice teaching in Native American reservation schools and evening activities. Takes place in a diverse setting where exceptionality is present. Prereq: TEP. Coreq: ED 425. (fall/spring)

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 K-12 special needs students with emphasis given to transitioning high school students to postsecondary life. Field experience required. Lab fee. (spring)

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. (spring)

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. (spring)

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. (fall/spring)

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: Literacy Minor—ED 258, 270, 381, and 382; Special Education Minor—TEP, ED 380 and 381. Coreq: ED 447. (fall)

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. Required for the Literacy Minor. Prereq: Literacy Minor—ED 258, 270, 381, and 382; Special Education Minor—TEP, ED 380 and 381. Coreq: ED 446 and TEP. (fall)

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 ability 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 8. Prereq: ED 250. (spring)

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. (spring)

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. (spring)

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. (spring)

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. (fall/spring)

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 and must have completed all pre-Student Teaching Phase III requirements. (fall/spring)

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, and must have completed all pre-Student Teaching Phase III requirements. (fall/spring)

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 (8 weeks required for K-12 Special Education OPI endorsements). A seminar is incorporated in student teaching. Prereq: c/pc, TEP, Senior standing and must have completed all pre-Student Teaching Phase III requirements. (fall/spring)

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 UMW; 2) have completed all UMW 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 two semesters. A portfolio and an exit presentation are required for program completion. (fall/spring)

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 UMW 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. (fall/spring)

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. (fall/spring)

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 UMW; 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. (fall/spring)

ED 490 INDEPENDENT STUDY (V 1-4)

Directed research or study on an individual basis. Prereq: c/i, c/pc, 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-concurrent 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. (fall/spring/summer)

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: Senior standing, c/i, and c/pc. (fall/spring)

ED 499 INQUIRY, TEACHING, AND LEARNING (2)

This course focuses on evaluating teaching performance and has the 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 student teachers who have 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: Admission to TEP Phase II and completion of all Student Teaching requirements. (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)

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 multi-cultural 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. Prereq: ENG 102, or c/i.

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, visits with authors, interviews, internet and off-campus activities, research practice, etc. Prereq: ENG 102, or c/i.

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. Prereq: ENG 102, or c/i.

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. Prereq: ENG 102, or c/i.

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. Prereq: ENG 102, or c/i.

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. Prereq: ENG 102, or c/i.

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. Prereq: ENG 102, or c/i. (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. Prereq: ENG 102, or c/i. (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 United States 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. Prereq: ENG 102, or c/i. (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. Prereq: ENG 102, or c/i. (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. Prereq: ENG 102, or c/i. (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. Prereq: ENG 102, or c/i. (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. Prereq: ENG 102, or c/i. (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. Prereq: ENG 102, or c/i. (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. Prereq: ENG 102, or c/i. (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. Prereq: ENG 102, or c/i. (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. Prereq: ENG 102, or c/i. (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. Prereq: ENG 102, or c/i. (spring)

ENG 290 INDEPENDENT STUDY (V 1-4)

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 non-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 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 350 TECHNICAL & PROFESSIONAL COMMUNICATIONS (4)

This course builds upon reading, writing, and public speaking skills introduced in ENG 102. It intensively surveys varieties and strategies of written and oral presentations common in contemporary work settings including technical writing, editing, small group communications, and power point presentations, among others. The course is designed to refine students' abilities in oral communications and broaden their repertoire of writing styles. Prereq: ENG 102, or c/i.

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 in a school required. (fall)

ENG 360 YOUNG ADULT LITERATURE (V 3-4)

Upon 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 and appraising a variety of genres from "classics" to the very recent. Also studied is the historical background of literature for youth, including its relation to the oral tradition and recent popular story forms of television, film, electronic games, and graphic novels. Authors and illustrators, sources for books, and related materials are investigated. Literary structure, artistic methods and styles, and book formats are compared. Extensive reading of literature for grades 5 through 12 is required. Activities for integrating literature throughout the school curriculum are included. Both online and on-campus sections of ENG 360 include explorations of technology and internet sources. Assessment is competency-based, centered on Montana and national teacher preparation standards. [Candidates enrolled in UMW programs are encouraged to take the 4-credit option, which includes study of literature in the secondary language arts program, e.g. the integration of reading, writing, speaking, listening, and viewing goals and activities within the school literature program.] (spring/summer via internet)

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/DR 441 DRAMA HISTORY & LITERATURE GENRE (4)

This course provides students with an opportunity to study theatre history and to examine important plays of various historical epochs. It examines selected plays central to the development of Western drama, with critical emphasis on a cultural, historical, and theatrical analysis of these works. Upon completion of this course students will have analyzed, compared, and performed works from major periods of Greek and Roman drama, medieval drama, theatre of the English Renaissance, French neoclassical drama, romanticism, naturalism, and realism, and major dramatic currents of the 20th century. (fall/even-numbered years)

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. Repeatable for credit under a separate topic.

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. Repeatable for credit under a separate topic.

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. Repeatable for credit under a separate topic.

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 recognize elements of

dramatic structure, interpret meaning, analyze literary elements such as character and theme, draw connections to the milieu in which Shakespeare wrote, and make critical responses. Students may be asked to demonstrate competencies through written work, oral presentations, and/or examinations. (spring/even-numbered years)

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.

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 5 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 specific topic taught in this field-based course will concentrate on a particular skill related to education, recreation, lore, or survival in wildlands. The skill areas offered may include backpacking, basic camping, campfire programs, horsepacking, mountaineering, night sky interpretation, primitive living skills, rock climbing, white water boating, wilderness medicine, winter camping, or others. The student will 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/spring)

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. Lab fee.

ENVS 290 INDEPENDENT STUDY (V 1-4)

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 270, 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, either BIO 101, 111, or 112, and either GEOL 101 or 150, or c/i. (spring/odd-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 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 requirement lists for effective group land use.

ENVS 381 NATURAL RESOURCE 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. (on demand)

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. Prereq: Junior/Senior standing. (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 1-4)

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 (4)

This course gives the student an overview of the equine world that will provide a basis for subsequent more practical and scientifically-based courses. This class will look at the evolution and behavior of the horse, the history of horsemanship, contemporary breeds and their uses, selection of an appropriate horse (including conformation and pre-purchase examinations), and insights into various career avenues within the equine industry.

EQST 102 EQUINE SELECTION & JUDGING (4)

This course is divided into two segments covering Western and English riding, respectively. The class will cover basic conformation while stressing the importance of form to desired function. The students will learn judging methods and procedures for the various types of Western and English classes, professional conduct at horse shows, and other related topics.

EQST 155 INTRODUCTION TO NATURAL HORSEMANSHIP: GAINING CONFIDENCE & RESPECT (3)

The student will gain an understanding of the basic concepts of natural horsemanship first in groundwork, and then riding. Using a natural approach, the student will learn and implement a number of basic maneuvers to gain the horse's confidence and respect from the ground.

These activities will increase the student's awareness of safety issues around horses and will increase the student's ability to read the horse's body language. Then the student will learn safe and efficient saddle techniques, and how and when to safely mount the horse. In the saddle, the student will learn the fundamentals of rein position and will be able to control the horse in all three gaits (walk, trot, and canter). Prereq: c/i.

EQST 200 INTERNSHIP (4)

This field experience provides a broader application of the techniques of horsemanship to a professional setting. Students work under the guidance of an equine professional 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 BASIC HORSE CARE & NUTRITION (4)

In this course the student will learn the principles of horse care by focusing on nutrition and preventive medicine. Topics covered will include appropriate feeds for horses, principles of equine digestion, nutritional requirements demanded by different types of horses and their uses, and preventive medicine (including vaccination and deworming programs). Prereq: BIO 101, or c/i; General Chemistry recommended.

EQST 202 BASIC EQUINE SCIENCE I (4)

In this two-course series the student will learn the fundamentals of equine anatomy, physiology, and diseases using a step-wise systems approach. The normal anatomy and physiology of each system of the horse are covered initially, and then basic pathologic concepts and important diseases of each system are investigated. This first of the two-part series will cover the body as a whole, and then look in more detail at the musculoskeletal system, cardiovascular system, hematopoietic system, respiratory system, and the digestive system. Prereq: BIO 101 or 111, and EQST 201, or c/i.

EQST 203 BASIC EQUINE SCIENCE II (4)

In this two-course series the student will learn the fundamentals of equine anatomy, physiology, and diseases using a step-wise systems approach. The normal anatomy and physiology of each system of the horse are covered initially, and then basic pathologic concepts and important diseases of each system are investigated. This second part of the two-part series will cover the nervous system, endocrine system, the urogenital system, the integumentary system, special senses, and the basics of equine genetics and reproduction. Prereq: BIO 101 or 111, and EQST 202, or c/i.

EQST 204 EQUINE FACILITIES MANAGEMENT (4)

The student will learn the fundamentals of managing and operating an equine facility by utilizing and applying knowledge gained in the previous EQST courses. The primary teaching impetus will focus on the creation and maintenance of a productive, healthy environment for horses in a variety of stabling and pasture scenarios, while emphasizing the business aspects of the operations. Ancillary topics include disease prevention, nutrition and feeding protocols, record keeping, public relations, advertising, equine business ethics, human and equine safety, athletic conditioning for the equine athlete, enrichment strategies for optimal equine health, immunology, and infectious disease. Physical facilities topics will include stable and barn design, ventilation, development and maintenance of performance surfaces (arenas and tracks), and horse transportation. The course includes lecture, small group and field studies, and culminates with student presentation of projects. Prereq: EQST 201 and 203, or c/i.

