

# The University of Montana Western

Welcome to the University of Montana Western (Montana Western or UMW), an institution that prides itself on serving students, achieving academic excellence, and promoting experiential education. The University's differentiating characteristics are expressed in its mission and core themes as well as its signature program, Experience One. Montana Western is the first and only public, four-year university in the United States that offers Experience One—a program designed to enhance student success and support experiential learning.

## Experience One

Experience One comprises a unique scheduling model and teaching philosophy. The scheduling model allows students to enroll in one course at a time. Classes typically meet three hours daily over a 3.5 week period. Each 3.5 week period is referred to as a block and there are four blocks in every semester. The longer class periods and concentrated schedule discourage lecture-based teaching, encourage project-based student learning, and allow for extended field experience. Students learn by engaging in authentic practices appropriate to each discipline. Students also form strong relationships with their faculty and student peers.

Most students 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 find it a highly rewarding educational experience.

## Mission

The University of Montana Western differentiates itself and achieves academic excellence by sustaining a culture of concentrated experiential education.

## Core Themes

Montana Western's academic and administrative planning efforts are guided by three core themes:

- Continuously improve undergraduate education and experiential learning.
- Maximize campus-wide support for student success and completion.
- Foster responsible campus efficiency and stewardship of resources.

Upon request, the University of Montana Western provides written materials in alternative formats for persons with documented disabilities. For more information, please contact Student Affairs at (406) 683-7565.

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# Academic Calendar and Deadlines

## Fall 2015

### General Calendar and Deadline Information

Fall 2015 continuing student registration	April 13-August 25
Fall 2015 new student registration	May 4-August 25
New Student Orientation	August 20-22
1st \$40 late registration fee begins	August 26
Class schedules of non-paid students are canceled	August 27
Weekend classes begin	August 28
Deadline to apply for fall 2015 graduation	September 3
Labor Day observed (University closed)	September 7
2nd \$40 late registration fee begins	September 8
Deadline to submit a spring 2016 graduation application	October 30
Registration for spring semester 2016 begins	November 9
Veteran's Day observed (University closed)	November 11
Thanksgiving recess (no classes)	November 23-27
Thanksgiving observed (University closed)	November 26-27

### Block 1

Classes begin	August 24
Last day to exchange or add block 1	August 25
Last day to drop a block 1 class with a grade of "W"	September 4
Last day to drop all classes (no record on transcript)	September 11
Block ends	September 16
Block break (no classes)	September 17-18
Final grades due from faculty	September 23

### Block 2

Classes begin	September 21
Last day to exchange or add block 2	September 22
Last day to drop a block 2 class with a grade of "W"	October 2
Last day to drop all remaining classes with a grade of "W"	October 2*
Block ends	October 14
Block break (no classes)	October 15-16
Final grades due from faculty	October 21

### Block 3

Classes begin	October 19
Last day to exchange or add block 3	October 20
Last day to drop a block 3 class with a grade of "W"	October 30
Last day to drop all remaining classes with a grade of "W"	October 30*
Block ends	November 10
Block break (no classes)	November 11-12
Final grades due from faculty	November 18

### Block 4

Classes begin	November 16
Last day to exchange or add block 4	November 17
Last day to drop a block 4 class with a grade of "W"	December 4
Last day to drop all remaining classes with a grade of "W"	December 4*
Block/Semester ends	December 16
Final grades due from faculty	November 23

### Full Semester Courses

Classes begin	August 24
Last day to add a full semester course	September 4
Last day to drop all classes (no record on transcript)	September 11
Last day to drop all full term classes with grade of "W"	December 4*
Semester ends	December 16
Final grades due from faculty	December 23

\* Students may not drop or withdraw from any classes that have ended

## Spring 2016

### General Calendar and Deadline Information

Deadline to submit spring 2016 graduation application	October 30
Spring 2016 continuing student registration	November 9-January 12
Spring 2016 new student registration	November 30-January 12
New Student Orientation	January 8
1st \$40 late registration fee begins	January 13
Class schedules of non-paid students are canceled	January 14
Weekend classes begin	January 15
Martin Luther King Day observed (University closed)	January 18
2nd \$40 late registration fee begins	January 25
President's Day observed (University closed)	February 15
Spring Break (no classes)	March 7-11
Deadline for Commencement Participation forms	March 18
Deadline for summer 2016 graduation applications	March 21
Deadline for early commencement participation appeals	April 1
Fall and summer 2016 continuing student registration begins	April 11
Fall and summer 2016 new student registration begins	May 2
119th Annual Commencement	May 7