EQST 219 DIRECTED STUDY (V 1-4)

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

EQST/HHP 222 ELEMENTS OF RODEO (2)

The Elements of Rodeo courses focus on National Intercollegiate Rodeo Association (NIRA) events: bareback riding, steer wrestling, saddle bronc riding, tie down roping, team roping, goat tying, breakaway roping, and barrel racing. 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. (fall/spring)

EQST 252 NATURAL HORSEMANSHIP: BUILDING A RELATIONSHIP (3)

In this course the student will learn how to get the horse to respond at a new level. In EQST 155 the goal was to teach the horse to yield to pressure. Now we will teach the horse not only to yield to pressure, but also to do everything we ask him with lightness. The student will develop more feel, better timing, and more harmony with his horse. The student will learn the concept of impulsion, and how to use reins less and the seat more. The student will understand how to teach the horse, rather than train him. Prereq: EQST 155, or c/i (demonstrated ability).

EQST 254 NATURAL HORSEMANSHIP: HARMONY WITH YOUR HORSE I (3)

The primary objective of this course will be to take the skills and knowledge learned in EQST 155 and 252 and further develop these skills so that the horse and the human achieve positive reflexes. Students will progress to using a longer line on the ground and will further test

their communication skills by advancing to work with their horse at liberty. In the saddle, students will get in harmony with the horse and gain knowledge of a horse's self carriage and impulsion. The student will learn impulsion programs and the different patterns of different gaits. Students will also learn about the importance of "seat connection" while riding a horse. Prereq: EQST 252, or c/i (demonstrated ability).

EQST 255 NATURAL HORSEMANSHIP: HARMONY WITH YOUR HORSE II (3)

Entering into this course a student should have a thorough understanding of and have competent abilities both on the ground and in the saddle. The student will advance the skills, confidence, and respect gained on the ground by creating a stronger connection with the horse through a liberty component. In the saddle, the horse and rider will develop more emotional collection, improving impulsion and self-carriage in all three gaits. The combination of the increased ground connection developed through liberty and increased harmony between the horse and rider will prepare them for the next level of refinement. Prereq: EQST 254, or c/i (demonstrated ability).

EQST 290 INDEPENDENT STUDY IN NATURAL HORSEMANSHIP (V 1-4)

This course allows the student to focus on a contemporary area of interest in the natural horsemanship area. The emphasis of the course will be 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: Sophomore standing and c/i.

EQST 351 NATURAL HORSEMANSHIP: REFINING THE FOUNDATION I (4)

In this course the student uses skills, including seat connection and impulsion patterns, gained in EQST 155 through 255, to focus toward refinement and suppleness. At this level the student will gain more control of the horse's body and feet while maintaining softness. The goal of the next two courses is for the student to continually refine the foundation to allow for lateral movements and vertical flexion. Prereq: EQST 255, or c/i (demonstrated ability).

EQST 352 NATURAL HORSEMANSHIP: REFINING THE FOUNDATION II (4)

This course brings together the skills and knowledge gained in all previous natural horsemanship courses. The student and his horse are now achieving a solid level of communication both on the ground and in the saddle. This communication continues to be more refined, and the high level of confidence and respect between the horse and student becomes evident. Upon completion of this course the student and horse have all the ingredients of mental, emotional, and physical collection that is the foundation of horsemanship. This solid foundation will enable the student and horse to progress into whatever facet of horsemanship is desired. Prereq: EQST 351, or c/i (demonstrated ability).

EQST 400 NATURAL HORSEMANSHIP INTERNSHIP (4)

This field experience provides a broader application of the techniques of natural horsemanship to a professional setting. Students work under the guidance of an equine professional 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: 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 409 SEMINAR (V 1-3)

Selected topics of interest, with emphasis on experiential learning. Prereq: EQST 255 and c/i (demonstrated ability).

EQST 419 DIRECTED STUDY (V 1-4)

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

EQST 453 YOUNG HORSE STARTING & DEVELOPMENT (4)

This course involves the fundamentals of handling young horses from basic ground skills through initial rides under saddle and introduction to the snaffle bit. The horses used may range in age from two- to three-year-olds, and will have had little to no handling. This course requires a strong base of knowledge and skills gained in the previous Natural Horsemanship courses (EQST 155 to 352). Working with young horses is a challenge, due to the unpredictable nature of horses, and requires the successful student to be physically, mentally, and emotionally fit. This is a demanding yet rewarding course that tests the student's previous knowledge and experience in natural horsemanship. Prereq: EQST 352, or c/i.

EQST 454 EQUINE BEHAVIOR (4)

In this course students will be introduced to horse behavior at both an intraspecific and interspecific level. Initially, students will learn how evolution shaped the behavior of horses today. The basics of equine socioecology will be examined, as well as how that behavior has been modulated by domestication and interaction with humans. Students will learn how to better interpret basic horse behaviors in relationship to current management and training practices. Finally, various equine vices or stereotypic behaviors will be discussed. Prereq: EQST 352, or c/i.

EQST 490 INDEPENDENT STUDY (V 1-4)

This advanced course allows the student to focus on a contemporary area of interest in the natural horsemanship area. The emphasis of the course will be 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: EQST 244 and c/i.

EQST 498 SENIOR THESIS (2)

This course is intended as a culminating intellectual experience for the natural horsemanship degree. Working with a faculty advisor, the student will produce a thesis and an oral presentation on a topic related to natural horsemanship or a similar discipline that demonstrates a competent, independent application of basic research skills and a familiarity of the pertinent literature. Prereq: Senior standing and c/i.

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 1-4)

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 their 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 1-4)

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) (CD)

Provides 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). Issues of cultural diversity—with special focus on indigenous peoples—both within American society and across the world will be emphasized. Students will demonstrate understanding of course content through in- and out-of-class writing assignments. Lecture and group discussion. (spring/even-numbered years)

GEOG/ECON/POLS 201 THE WORLD ECONOMY (4)

An introduction to the development, structures, and processes of the world economy in the modern age. Analyses of the various attempts during this period to explain, understand, justify, and critique this world economy. Location analyses of economic activity and patterns of development. Emphasis placed on the interrelationships of resources, types of economic organization, environmental impact, and social justice. (spring)

GEOG 202 REGIONAL GEOGRAPHY OF NORTH AMERICA (4)
(CD)

Provides an introduction to the themes of American and Canadian regional geography, including environmental, political, linguistic, economic, social diversity, and spatial relationships. Special emphasis will be given to coverage of the native peoples of North America. Students will demonstrate understanding of course content through in- and out-of-class writing assignments. Lecture and group discussion. (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 102, 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. (on demand)

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 102, PSY/SOC 220, c/i, and c/vc. (fall/spring)

GEOG 409 SEMINAR (4)

Selected topics of interest, with emphasis on experiential learning. Prereq: GEOG 102 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. (on demand)

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 102, 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 102, 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, ACT/SAT Math score, or UMW 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 101 or 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/even-numbered years)

GEOL 290 INDEPENDENT STUDY (V 1-4)

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, 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 BIO 114 or BIO 355, 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 field-based 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. Lab fee. Prereq: GEOL 226. (spring/even-numbered years)

GEOL 480 HYDROGEOLOGY (4)

This field-based 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, MATH 131, and Junior/Senior standing, or c/i. (spring/odd-numbered years)

GEOL 490 INDEPENDENT STUDY (V 1-4)

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 5 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. (fall)

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. (fall)

HHP 108 FLY FISHING & FLY TYING (1)

This class is an introduction to the basic skills and knowledge of fly fishing and fly tying that will include tackle selection and care, casting, entomology, fish habitat, stream ethics, tactics, and strategy. Students are expected to demonstrate comprehension of the sport through exams, homework assignments, and class participation. Student participation is critical to the overall grade. Assignments will include out-of-class fly tying, habitat assessment, studying Fish & Wildlife regulations, skill practice, and relevant projects. Students are encouraged to supply their own tackle, but some tackle is available for student use. Lab fee. (spring)

HHP 109 SELF DEFENSE (1)

This course is an introduction to the basic concepts and practical ways in which people defend themselves in an attack situation. The primary focus will be on strategically placed kicks, hand-strikes, joint locks, and throws. Students can expect extensive hands-on experience utilizing heavy bags and physical contact with classmates. Appropriate attire for class activities is mandatory. Students will be expected to devote out-of-class time to skill practice and research-based projects. Assessment will be based on attendance, participation, and research projects. (fall)

HHP 110 INTERVAL TRAINING (1)

An exercise class designed for students to learn to execute and participate in various types of exercises that condition both the anaerobic and aerobic system for training of muscle strength and endurance, cardiovascular endurance, flexibility, balance, and muscle tone. Exercise intensity will vary for each individual depending on fitness level as well as alternative exercises for most types of limitations. Students are supervised carefully and instructed for safety. Students will be evaluated on participation and attendance. (fall/spring)

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. (fall)

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 lesson costs. (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. (fall/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. (spring)

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 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. (fall/spring)

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 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. (fall/spring)

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. (fall/spring)

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 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. (fall/spring)

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 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. (fall/spring)

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)

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)

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)

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 (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. (fall)

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. (spring)

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 (NIRA) events: bareback riding, steer wrestling, saddle bronc riding, tie down roping, team roping, goat tying, breakaway roping, and barrel racing. 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. (fall/spring)

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/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. (spring)

HHP 241 PERSONAL & COMMUNITY HEALTH (4)

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, safety, and choices relating to the use and abuse of alcohol, tobacco, and other drugs. 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, the physiological impact of alcohol and drug use and abuse, and the 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 290 INDEPENDENT STUDY (V 1-4)

Directed research or study on an individual basis. Prereq: c/i, c/pc, 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 responsi-

bilities 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 neuro-muscular-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 (4)

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, management and content issues, and other issues that are necessary to assuring a successful program. Students will demonstrate comprehension of course content through written exams, in-class projects, special assignments, and class participation. Prereq: HHP 140 and 142. (fall)

HHP 350 COACHING: PEDAGOGY, ADMINISTRATION, & ETHICS (3)

A scientific approach to coaching youth sport and taking theory into practice. Emphasis is on planning for and applying developmentally and instructionally appropriate instruction, leader qualities, managing the competitive environment, and maximizing the positive contributions of ethical issues of sport competition. Students will demonstrate competency through class participation, examinations, and completion of related assignments and projects. Prereq: Junior standing, or c/i. (spring/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, construction of lesson and unit plans, and appropriate methods for assessment of student progress. 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 (4)

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; Coreq for PEH/HHP K-12 Major/Minor–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/pc. (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 311. (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/pc, and c/vc. (on demand)

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 physiological, psychological, biomechanical, and maturational principles that guide effective fitness programming through a required field experience that will take place in

a senior-based exercise facility. Students will demonstrate competency through practical application while working with seniors, class participation, examinations, portfolio, and the completing of assignments and projects. Prereq: Junior standing. (fall/odd-numbered years)

HHP 479 SPORTS MEDICINE INTERNSHIP (V 1-6)

The Sports Medicine Internship incorporates an appropriate work experience into the student's academic preparation. Students are provided with opportunities for hands-on experiences in the field of sports medicine, through observation and participation in the profession of Athletic Training. Prereq: Junior/ Senior standing, consent of advisor, and c/i. (fall/spring)

HHP 490 INDEPENDENT STUDY (V 1-4)

Directed research or study on relevant health and/or physical education topics. Prereq: c/i, c/pc, 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, corresponding coaching techniques class, and c/i. (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) (CD)

This class will examine the evolution of Western Society from prehistoric times up until the early 1700s. We will pay extra attention to the history of the Greek city-states, both Republican and Imperial Rome, life during the Middle Ages, the Renaissance, and the Scientific Revolution. This course will stress cultural/social history, or in other words, the history of everyday life. This class will also give students an appreciation of the rich cultural diversity that exists in Europe. The central question to be probed will be: "Have the philosophical, ethical, moral, cultural, social, and political components of Western Civilization improved the lot of humankind?" The expected outcome for students at the conclusion of this class will be: 1) the ability to answer questions such as how historians have interpreted the past and how they investigate Western civilization; 2) the ability to know how and why Western civilization developed and changed over time; 3) the ability to understand, appreciate, and communicate historical dynamics that students have gleaned from independent exploration and research; and 4) having a basic knowledge of important historical dynamics in the formation of early Western Civilization. Students will be assessed on their ability to write short critical papers, on exams, and on classroom participation that demonstrate critical thinking and an ability to communicate in a scholarly manner. (fall/spring)

HIST 102 WESTERN CIVILIZATION II (4) (CD)

This class will examine the evolution of Western Society from the early 1700s up until the present. Special emphasis will be accorded to the Enlightenment and its philosophical importance, the rise of nationalism, World War I, the birth of the Soviet Empire and fascism, World War II, the Holocaust, the Cold War, the revolutions of 1989, and the European Union. This course will stress cultural/social history, or in other words, the history of everyday life. The class will also give students an appreciation of the rich cultural diversity that exists in Europe. The central question that we will probe will be: "have the philosophical, ethical, moral, cultural, social, and political components of Western Civilization improved the lot of humankind?" The expected outcome for students at the conclusion of this class will be: 1) the ability to answer questions such as how historians have interpreted the past, and how they investigate Western civilization; 2) the ability to know how and why Western civilization developed and changed over time; 3) the ability to understand, appreciate, and communicate historical dynamics that students have gleaned from independent exploration and research; and 4) having a basic knowledge of important historical dynamics in the evolution of Modern Western Civilization. Students will be assessed on their ability to write short critical papers, answer essay questions that demonstrate analytical thinking, and on an ability to communicate in a scholarly manner. (fall/spring)

HIST 111 AMERICAN HISTORY TO THE CIVIL WAR (4) (CD)

A survey of the important events and key issues shaping the development of the United States from the colonial period through the Civil War. Includes a comparison of the unique characteristics of early U.S. society in relation to Native American and European counterparts. 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) (CD)

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. Includes attention to the assimilation of foreign-born immigrants, the roots of Civil Rights activism with respect to African-Americans, and efforts to deal with the "Indian problem." 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 220 INTRODUCTION TO RESEARCH METHODS (4)

A survey of quantitative methods and tools used by various disciplines across the social and behavioral sciences and the humanities to investigate individuals, cultures, and societies. Students are expected to demonstrate understanding and comprehension of course content through course examinations, out-of-class writing assignments, and the critical application of course content to a student-selected problem. Lecture, small group discussions, and problem-solving. Prereq: completed Gen Ed Behavioral Sciences requirements (7-8 credits) and MATH 131, or c/i. (fall)

HIST 225 AFRICA & THE MIDDLE EAST (4) (CD)

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) (CD)

A survey that comprehensively studies the history of East Asia and India. First, students will 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. 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) (CD)

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 including identity movements associated with African-Americans, Native Americans, and women, 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) (CD)

This class examines the history of the world. Obviously, it is impossible to outline the history of the world in a block, nevertheless we will concentrate on the history of the Middle East and Africa. Hence, we will ask and answer specific questions of numerous regional histories that hopefully will give us tools that will allow us to study any aspect of human history on our own yet at the same time expose students to the cultural diversity that exists on the globe. The expected outcome for students at the conclusion of this class will be: 1) the ability to answer questions such as how historians have interpreted the past, and how they investigated "alien" civilizations; 2) the ability to know how and why civilizations developed and changed over time; 3) the ability to know how civilizations interact; and 4) the ability to understand, appreciate, and communicate historical dynamics that students have gleaned from independent exploration and research. Students will be assessed on their ability to write short critical papers, answer essay questions that demonstrate analytical thinking, and on an ability to communicate in a scholarly manner. (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. Lab fee. (fall)

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 (4)

Selected topics of interest, with emphasis on experiential learning. Prereq: c/i. (fall)

HIST 419 DIRECTED STUDY (V 1-4)

Selected topics under faculty supervision, with emphasis on experiential learning. 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 24).

HON 101 FRESHMAN HONORS SEMINAR (4)

Title, content, and sequence vary. Class will include significant components associated with experiential education.

HON 102 FRESHMAN HONORS SEMINAR (4)

Title, content, and sequence vary. Class will include significant components associated with experiential education.

HON 201 SOPHOMORE HONORS SEMINAR (4)

Title, content, and sequence vary. Class will include significant components associated with experiential education.

HON 202 SOPHOMORE HONORS SEMINAR (4)

Title, content, and sequence vary. Class will include significant components associated with experiential education.

HON 301 JUNIOR HONORS SEMINAR (4)

Title, content, and sequence vary. Class will include significant components associated with experiential education.

HON 302 JUNIOR HONORS SEMINAR (4)

Title, content, and sequence vary. Class will include significant components associated with experiential education.

HON 401 SENIOR HONORS SEMINAR (4)

Title, content, and sequence vary. Class will include significant components associated with experiential education.

HON 402 SENIOR HONORS SEMINAR (4)

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. (spring)

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. Lab fee. 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/summer)

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. (fall)

HTR 219 DIRECTED STUDY (V 1-5)

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

HTR/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. (spring)

HTR 290 INDEPENDENT STUDY (V 1-4)

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.

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.

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. Lab fee.

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. Lab fee. Prereq: Sophomore standing and c/i.

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 1-4)

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 110 TECHNICAL WRITING (4)

The major elements of industrial technical writing. Writing assignments include technical definitions, abstracts and summaries, mechanism descriptions, instructions, process analyses, technical reports, and proposals. Emphasis is placed on clarity, conciseness, organization, format, style, and tone. The course includes an introduction to research methods and documentation. All readings are selected from industrial material.

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. Lab fee.

**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. (spring)

**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. (spring)

**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 1-5)

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**

Electricity and solid-state electronics concepts; energy; power; electronic instrumentation; Ohm's law; Watt's law; Thevenin's law; Norton's law; series, parallel and combination circuits, magnetism, direct and alternating current, semiconductors, and power supplies. Lab fee. Prereq: IT 120. (fall)

**IT 230 PROJECT MANAGEMENT & STATISTICAL PROCESS
CONTROL (3)**

The project management portion of 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. The statistical process control portion of 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 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. Lab fee. (spring)

**IT 240 WOOD & SYNTHETIC PRODUCT SYSTEMS (3), and
IT 240L WOOD & SYNTHETIC PRODUCT SYSTEMS LAB**

Students will be introduced to fundamental characteristics of wood and wood products, basic processes for fabrication, skill development, and techniques for project development. Students will examine past and present resource management practices, and contrast past and present wood processing machinery, equipment, and processes. 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 245 WOOD TECHNOLOGY IN INDUSTRY (3)

Supervised field trip for observation and study of organizations, facilities, and processes in the various industries within the wood industry. Overview of the industrial environment, with an emphasis on the safety and health practices within the woodworking industry. Topics covered include OSHA requirements, workplace safety factors (unsafe acts and hazardous conditions), hearing conservation, electrical safety, hazard communication, and fire protection. Proper methods of mechanically guarding woodworking machinery are emphasized. Lab fee.