### Block 5

Classes begin	January 11
Last day to exchange or add block 5	January 12
Last day to drop a block 5 class with a grade of "W"	January 22*
Last day to drop all classes (no record on transcript)	January 29
Block ends	February 3
Block break (no classes)	February 4-5
Final grades due from faculty	February 10

### Block 6

Classes begin	February 8
Last day to exchange or add block 6	February 9
Last day to drop a block 6 class with a grade of "W"	February 19
Last day to drop all remaining classes with a grade of "W"	February 19*
Block ends	March 3
Block break (no classes)	March 4
Final grades due from faculty	March 10

### Block 7

Classes begin	March 14
Last day to exchange or add block 7	March 15
Last day to drop a block 7 class with a grade of "W"	March 25
Last day to drop all remaining classes with a grade of "W"	March 25*
Block ends	April 6
Block break (no classes)	April 7-8
Final grades due from faculty	April 13

### Block 8

Classes begin	April 11
Last day to exchange or add block 8	April 12
Last day to drop a block 8 class with a grade of "W"	April 22
Last day to drop all remaining classes with a grade of "W"	April 22*

Block/Semester ends	May 4
Final grades due from faculty	May 11

### Full Semester Courses

Classes begin	January 11
Last day to add a full semester course	January 22
Last day to drop all classes (no record on transcript)	January 29
Last day to drop all full term classes with grade of "W"	April 22*
Semester ends	May 4
Final grades due from faculty	May 11

\* Students may not drop or withdraw from any classes that have ended

## Summer 2016

### General Calendar and Deadline Information

Deadline to submit a summer 2016 graduation application	March 21
Summer 2016 continuing student registration	April 11-May 17
Summer 2016 new student registration	May 2-May 17
\$40 late registration fee begins	May 18
Class schedules for non-paid students canceled	May 19
Weekend classes begin	May 20-21
Memorial Day observed (University closed)	May 30
Independence Day observed (University closed)	July 4

### Block A

Classes begin	May 16
Last day to exchange or add block A	May 17
Last day to drop a block A class with a grade of "W"	May 27*
Last day to drop all classes (no record on transcript)	June 3
Block ends	June 8
Block break (no classes)	June 9-10
Final grades due from faculty	June 15

### Block AB

Classes begin	May 16
Last day to exchange or add block AB	May 17
Last day to drop a block AB class with a grade of "W"	May 27
Last day to drop all remaining classes with a grade of "W"	May 27*
Block ends	July 6
Block break (no classes)	July 7-8
Final grades due from faculty	July 13

### Block B

Classes begin	June 13
Last day to exchange or add block B	June 14
Last day to drop a block B class with a grade of "W"	June 24
Last day to drop all remaining classes with a grade of "W"	June 24*
Block ends	July 6
Block break (no classes)	July 7-8
Final grades due from faculty	July 13

### Block BC

Classes begin	June 13
Last day to exchange or add block BC	June 14
Last day to drop a block BC class with a grade of "W"	June 24
Last day to drop all remaining classes with a grade of "W"	June 24*
Block ends	August 3
Final grades due from faculty	August 10

### Block C

Classes begin	July 11
Last day to exchange or add block C	July 12
Last day to drop a block C class with a grade of "W"	July 22
Last day to drop all remaining classes with a grade of "W"	July 22*
Block ends	August 3

Final grades due from faculty

August 10

### Full Semester (Block A-C)

Classes begin	May 16
Last day to add a full semester course	May 27
Last day to drop all classes (no record on transcript)	June 3
Last day to drop all full term classes with grade of "W"	July 22*
Semester ends	August 3
Final grades due from faculty	August 10

\* Students may not drop or withdraw from any classes that have ended

# Admissions

James E. Short Center  
710 S. Atlantic St.  
Dillon, Mont. 59725-3598  
406-683-7331 or 877-683-7331 (toll free)  
admissions@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 Montana 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 tours acquaint prospective students and their families with the University's academic programs, on-campus living options, 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 college credit, certification, or a degree must be fully admitted to Montana 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

- Submit a completed UMW paper Application for Admission, or apply on-line at [www.umwestern.edu](http://www.umwestern.edu) and select on "Click Here to Apply Online" icon. Paper applications are available by contacting the Admissions Office.
- Submit a \$30 non-refundable application fee.
- Submit an SAT I or ACT test score report (writing sub-scores required).
- Complete the High School Self-Report Form.
- Submit proof of two measles, mumps, and rubella (MMR) immunizations.
- Submit a final official high school transcript after graduation, or official high school equivalency report.