IT 250 COMPUTER-AIDED MANUFACTURING: WOOD (4)

Overview of computerized applications in the secondary wood processing industry. Advanced technologies for machining of wood including CNC routing, point-to-point machining centers, molding, and laser cutting. Practice in CAD/CAM operations. Lab fee.

IT 260 COMPUTER-AIDED MANUFACTURING: METALS (4)

This course will cover programming computer control of machines to manufacture metal products. Typically these products are outstandingly well made in a very short time span. Both the Computer Numerical Control (CNC) of mills and lathes are taught. Presently nearly all of the world's most precise products are made using these techniques. Jobs for individuals able to master these techniques are plentiful and very well paid (approximately \$60,000 per year in Montana and much higher elsewhere). Lab fee.

IT 270 TECHNOLOGY EDUCATION (3)

This course prepares the student to teach in the area of Technology Education. Particular focus is given to modular teaching techniques and emphasis is given to teaching in the various sub-areas of technology. Practical examples of various technologies are demonstrated for the students. Student competency is demonstrated by project completions in these sub-areas. Lab fee.

IT 290 INDEPENDENT STUDY (V 1-4)

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 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. (fall)

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. Lab fee.

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. (fall)

IT 490 INDEPENDENT STUDY (V 1-4)

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, ED, and ENG rubrics 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. Instruction will include research, projects, and discussion. Assessment will be based on participation, written assignments, activities, a major paper or bibliography, or a combination thereof. Internet only. (fall)

LIB 469 LIBRARY MEDIA PRACTICUM (3)**C&I 485 LIBRARY MEDIA PRACTICUM (3)**

Supervised field experience in selected phases of library-media center operations, including assessment. Prereq: 22 credits in library-media coursework and c/i. (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 (3)

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 (3)

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)

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)

[NOTE: Credit for MATH 007 is 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. Grades, honor/grade points, or credits for MATH 007 are not used in calculation of the GPA.]

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 of C or higher, 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 of C or higher, 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 of C or higher, 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 of C or higher, 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, and coordinate geometry. The student should exhibit competence in using congruence and similarity to solve geometric problems, completing geometric constructions and introductory proofs, and the ability to communicate using mathematical terminology. Prereq: MATH 007 grade of C or higher, 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 of C or higher, or c/i. (spring/odd-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 of C or higher, or c/i.

MATH 109 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 of C or higher, 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 of C or higher, 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-coordinates, and other applications of trigonometry are also introduced. Prereq: MATH 007 grade of C or higher, 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 higher, 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. Department recommends that students take MATH 111. Prereq: MATH 112 grade of C or higher, 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 of C or higher, or c/i. (spring/even-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 of C or higher, or c/i. (spring/even-numbered years)

MATH 210 COMPUTER MATHEMATICS (4)

This course is designed to provide students with basic computer skills that are applicable to the mathematical sciences. This will include programming in matrix-vector based languages such as MATLAB or OCTAVE, symbolic languages such as Mathematica or Maple, and typesetting mathematical writing with the aid of LATEX2E. Prereq: MATH 007 or equivalent grade of C or higher.

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 should be familiar with using calculators and computer software to conduct various statistical procedures including one- and two-way analysis of variance, correlation, and various non-parametric tests. Prereq: MATH 131 grade of C or higher, 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 of C or higher, 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 311 ORDINARY DIFFERENTIAL EQUATIONS (4)

This is a junior level course that is designed to provide students with the opportunity to gain proficiency in solving and analyzing first order differential equations, second order differential equations, and differential systems. Students will learn techniques including direct solution, numerical approximation, and qualitative study in the process of gaining this proficiency. Prereq: MATH 202 and 260 grade of C or higher, or c/i.

MATH 333 MATHEMATICAL STATISTICS (4)

This course serves as an introduction to mathematics statistics using calculus. Topics to be covered will include random variables, distribution and density functions, joint and conditional distributions, moment generating functions, technique for sums, convergence in distribution, convergence in probability, and the central limit theorem. Prereq: MATH 131 and 202, or c/i. (spring/even-numbered years)

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 of C or higher, 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 of C or higher, or c/i. (fall/odd-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 of C or higher, 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 in a school required. Prereq: TEP and MATH 341 grade of C or higher, 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 of C or higher, or c/i. (spring/odd-numbered years)

MATH 419 DIRECTED STUDY (V 1-4)

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

MATH 400 COOPERATIVE EDUCATION/INTERNSHIP (V 4-12) R

This is intended as a culminating course for students who wish to incorporate an appropriate work experience within their academic education. The student will actively participate in a mathematically-related work experience that should provide her/him with an understanding of how mathematics is applied in industry. Assessment will be by both written and oral consultation with the student's academic advisor. Prereq: Senior standing and c/i.

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 of C or higher, or c/i. (spring/even-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 of C or higher, or c/i.

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 of C or higher, 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 of C or higher, or c/i. (fall)

MATH 444 ADVANCED NUMBER THEORY (4)

An introduction to the principal 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 of C or higher, 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 his/her 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)

This course is designed as an introduction to the rhythm, melody, harmony, notation, and history of music. Students will demonstrate basic music literacy skills through singing, playing the piano, and exams. The students will also present oral and written analysis of music in the Western European tradition. This class is open to any student wanting a beginning class in music reading and appreciation.

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 2 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. 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 2 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 MUS 182 Piano in Class I and MUS 101 Music Fundamentals/Piano. A grade of "A" in this course will satisfy the piano proficiency for the Music Minor. 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) (CD)

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 Secondary Education Music Minor and BA: Music Related Area. 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 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 MUS 132 Music Theory 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 the 20th century. Prereq: MUS 233, or c/i. (spring/even-numbered years)

MUS 290 INDEPENDENT STUDY (V 1-4)

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. 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 2 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 and 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 2 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 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/vc. (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 1-4)

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) (CD)

A comprehensive survey of the history, methodology, problems, and major theories of Western philosophy. Comparisons will be made between this tradition and non-Western philosophy, with special emphasis on the philosophies of indigenous peoples. Students will demonstrate understanding of course content through in- and out-of-class writing assignments. Lecture and 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 (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, ACT/SAT Math score, or UMW 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: MATH 201. (fall)

PHYS 234 GENERAL PHYSICS (4)

Electricity and magnetism. Lab included. Lab fee. Prereq: MATH 201. (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: MATH 201.

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. (fall/even-numbered years)

PHYS 290 INDEPENDENT STUDY (V 1-4)

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

PHYS 340 TOPICS IN MODERN PHYSICS: MECHANICS (4)

Introduction to nonlinear mechanics and chaos with applications to population dynamics. 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 (4)

The development of wave mechanics and the solution of the Schrodinger equation with applications to atoms and molecules. 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 1-4)

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) (CD)

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 relationships between federal, state, and tribal sovereignty, and the differences and similarities between how these 3 levels of government operate and are structured. Issues such as the differential effects of and access to power experienced by various cultural groups within the United States will be explored. Students will demonstrate understanding of course content through in- and out-of-class writing assignments. Lecture and group discussion. Lab fee. (fall)

POLS/ECON/GEOG 201 THE WORLD ECONOMY (4)

An introduction to the development, structures, and processes of the world economy in the modern age. Analyses of the various attempts during this period to explain, understand, justify, and critique this world economy. Location analyses of economic activity and patterns of development. Emphasis placed on the interrelationships of resources, types of economic organization, environmental impact, and social justice. (spring)

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 220 INTRODUCTION TO RESEARCH METHODS (4)

A survey of quantitative and qualitative methods and tools used by various disciplines across the social and behavioral sciences and the humanities to investigate individuals, cultures, and societies. Students are expected to demonstrate understanding and comprehension of course content through course examinations, out-of-class writing assignments, and the critical application of course content to a student-selected problem. Lecture, small group discussions, and problem solving. Prereq: Completed Gen Ed Behavioral Sciences requirements (7-8 credits) and MATH 131, or c/i. (fall)

POLS 250 POLITICAL THEORY (4) (CD)

Analysis of the various attempts within Western thought (from the ancient world to the present) 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 political

knowledge, ethical subjectivity, and a just society. Critiques of this tradition from both Western and non-Western sources will be explored, with special emphasis given to the justice claims of indigenous peoples. Students will demonstrate understanding of course content through in- and out-of-class writing assignments. Lecture and group discussion. (fall/odd-numbered years, 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 INTERNATIONAL RELATIONS & AMERICAN DIPLOMACY (4)

An in-depth examination of the world political system, theories of international relations, and American foreign policy from independence to the present. Particular emphasis will be placed on America's role as a hegemon in the 21st century. Students will be evaluated based on class participation and written assignments requiring some individual research. Seminar. Lab fee. Prereq: POLS 121. (fall/even-numbered years)

POLS 321 COMPARATIVE POLITICS (4)

This course provides an in-depth examination of the comparative study of politics across both time and space. Emphasis will be placed on the analysis of differing forms of government, processes of regime change, and the variety of political activity. Students will be evaluated based on class participation and written assignments requiring some individual research. Seminar. Prereq: POLS 121. (fall/even-numbered years)

POLS 341 POLITICAL ECONOMY (4)

An introduction to classical, modern, and contemporary theories of political economy and the economic and political programs that were developed as a result of and in response to such theories. These principles will be used to promote understanding of how economic and political considerations constrain and influence one another. Students will be evaluated based on class participation and written assignments requiring some individual research. Seminar. Lab fee. Prereq: POLS 121 or ECON 151, or 152, or 252. (fall/odd-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. (on demand)

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 (4)

Selected topics of interest, with emphasis on experiential learning. Prereq: c/i. (spring)

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. (on demand)

POLS 470 CONSTITUTIONAL LAW (4)

Case studies of judicial policy-making by interpretation of the United States Constitution. Topics may include federalism and the separation of powers, civil rights and liberties, and/or comparison of non-U.S. legal systems. Students interested in pursuing further study or careers in law or law enforcement may be particularly interested in this course; however, it is designed to be useful to all students and citizens. Students will be asked to write case briefs and opinions, and make oral presentations of both their own and historical figures' constitutional thinking. Prereq: POLS 121 or 321, or c/i. (spring/even-numbered years)

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/spring)

PSYCHOLOGY

PSY 100 GENERAL PSYCHOLOGY (4) (CD)

A comprehensive survey of the history, methodology, and major theories of psychology. Topics include the influence of biology, individual experience, and culture on human consciousness. Students are expected to demonstrate understanding and comprehension of course content through course examinations and out-of-class writing assignments. Lecture and small group discussions. (fall/spring)

PSY 201 INTRODUCTION TO COGNITION (4) (CD)

This course is designed as an introduction to the basic research methods and general theories of cognitive psychology by examining how people acquire information both explicitly and implicitly from the environment, how that information is represented and processed internally, and how it is used in, or influences, everyday thinking, communicating, and problem-solving. Specific emphasis will be placed on how socio-cultural context impacts perception, internal ideation, and definitions of intelligence. Students are

expected to demonstrate understanding and comprehension of course content through course examinations and out-of-class writing assignments. Prereq: At least one semester of sociology, psychology, or anthropology course work at the high school level or beyond, or c/i. (fall/even-numbered years)

PSY 203 COMPARATIVE PSYCHOLOGY (4)

This course will investigate animal behavior from the viewpoint of its role in the natural life of the individual and the species. Specific topics include associative learning, constraints on learning, methods for studying the cognitive abilities of animals, levels of cognitive representation, ecological influences on cognition, and evidence of consciousness in animals. Students are expected to demonstrate understanding and comprehension of course content through course examinations and out-of-class writing assignments. Prereq: General Education Natural Science requirements and PSY 100. (spring/even-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 220 INTRODUCTION TO SOCIAL SCIENCE RESEARCH METHODS (4)

A survey of quantitative and qualitative, methods and tools used by various disciplines across the social and behavioral sciences and the humanities to investigate individuals, cultures, and societies. Students are expected to demonstrate understanding and comprehension of course content through course examinations, out-of-class writing assignments, and the critical application of course content to a student-selected problem. Lecture, small group discussions, and problem-solving. Prereq: Completed Gen Ed Behavioral Sciences requirements (7-8 credits) and MATH 131, or c/i. (fall)

PSY 265 INTRODUCTION TO MOTIVATION-THEORY & PRACTICE (4) (CD)

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, and motivation and optimal experiences. Students are expected to demonstrate understanding and comprehension of course content through course examinations and out-of-class writing assignments. Prereq: At least one semester of sociology, psychology, or anthropology course work at the high school level or beyond, or c/i. (fall/even-numbered years)

PSY 275 DEVELOPMENTAL PSYCHOLOGY (4) (CD)

This course is designed as an introduction to the research methodologies and major theories of developmental psychology. Physical, cognitive, social, emotional, and personality development are explored from conception to death within the context of socio-cultural background. Students are expected to demonstrate understanding and comprehension of content through course examinations and out-of-class writing assignments. Prereq: At least one semester of sociology, psychology, or anthropology course work at the high school level or beyond, or c/i. (fall/odd-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 300 QUANTITATIVE RESEARCH METHODS FOR THE BEHAVIORAL SCIENCES (4)

This course is designed to help students become competent, critical consumers of social science quantitative research. The students will be expected to demonstrate the abilities necessary to critically design, implement, and analyze quantitative research. Prereq: General Education Mathematics requirement, PSY 100, and PSY 220; completion of an introductory statistics course is highly recommended prior to enrollment. (fall/even-numbered years)

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. (fall/odd-numbered years)

PSY 400 COOPERATIVE EDUCATION/INTERNSHIP (V 1-15)

This option is intended to provide students with an opportunity to incorporate an appropriate extended field experience into their academic program. Field placement options to include all facets of the helping professions. Prereq: PSY 100, PSY/SOC 220, c/i, and c/vc. (fall/spring)

PSY 409 SEMINAR (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. 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. Topics will be explored from psychodynamic, cognitive, social, and behavioral perspectives. Students are expected to demonstrate understanding and comprehension of course content through course examinations and out-of-class writing assignments. Prereq: PSY 100 and PSY 220. (spring/odd-numbered years)

PSY 452 SOCIAL PSYCHOLOGY & GROUP DYNAMICS (4)

Social psychology will focus on the investigation of how the embedding context of cultural and group membership impact the typical individual. Prereq: PSY 100 and PSY 220, or c/i. (spring/even-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) (CD)

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) (CD)

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 and compre-

hension 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 220 INTRODUCTION TO SOCIAL SCIENCE RESEARCH METHODS (4)

A survey of quantitative and qualitative methods and tools used by various disciplines across the social and behavioral sciences and the humanities to investigate individuals, cultures, and societies. Students are expected to demonstrate understanding and comprehension of course content through course examinations, out-of-class writing assignments, and the critical application of course content to a student-selected problem. Lecture, small group discussions, and problem-solving. Prereq: Completed Gen Ed Behavioral Sciences requirements (7-8 credits) and MATH 131, or c/i. (fall)

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 300 SOCIOLOGY OF THE FAMILY (4)

Historical, cross-cultural, and analytical study of the family. Emphasis on ideology, social structures, and agency affecting family composition and roles. Students will participate in supervised research, and hands-on experience with family studies and family counseling. Students will be assessed based on class discussions and research projects. Prereq: SOC 105. (spring/even-numbered years)

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 310 RESTORATIVE JUSTICE (4)

This class is an overview of some of the directions in which the justice system is proceeding. Restorative Justice is an alternative approach to crime and altercations of any type. It focuses on positive, non-violent ways to arrive at just solutions to wrongdoing. As a culture, traditionally we have a winner-take-all approach to disputes, and a retributive/vengeful approach to crime. This class focuses on alternative ways to respond, for resolution for all victims. Students will participate in conflict resolution role-playing, and develop case studies on a particular aspect of restorative justice. Assessment will be based on class participation, case studies, formal presentations, and development of advocacy resources. Prereq: PSY/SOC 220, ANTH 105 or SOC 115, and Junior/Senior standing, or c/i. (fall/even-numbered years)

SOC/ANTH 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. (fall/odd-numbered years)

SOC 320 MEDIATION (4)

Mediation is a way of resolving disputes between parties with an emphasis on the parties resolving the dispute in an empowering manner. The focus is on those involved coming to a resolution of the issue with the help of a mediator, and without a solution being imposed by an outside authority. The kinds of disputes can be civil, personal, criminal, and institutional, though not limited to these. Other examples would be: land use, foreign policy, labor/management, peer mediation in schools. Students will practice communication skills in dyads, participate in mediation role-playing, prepare and deliver oral presentations, and maintain a class journal. Assessment will be based on peer review, quality and content of presentations, and participation in class activities. (fall/odd-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 (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. Prereq: ANTH 105 or SOC 115, or c/i. (fall/even-numbered years)

SOC 450 SOCIAL STRATIFICATION (4)

Specific topics of interest include industrialization, bureaucracy, urbanization, economic globalization, and cultural imperialism. Students will demonstrate the ability to critically analyze course content through written critiques, independent investigations, and directed examinations. Lecture and small group discussions. Prereq: SOC 115 and PSY/SOC 220, or c/i. (fall/even-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/ANTH 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/ANTH 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 2 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. Prereq: ANTH 105 or SOC 115, or c/i. (fall/odd-numbered years)

SOC/ANTH 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 two-semester Elementary Spanish sequence (SPAN 101 and 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.