### When to Apply

Applicants are encouraged to apply:

- By July 1 for the upcoming Fall Semester.
- By October 15 for Spring Semester.
- By March 15 for Summer Session.

Students may not be considered for scholarship, financial aid, or housing, nor will they be eligible to register for classes, until their admissions application is processed and acceptance has been granted.

### Full Admission

To be fully admitted as first-time, full-time undergraduates (without conditions or provisions), students must meet the following requirements:

#### COMPLETION OF THE REGENTS' COLLEGE PREPARATORY PROGRAM:

- Four years of English: in each year the content of the courses should have an emphasis upon the development of written and oral communication skills and study of literature.
- Three years of mathematics including Algebra I, Geometry and Algebra II (or the sequential content equivalent of these courses). Students are encouraged to take a math course in their senior year.

- Three years of social studies which shall include global studies (such as world history or world geography); American history; and government, economics, Indian history or other third-year courses.
- Two years of laboratory science: one year must be earth science, biology, chemistry, or physics; the other year can be one of those sciences or another approved college preparatory laboratory science.
- Two years chosen from the following:
  - Foreign language (preferably two years);
  - Computer science;
  - Visual and performing arts; or
  - Career/technical education units which meet the Office of Public Instruction guidelines.

#### DEMONSTRATION OF MATHEMATICS PROFICIENCY:

- A score of 22 or above on ACT mathematics; or
- A score of 520 or above on SAT mathematics; or
- A score of 3 or above on the AP calculus AB or BC subject examination or a score of 4 on the IB calculus test; or
- A score of 50 or above on the CLEP subject examinations in selected topics (College Algebra, College Algebra-Trigonometry, Pre-calculus, Calculus, or Trigonometry); or
- Completion of a rigorous high school core including four years of mathematics in high school (Algebra I, Algebra II, Geometry & a course beyond Algebra II) and three years of laboratory science; or three years of mathematics including a course beyond Algebra II and four years of laboratory science, in addition to English, social studies, and electives as described in the Regents' College Preparatory program, with grades of C or better in all courses.

#### DEMONSTRATION OF WRITING PROFICIENCY:

- A score of 7 or above on the essay or 18 on the combined English/writing section of the optional writing test of the ACT; or
- A score of 7 or above on the essay or 440 on the writing section of the SAT; or

- A score of 3.5 or above on the Montana University System (MUS) writing assessment; or
- A score of 3 or above on the AP English language or English literature examination; or
- A score of 4 or above on the IB language A1 exam; or
- A score of 50 or above on the (CLEP) subject examinations in composition.

GENERAL PREPARATION AS DEMONSTRATED THROUGH AT LEAST ONE OF THE FOLLOWING:

- A composite score of at least 22 on the ACT or a score of at least 1540 on the total of mathematics, critical reading, and writing scores on the SAT; or
- A high school grade point average (GPA) of at least 2.5; or
- A ranking in the upper half of the school's graduating class.

## Provisional Admission

Students who do not demonstrate the ability to meet the standards of mathematics proficiency (18-21 mathematics score ACT or 440-510 mathematics score SAT) and/or writing proficiency (18 ACT writing score or a 440 or better SAT writing score plus 7 or better on the ACT or SAT essay), may be admitted provisionally to the University of Montana Western. Operational rules pertaining to provisionally admitted students are:

- Students must be informed of their admission status by letters that include the following points:
  - The minimum mathematics and/or writing score(s) required compared to their score(s) that did not satisfy the requirement;
  - An explanation of what they must do to attain full admission status; and
  - Academic support services available to students, such as tutoring centers.
- Provisionally admitted students must attain full admission status by completing at least one college level mathematics and college-level composition course with grades of C- or better before completing 32 credits or 3 semesters, whichever comes last.