SS 250 RADIO BROADCASTING & THE COMMUNITY (2)

This course is designed to offer an introduction to various aspects of radio broadcasting and to prepare students to fill various roles in the operation of campus station KDWG. Following instruction in the technical, legal, historical, and public service elements of broadcasting, students will fulfill various roles at KDWG through the remainder of the semester. These roles include: serving as on-air disk jockeys or discussion moderators; performing production work in the preparation or delivery of public service announcements, remote broadcasts, or dramatic performances; assisting station management in public outreach efforts, to generate support of the station or organize station activities. The class will be organized in lecture/discussion format through the first several weeks, followed by direct hands-on experience working in the studios of KDWG. (fall/spring)

TRIO

TRIO 204 PEER TUTORING (V 1-4)

Upon completion of this course, students will be familiar with various types of tutoring strategies that can be used in individual and small group settings. Communication skills, planning, academic skills building, information processing models, and presentation techniques will be addressed. Students are required to participate in a four-hour

tutor training session at the beginning of the semester and attend two tutor talk meetings during the semester. Students are expected to apply tutoring techniques, present a workshop in LACE, and assist as a student volunteer through LACE. Prereq: Consent of instructor and recommendation of faculty from area of tutoring emphasis. (fall/spring)

Directory Information

ADMINISTRATION

ADMINISTRATIVE OFFICERS

Richard D. Storey, Ph.D.

Chancellor
r_storey@umwestern.edu, (406) 683-7151

Karl E. Ulrich, Ph.D.

Provost and Vice Chancellor for Academic Affairs
k_ulrich@umwestern.edu, (406) 683-7115

Susan Briggs, B.A.

Vice Chancellor for Administration & Finance
s_briggs@umwestern.edu, (406) 683-7031

Anneliese Ripley, M.S.

Dean of Outreach & Research
a_ripley@umwestern.edu, (406) 683-7537

Nicole Hazelbaker, M.B.A.

Dean of Students; Director, Disability Services
n_hazelbaker@umwestern.edu, (406) 683-7565

Ilene Cohen, M.A.

Interim Director, Student Success; Assistant Director, TRIO/Student Support Services
i_cohen@umwestern.edu, (406) 683-7311

Amberly Pahut, M.B.A.

Interim Director, Foundation & Alumni Affairs
a_pahut@umwestern.edu, (406) 683-7306

GENERAL OFFICE INFORMATION (Montana Area Code 406)

Registrar (Regular Classes)	683-7371
Outreach (Off Campus/ Weekend/Evening Classes)	683-7537
Admissions	683-7331
Financial Aid	683-7511
Business Services	683-7101
Student Life/Residence	
Halls/Disability Services	683-7565
Switchboard	683-7011
Campus Fax Number	406-683-7493

ACADEMIC DEPARTMENT CHAIRS

W. Cecil Jones, J.D.

Chair, Business & Technology
c_jones1@umwestern.edu, (406) 683-7403

Craig Zaspel, Ph.D.

Chair, Environmental Sciences
c_zaspel@umwestern.edu, (406) 683-7366

Eric Wright, Ph.D.

Chair, Mathematics
e_wright@umwestern.edu, (406) 683-7274

Randy Horst, M.Ed.

Chair, Fine Arts
r_horst@umwestern.edu, (406) 683-7232

Michael Francisconi, Ph.D.

Chair, History, Philosophy, & Social Science
m_francon@umwestern.edu, (406) 683-7328

John Xanthopoulos, Ph.D.

Chair, Education
j_xant@umwestern.edu, (406) 683-7041

Alan Weltzien, Ph.D.

Chair, English
a_weltzien@umwestern.edu, (406) 683-7431

ATHLETICS

Mark Durham, M.Ed.

Director of Athletics; Coach, Men's & Women's Golf; Manager, PE & Athletic Complex
m_durham@umwestern.edu, (406) 683-7509

Steve Keller, M.Ed.

Head Coach, Men's Basketball
s_keller@umwestern.edu, 683-7341

Iola Else, M.S.

Head Coach, Men's & Women's Rodeo
i_else@umwestern.edu, (406) 683-7539

Kevin Engellant, M.Ed.

Head Coach, Women's Basketball;
Director, Microcomputer Center
k_engellant@umwestern.edu, (406) 683-7317

Tommy Lee, M.E.

Head Coach, Football
t_lee@umwestern.edu, (406) 683-7346

Katie Howells, B.S.

Head Coach, Volleyball
k_howells@umwestern.edu, (406) 683-7444

John Xanthopoulos, Ph.D.

Head Coach, Men's & Women's Equestrian Teams
j_xant@umwestern.edu, (406) 683-7018

DEPARTMENT SUPERVISORS

Julie Bullard, Ed.D.

Director, Curious Minds;
Director, Early Childhood Education
j_bullard@umwestern.edu, (406) 683-7176

Virginia Dale, B.S., C.P.A.

Director, Business Services; Affirmative Action Officer
v_dale@umwestern.edu, (406) 683-7101

James Efta, B.S.

Director, Information & Telecommunications Services
j_efta@umwestern.edu, (406) 683-7402

Wally Feldt, B.S.

Director, Publicity & Media Relations
w_feldt@umwestern.edu, (406) 683-7201

Jason Karch, B.S.

Registrar; Director, Institutional Research
j_karch@umwestern.edu, (406) 683-7441

David L. Kendall, M.S.

Athletic Trainer
d_kendall@umwestern.edu, (406) 683-7336

Cheri McCarthy

Director, Dining Services
c_mccarthy@umwestern.edu, (406) 683-7228

Mike Miller, M.Ed.

Director, Field Experiences
m_miller@umwestern.edu, (406) 683-7636

Lynn Myer-Weltzien, M.S.

Director, Campus Counseling Center
l_weltzien@umwestern.edu, (406) 683-7180

Kent Ord, B.S.

Director, Marketing & University Relations
k_ord@umwestern.edu, (406) 683-7301

Catherine Redhead, B.F.A.

Director, Admissions
c_redhead@umwestern.edu, (406) 683-7331

Michael Schulz, M.L.S.

Director, Lucy Carson Library
m_schulz@umwestern.edu, (406) 683-7492

Pat Yeager, B.S.

Associate Director, Athletics
p_yeager@umwestern.edu, (406) 683-7220

Tom Straugh, Ph.D.

Coordinator, Career Services
t_straugh@umwestern.edu, (406) 683-7143

FACULTY

ANDERSON, OTIS M. (2003)
Instructional Technologist; Instructor of Instructional Technology
B.A., University of Wyoming, 1990
M.S., University of Wyoming, 1992
o_anderson@umwestern.edu, (406) 683-7163

BARNHART, JOSEPH K. (1992)
Professor of Technology Education/Computer Science, Assistant Director of ITS
B.A., University of Northern Colorado, 1977
M.A., Western State College, 1979
Ph.D., Texas A&M University, 1988
j_barnhart@umwestern.edu, (406) 683-7108

BASILE, SHAUNA (1999)
Associate Professor of Accounting/Business
B.S., University of Montana, 1987
M.B.A., Colorado State University, 2003
s_basile@umwestern.edu, (406) 683-7401

BLANKENSHIP, BETHANY (2005)
Associate Professor of English
B.A., Hollins University, 1994
M.A. University of Arkansas, 1996
Ph.D. Washington State University, 2005
b_blankenship@umwestern.edu, (406) 683-7360

BONNIN, JERI W. (2002)
Associate Professor of Music
B.M.E., Louisiana State University, 1979
M.M.E., University of Southwest Louisiana, 1983
Ph.D., University of Oklahoma, 2003
j_bonnin@umwestern.edu, (406) 683-7046

BRAZILL, LARRY (2003)
Instructor of Drama
B.R.E., Midwestern Baptist College, 1972
M.Ed., Western Montana College of The University of Montana, 1988
l_brazill@umwestern.edu, (406) 683-7038

BULLARD, JULIE (1989)
Director of Early Childhood Education Center, Professor of Education
B.S., Montana State University, 1975
M.Ed., Northern Montana College, 1987
Ed.D., Montana State University, 1997
j_bullard@umwestern.edu, (406) 683-7176

CHILSON, FREDRICK M. (2007)
Assistant Professor of Business
B.S., Idaho State University, 2000
M.Ed., Idaho State University, 2002
Ph.D., New Mexico State University, 2006
f_chilson@umwestern.edu

CHILSON, MEGAN E. (2007)
Associate Professor of Health & Human Performance
A.A., Ricks College, 1988
B.A., Brigham Young University, 1991
M.S., University of Idaho, 1994
Ed.D., Idaho State University, 2002
m_chilson@umwestern.edu

COVINGTON, ELIZABETH (2000)
Instructor of Mathematics
B.A., Immaculate Heart College, 1966
M.S., California State Polytechnic, 1986
e_covington@umwestern.edu, (406) 683-7008

DAENZER, DOUGLAS K. (1993)
Instructor of Computer Science/Math Education
B.A., Concordia College, 1981
M.S., Montana State University, 1987
d_daenzer@umwestern.edu, (406) 683-7271

DURHAM, MARK S. (1996)
Instructor of Health & Human Performance; Athletic Director; Head Golf Coach; Manager, PE & Athletic Complex
B.S., Western Montana College, 1988
M.Ed., Northern Montana College, 1992
m_durham@umwestern.edu, (406) 683-7509

DYRESON, ERIC G. (2002)
Associate Professor of Mathematics
B.A., New College, 1983
Ph.D., University of Arizona, 1997
e_dyreson@umwestern.edu, (406) 683-7275

EASTER-PILCHER, ANDREA L. (1996)
Professor of Biology
B.A., Bowdoin College, 1977
M.Sc., University of Montana, 1987
Ph.D., Montana State University, 1993
a_easterpilc@umwestern.edu, (406) 683-7910

ELSE, IOLA V. (1988)
Head Rodeo Coach, Instructor of Education
B.S., Western Montana College, 1973
M.S., The University of Montana, 1995
i_else@umwestern.edu, (406) 683-7539

ENGELLANT, KEVIN (1996)
Director of Microcomputer Center, Women's Head Basketball Coach, Instructor of Computer Science
B.S., Western Montana College of The University of Montana, 1991
M.Ed., The University of Montana, 1994
k_engellant@umwestern.edu, (406) 683-7317, 683-7054

EUDAILY, SEAN P. (2004)
Associate Professor of Political Science
B.A., Albertson College of Idaho, 1997
M.A., University of Maryland, 2001
Ph.D., University of Maryland, 2002
s_eudaily@umwestern.edu, (406) 683-7103

FRANCIS, DIANA (1999)
Associate Professor of English
B.A., University of California at Davis, 1989
M.A., Iowa State University, 1992
Ph.D., Ball State University, 1999
d_francis@umwestern.edu, (406) 683-7102

FRANCISCONI, MICHAEL J. (1996)
Professor of Anthropology/Sociology
B.S., Boise State University, 1977
M.S., University of Oregon, 1982
Ph.D., University of Oregon, 1995
m_franciscon@umwestern.edu, (406) 683-7328

FREY, GARY S. (2002)
Professor of Industrial Technology
B.A., University of Missouri-Columbia, 1971
B.S., Montana State University, 1979
M.S., Montana State University, 1982
Ed.D., Oklahoma State University, 1996
g_frey@umwestern.edu, (406) 683-7191

GILBERT, MICHAEL A. (2007)

Assistant Professor of Biology/Biochemistry
 B.S., California State University, Chico, 1996
 Ph.D., University of Montana-Missoula, 2002

GILLIARD, JENNIFER L. (2001)

Associate Professor of Education
 B.A., Bloomsburg University of Pennsylvania, 1989
 M.S., The University of Tennessee, 1991
 Ph.D., The University of Tennessee, 1993
 j_gilliard@umwestern.edu, (406) 683-7177

GLASGOW, SARA M. (2005)

Assistant Professor of Political Science
 B.A., Virginia Polytechnic Institute & State University, 1996
 M.S., Georgia Institute of Technology, 1999
 M.A., University of Maryland-College Park, 2002
 Ph.D., University of Maryland-College Park, 2005
 s_glasgow@umwestern.edu, (406) 683-7048

GUSTAFSON, SID (2006)

Assistant Professor of Equine Science
 B.S., Montana State University, 1975
 D.V.M., Washington State University, 1979
 s_gustafson@umwestern.edu, (406) 683-7334

GUTTENBERG, CHRISTOPHER J. (2007)

Instructor of Industrial Technology
 B.S., The University of Montana-Western, 2004
 c_guttenberg@umwestern.edu

HAJDUK, JOHN C. (1997)

Associate Professor of History
 B.A., State University of New York-Buffalo, 1981
 M.A., State University of New York-Buffalo, 1991
 Ph.D., State University of New York-Buffalo, 1995
 j_hajduk@umwestern.edu, (406) 683-7291

HANDLOS, JANELLE (2001)

Instructor of Health & Human Performance; Assistant Athletic
 Trainer
 B.S., Western Montana College of The University of Montana, 2000
 M.S., Montana State University, 2001
 j_handlos@umwestern.edu, (406) 683-7391

HOLLAND, DENISE (2001)

Instructor of Business
 B.S., Western Montana College of The University of Montana, 1998
 M.Ed., Lesley University, 2002
 d_holland@umwestern.edu, (406) 683-7203

HORST, RANDALL P. (1994)

Professor of Art
 A.A., Hesston College, 1979
 B.A., Goshen College, 1983
 M.F.A., Bowling Green State University, 1986
 r_horst@umwestern.edu, (406) 683-7232

JANUS, BOLESŁAW (1995)

Associate Professor of History
 B.A., State University of New York-Buffalo, 1987
 M.A., State University of New York-Buffalo, 1991
 Ph.D., State University of New York-Buffalo, 1995
 b_janus@umwestern.edu, (406) 683-7019

JONES, WILLIAM CECIL (1997)

Associate Professor of Business
 B.S., University of Georgia, 1978
 M.A., Washington State University, 1981
 J.D., University of Idaho, 1982
 c_jones1@umwestern.edu, (406) 683-7181

KENDALL, DAVID L. (1977)

Athletic Trainer; Assistant Professor of Health &
 Human Performance
 B.A., Whitworth, 1964
 M.S., Indiana University, 1965
 d_kendall@umwestern.edu, (406) 683-7336

KIRKLEY, JOHN S. (1985)

Professor of Biological Science
 B.A., Ohio Wesleyan University, 1975
 M.S., Utah State University, 1982
 Ph.D., Utah State University, 1985
 j_kirkley@umwestern.edu, (406) 683-7321

KNOPIK, MARGARETA (2004)

Assistant Professor of Business
 B.S., University of Nebraska-Omaha, 1981
 M.S., University of Nebraska-Omaha, 1987
 Ph.D., University of Nebraska-Lincoln, 2006
 m_knopik@umwestern.edu, (406) 683-7205

KNOTTS, REBECCA M. (2004)

Instructor of English
 B.A., Boise State University, 1997
 M.F.A., George Mason University, 2002
 r_knotts@umwestern.edu, (406) 683-7206

KRANK, H. MARK (1994)

Professor of Psychology/Education
 B.A., Metropolitan State College of Denver, 1976
 M.Ed., University of Wyoming, 1984
 Ed.S., University of Wyoming, 1987
 Ph.D., University of Wyoming, 1993
 m_krank@umwestern.edu, (406) 683-7547

KWON, SEONGCHUN MICHELLE (2007)

Instructor of Mathematics
 B.S., Ewha Women's University, 1990
 M.S., Ewha Women's University, 1992
 Ph.D., Michigan State University, 2003
 s_kwon@umwestern.edu

LUNDY, GARY J. (1991)

Professor of English
 B.A., University of Colorado, Denver, 1979
 M.A., State University New York-Binghamton, 1982
 Ph.D., State University New York-Binghamton, 1986
 g_lundy@umwestern.edu, (406) 683-7307

LYON, LINDA M. (2007)

Associate Professor of Botany/Environmental Interpretation
 B.A., Hartwick College, 1993
 M.S., Washington State University, 1999
 Ph.D., Washington State University, 2003
 l_lyon@umwestern.edu

MASTANDREA, EVA (1989)

Professor of Art/Education
 B.F.A., Montana State University, 1982
 M.A., Montana State University, 1989
 M.F.A., University of Montana, 1996
 e_mastandrea@umwestern.edu, (406) 683-7312

McCABE, BRENT POE

Assistant Professor of Music Education
 B.M., Keene State College, 1990
 M.M., The Juilliard School, 1992
 D.M.A., University of Arizona, 2000

MOCK, R. STEPHEN (1991)

Professor of Chemistry
 B.S., Manchester College, 1977
 Ph.D., Montana State University, 1989
 s_mock@umwestern.edu, (406) 683-7261

MORROW, MICHAEL W. (2004)

Associate Professor of Biology
 B.S., Bloomsburg University of Pennsylvania, 1995
 Ph.D., University of Pittsburgh, 2001
 m_morrow@umwestern.edu, (406) 683-7254

NORRIS-TULL, DELENA (2004)

Assistant Professor of Education
 B.A., University of Texas, 1972
 M.S., Michigan State University, 1975
 Ph.D., University of Texas, 1990
 d_norris@umwestern.edu, (406) 683-7043

NORRIS-TULL, ROGER A. (2005)

Assistant Professor of Health & Human Performance
 B.S., Indiana University, 1969
 M.S., University of Idaho, 1975
 Ph.D., University of Idaho, 1977
 r_norris@umwestern.edu, (406) 683-7335

NURKHAIDAROV, ERMEK S. (2004)

Assistant Professor of Mathematics
 Diploma, Karaganda State University, 1992
 M.S., University of Connecticut, 1999
 Ph.D., University of Connecticut, 2004
 e_nurkh@umwestern.edu, (406) 683-7273

O'CONNOR, WILLIAM C. (1976)

Professor of Social Science
 B.S., Montana State University, 1958
 M.A., University of Montana, 1965
 Ph.D., University of Colorado, 1974
 b_oconnor@umwestern.edu, (406) 683-7152

PETERSON, JENNY J. (1993)

Wellness Director; Instructor of Health & Human Performance
 B.S., Western Montana College of The University of Montana, 1991
 M.S., Montana State University, 2001
 j_peterson@umwestern.edu, (406) 683-7441

REGAN, DAVID (2007)

Assistant Professor of Art
 B.F.A., Rochester Institute of Technology, 1986
 M.F.A., Alfred University, New York State College of Ceramics, 1990
 d_regan@umwestern.edu

REITEN, LINDA L. (1999)

Professor of Special Education
 B.S.Ed., University of North Dakota, 1972
 M.S., University of North Dakota, 1979
 Ph.D., University of North Dakota, 1982
 l_reiten@umwestern.edu, (406) 683-7042

ROBERTS, SHEILA M. (1995)

Professor of Geology
 B.A., Montana State University, 1970
 M.S., University of Montana, 1982
 Ph.D., University of Calgary, 1996
 s_roberts@umwestern.edu, (406) 683-7017