- Provisionally admitted students may declare a major
- The term "provisional admission" has a particular meaning in the Montana University System, under Board of Regents' policy. It cannot be used to describe any other admissions status or situation in the System.
- Provisional admission does not change existing rules within the Montana University System concerning financial scholarship eligibility, satisfactory academic progress, or academic probation and suspension rules

## TWO YEAR PROGRAM AND PROVISIONAL ADMISSION

The University of Montana Western seeks to offer admission into a two year program to the following group of students:

- Students who seek admission into a four year program who score below an 18 on the mathematics ACT or below a 440 on the mathematics SAT will be admitted into Montana Western's equivalent two year program as this route improves chances of student success. Once the student has completed the two year program they will be admitted into the equivalent four year program. Students who score just below these requirements (16-17 on ACT or 400-410 on SAT) and who meet College Preparatory requirements for math with a cumulative GPA of 3.00 may be provisionally admitted into a four year program.
- Students that do not meet these requirements may appeal the decision to be admitted into a two year program by submitting an essay that outlines why the student received low math marks and addresses the student's specific plans for academic success at Montana Western. The University of Montana Western's Academic Standards Committee will review the appeal and, if granted, the student will be provisionally admitted into a four year program and will follow provisional requirements.

## Enrollment Management Procedures

Campuses may apply admission review processes that improve the likelihood of student success; encourage rigorous college preparation among applicants; and ensure balanced treatment of all student applications.

1. For applicants who exceed every criterion of undergraduate admissions standards, campuses may establish facilitated admissions procedures, and may identify such students with special privileges, titles, or honors.
2. For applicants whose transcripts and exam scores leave some question about the prospective student's success, additional documentation (such as essays, letters of recommendation, and/or portfolios) may be required before granting admission.

## Exemptions

Exemptions are used to admit students under special circumstances and must be used judiciously:

### EXEMPTIONS FOR FIRST-TIME, FULL-TIME STUDENTS:

Institutions may exempt up to 15% of first-time, full-time undergraduates from the requirements of this policy, with the exception of Completion of the Regents' College Preparatory Program, for students with special talents, minorities, and others who demonstrate special needs.

### CATEGORICAL EXEMPTIONS:

The following categories of students are also exempt from the requirements of this policy:

- Non-traditional 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);
- Summer only students; and
- Part-time students taking seven or fewer college-level semester credits.

### NON-ACCREDITED HIGH SCHOOL OR HOME SCHOOL STUDENT REQUIREMENTS

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

- High school equivalency certificate based on the high school equivalency exam
- Home school transcript reflecting the use of an accredited home school curriculum and listing all courses and grades signed by the teacher (the teacher can be a parent).



## ELIGIBILITY FOR STATE-SUPPORTED SCHOLARSHIPS

Only students who have completed the High School Rigorous Core program shall be eligible for Regents High School Honor Scholarships. Students who have completed the College Preparatory program may be eligible for 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.

## Transfer Student Admission

### Transfer Student Requirements

*(Note: International transfer students may be required to submit additional items—see page 10.)*

- Submit a completed UMW paper Application for Admission, or apply on-line at [www.umwestern.edu](http://www.umwestern.edu) and click on "Apply Online" icon. Paper applications are available by contacting the Admissions Office.
- Submit a \$30 non-refundable application fee.
- Submit final official transcripts from all colleges/universities previously attended.
- Submit proof of two measles, mumps, and rubella (MMR) immunizations.

### What the Student can expect from Montana Western

Within ten working days after a student's admissions file is complete with all information listed above, Montana Western will provide new applicants with written notification of the following:

- Total credits accepted at Montana Western.
- The GPA of the transfer courses that have been accepted.
- The student's classification and academic standing at Montana Western based upon accepted coursework.
- A completed Transfer Evaluation Sheet indicating how accepted transfer courses will apply to the applicant's UMW program of study, including the General Education Core.
- A listing of remaining/uncompleted coursework that must be taken at Montana

Western (applicants must provide or communicate education program goals to receive this information).

- Admission decision.

### When to Apply

Applicants are encouraged to apply:

- By July 1 for the upcoming Fall Semester.
- By October 15 for Spring Semester.
- By March 15 for Summer Session.

Students may not be considered for scholarship, financial aid, or housing, nor will they be eligible to register for classes, until their admissions application is processed and acceptance has been granted.