SCHULZ, MICHAEL (1989)

Director of Library, Associate Professor of Library Science
 B.S., Western Montana College, 1979
 M.E., Western Montana College, 1984
 M.L.S., San Jose University, 1989
 m_schulz@umwestern.edu, (406) 683-7492

SCOTT, SHAUN (2001)

Instructor of Computer Science
 A.S., Western Montana College of The University of Montana, 1988
 A.S., Western Montana College of The University of Montana, 1990
 B.S., Western Montana College of The University of Montana, 1990
 M.ED., University of Montana-Missoula, 2004
 s_scott@umwestern.edu, (406) 683-7035

SETHI, AMARJIT S. (1999)

Professor of Business
 B.Com., Agra University, India, 1953
 M.Com., Agra University, India, 1955
 M.S., The University of Wisconsin, 1961
 Ph.D., University of Manchester, 1974
 j_sethi@umwestern.edu, (406) 683-7310

SHIPMAN, KATHY (2006)

Instructor of Education; Butte Program Coordinator
 B.A., Carroll College, 1993
 M.Ed., University of Montana-Missoula, 2000
 k_shipman@umwestern.edu, (406) 683-7016

STONELAKE, MARLENE (2001)

Instructor of Business
 B.S., Western Montana College, 1972
 M.Ed., The University of Montana, 1993
 m_stonlake@umwestern.edu, (406) 683-7616

STRAUS, LAURA P. (2007)

Instructor of Education (Literacy)
 A.B., University of Chicago, 1976
 B.S., University of Minnesota, 1979
 M.A., Claremont Graduate University, 2006
 l_straus@umwestern.edu

TELLING, REBECCA (2005)

Instructor of Education
 B.S., Western Montana College, 1991
 M.Ed., University of Montana-Missoula, 2003
 b_telling@umwestern.edu, (406) 683-7040

THOMAS, ROBERT C. (1993)

Professor of Geology
 A.A., Chabot Valley College, 1982
 B.A., Humboldt State University, 1985
 M.S., University of Montana, 1987
 Ph.D., University of Washington, 1993
 r_thomas@umwestern.edu, (406) 683-7615

ULRICH, JUDY A. (1986)

Professor of Education/English
 B.F.A., University of Wisconsin-Superior, 1975
 M.A., Michigan State University, 1978
 Ph.D., Michigan State University, 1988
 j_ulrich@umwestern.edu, (406) 683-7422

ULRICH, KARL E. (1987)

Provost and Vice Chancellor for Academic Affairs;
 Professor of Biological Science
 B.A., University of Minnesota, 1975
 M.S., Michigan State University, 1979
 Ph.D., Michigan State University, 1984
 k_ulrich@umwestern.edu, (406) 683-7151

WEINACHT, AARON (2007)

Instructor of History
 B.A., Ball State University, 2002
 M.A., University of Kentucky, 2004
 a_weinacht@umwestern.edu

WELTZIEN, O. ALAN (1991)

Professor of English
 A.B., Whitman College, 1974
 M.A., University of Virginia, 1975
 Ph.D., University of Virginia, 1982
 a_weltzien@umwestern.edu, (406) 683-7431

WERNBERG, MARLIS A. (2006)

Instructor of Early Childhood Education
 A.A., Western Montana College, 1992
 B.S., Western Montana College, 1995
 m_wernberg@umwestern.edu, (406) 683-7176

WINGO, ROBYN (2005)
Associate Professor of Education
B.A., University of Iowa, 1987
M.Ed., Columbus State University, 1992
Ed.S., Troy State University, 1995
Ed.D., University of Montana, 2005
r_wingo@umwestern.edu, (406) 683-7315

WRIGHT, ERIC S. (2006)
Associate Professor of Mathematics
B.S., Colorado State University, 1995
M.S., University of Colorado, 1999
Ph.D., University of Colorado, 2002
e_wright@umwestern.edu, (406) 683-7274

XANTHOPOULOS, JOHN (2001)
Professor of Education
B.A., Long Island University, 1977
M.A., New York University, 1978
M.A., University of Miami, 1989
Ph.D., Walden University, 1993
j_xant@umwestern.edu, (406) 683-7018

ZASPEL, CRAIG E. (1984)
Professor of Physics
B.S., University of Minnesota, 1969
M.S., Montana State University, 1973
Ph.D., Montana State University, 1975
c_zaspel@umwestern.edu, (406) 683-7366

EMERITI FACULTY

ANDERS, CLAYBORN J. (1956-1994)
Professor of Industrial Arts Emeritus

BAILEY, JOHN (1988-2006)
Assistant Professor of Business Emeritus

BANDELIER, KENNETH J. (1969-1988)
Professor of Biological Science Emeritus

BLOCK, DANIEL G. (1961-1985)
Professor of Biological Science Emeritus

BRIENZA, BARNEY (1971-2007)
Professor of Art Emeritus

BUSCH, FRANK J. (1962-1991)
Professor of History Emeritus

CORR, JAMES D. (1970-1994)
Professor of Art Emeritus

CYPHER, TERRANCE R. (1958-1987)
Professor of Mathematics Emeritus

ELSER, GLENDA (1990-2004)
Assistant Professor of Business Emeritus

GARRY, JOHN C. (1952-1986)
Professor of Business Emeritus

GOSNELL, DONALD K. (1967-1987)
Associate Professor of English Emeritus

HICKETHIER, LARRY (1966-1991)
Registrar and Assistant Professor of
Mathematics Emeritus

HILTON, JEROLD (1966-1996)
Assistant Professor of History Emeritus

KELTZ, DONALD F. (1965-1996)
Athletic Director, Men's Head Basketball Coach,
Head Football Coach, and Instructor of Health
& P.E. Emeritus

LEITH, LAWRENCE (1970-1997)
Professor of English Emeritus

MADDOCK, JANE (1986-2003)
Professor of English Emeritus

MALO, EVE (1987-1997)
Professor of Education Emeritus

MARINKOVICH, GEORGE T. (1967-1994)
Assistant Professor of Health & P.E. Emeritus

NELSON, GEORGE H. (1974-1996)
Director of Student Teaching and
Assistant Professor of Education Emeritus

NEWLON, ROBERT E. (1969-1984)
Professor of Education Emeritus

O'CONNOR, WILLIAM (1976-2007)
Professor of Social Science Emeritus

SCOTT, DANIEL (1967-1985)
Associate Professor of Industrial Arts Emeritus

SHERIFF, BONNIE (1970-2005)
Professor of Health & Human Performance Emeritus

SPUHLER, LEE (1977-1984)
Professor of Education Emeritus

STISH, HENRY W. (1962-1991)
Professor of Science Emeritus

THOMPSON, E. OTIS (1979-2004)
Professor of Mathematics Emeritus

TIKALSKY, FRANK (1977-1992)
Professor of Psychology Emeritus

WALLACE, DONA J. (1964-1997)
Professor of Health & P.E. Emeritus

WALTERS, DONALD L. (1968-1989)
Professor of Art Emeritus

ZETLER, ALAN G. (1970-1985)
Professor of Education Emeritus

PAST CHIEF EXECUTIVE OFFICERS

DELANEY E. SANDERS, President	1897-1900
GEORGE J. McANDREW, President	1900-1901
HENREY W. SWAIN, President	1901-1912
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KARL E. ULRICH, Interim Chancellor	2003-2004

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GENERAL EDUCATION PROGRAM WORKSHEET

	Semester Taken	Grade	Completed
Written & Oral Communications—4 credits ENG 102 Foundations of Language (4)			
Mathematics—4 credits One Math course higher than MATH 007			
Behavioral & Social Sciences—7-8 credits One course from the following: 100- or 200-level course from ANTH/GEOG/POLS/PSY/SOC (4) ECON/GEOG/POLS 201 The World Economy (4) ECON 250 Principles of Economics (4) ECON 251 Principles of Macroeconomics (3) ECON 252 Principles of Microeconomics (3) ED 250 Child & Adolescent Growth & Development (3) HHP 245 Human Sexuality (3)			
One 100- or 200-level HIST course (4)			
Humanities: Expressive Arts—4 credits 4 credits from the following: ART 101 Fundamentals of Art (2) DR 101 Drama Fundamentals (2) ART 105 Introduction to Art & Design (4) DR 276 Acting Fundamentals & Styles (2) ART 141 Drawing (4) ENG 204 Creative Writing Workshop (4) ART 225 Computer Art [2-D] (4) MUS 101 Music Fundamentals/Piano (2) ART 242 Figure Drawing [2-D] (4) MUS 116 Concert Band (1) ART 270 Photography [2-D] (4) MUS 165 Vocal Ensemble (1) ART 361 Painting & Nature [2-D] (4)			
Humanities: Literary & Artistic Studies—4 credits ART 212 Art History II (4) ENG: 100- or 200-level English Literature course (4) ENVS/PHIL 201 History & Philosophy of Science (4) FA 101 Introduction to Visual & Performing Arts (4) MUS 202 Introduction to Music Literature [CD] (4) PHIL 100 Introduction to Philosophy (4)			
Natural Sciences—8 credits Two 100- or 200-level courses: BIO/CHEM/GEOL/PHYS			

DEGREE REQUIREMENTS WORKSHEET

[illegible]

BA: Related Area, BS: Option Area, BS: Minor/Option Area

Electives