### Transfer Student Policies

#### CREDITS ACCEPTED FOR TRANSFER

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

- Coursework and credits must be college-level and applicable to a degree at the transfer institution.
- 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.
- All transfer course credits will be converted to semester credits.
- There are no limitations on transfer credits accepted if transferred from a four-year regionally accredited post-secondary institution or from a two-year institution. Note that no upper-level credit will be awarded for courses completed at a two-year institution.
- Approved courses that are passed with grades "A" through "D-", plus "P" or "S" grades, will be accepted for transfer to UMW, but only applicable courses graded "C-" or higher will be used to satisfy degree requirements at UMW. However, students transferring to Montana Western must maintain an overall GPA of 2.00 while at UMW.

- Students who complete a General Education program at a unit of the Montana University System or those who complete the MUS General Education Core are deemed to have completed the General Education program at UMW.

#### CREDITS USED TO MEET REQUIREMENTS (TRANSFER CREDITS)

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

- To be applied to a degree at UMW, the transfer course content must be similar or equivalent to the required UMW course, or the transfer course must be an acceptable substitute or elective.
- 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.
- 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 UMW).
- 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.
- Some courses may need further evaluation as to their applicability toward a given program; 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 ten working days.
- All transfer students must successfully complete at least one-fourth (25%) of the coursework required for a degree while in residence at UMW. A majority of courses required in the Major and/or Minor must be taken at UMW and generally these courses must be the last courses taken prior to graduation (see Degree Residency Requirements section of this Catalog).
- No student will graduate from UMW with less than a 2.0 institutional GPA; however, some degree programs require a higher

minimum GPA.

- Starting in the 2015-16 academic year transfer course data for incoming and current students are process of being recorded on a transfer student's UMW academic record. Prior to this academic year, only summary transfer course data was recorded on a transfer student's UMW academic record.
- Only the UMW GPA appears on a student's transcript, although total hours earned will reflect all credits earned at UMW 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 or NIRA regulations, and/or instances where third parties authorized to have such information request such a calculation.
- Limitations on transfer credits:

Maximum Transfer Credit Applied		
UMW Degree	Transfer from 4 year college/university	Transfer from 2 year college (No upper-level credits awarded)
Associate Degree (64 credits)	48 semester credits	48 semester credits
BAS; BA; Non-education BS Degrees (120 credits)	90 semester credits	60 semester credits
BS Education Degrees	98 semester credits	64 semester credits

- Transfer applicants who complete a general education core at one of the units of the Montana University System, or those who complete the MUS General Education Core are deemed to have satisfied the general education requirements for a degree (Associate or Bachelor) at UMW.
- Outdated (Transfer) Coursework: "Acceptable" transfer courses that are more than five years old at the time of admission to UMW, at the discretion of the University,

may 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 UMW, at the discretion of the University, may be excluded from consideration in meeting general education or elective requirements for a degree (MUS Board of Regents Policy 301.5.1).

## Montana University System (General Education) Core Curriculum

New students transferring to UMW from any of the units of the Montana University System (MUS) and who have satisfactorily completed a minimum of twenty (20) credits of campus-specific general education courses (distribution requirements considered) prior to transferring to UMW can elect to complete the MUS (General Education) Core Curriculum in lieu of the UMW General Education program. Information on the MUS core can be viewed online at <http://mus.edu/transfer/gened.asp>.

New transfer students who are eligible for this option should communicate their choice of General Education program (UMW or MUS) at the earliest possible time so that UMW personnel (faculty advisors and Advising Office staff) may provide the most accurate and reliable degree advice possible.

## Appeals – Transfer of Credits

Appeals regarding the acceptance of transfer credits should be directed to the UMW Registrar. Questions or appeals concerning the application of courses or credits to a specific degree or program of study should be directed to the Director of Student Success.

## International Student Admission

### International Student 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:

- Application form—Forms are available from the Admissions Office or online at [www.umwestern.edu/how-to-apply.html](http://www.umwestern.edu/how-to-apply.html).
- 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.
- English language proficiency—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, 173 on the computer-based test, and 61 on the Internet based test is required. Any questions regarding TOEFL should be directed to TOEFL, P.O. Box 899, Princeton NJ 08541. UMW does not offer an English as a Foreign Language class. Results of the SAT II: English Language Proficiency Test (ELPT) may be used in lieu of TOEFL, with a required minimum score of 950.
- Academic credentials—Applicants must submit a certified copy of secondary school transcripts or the equivalent, and any college or upper-level transcripts. International students who have attended institutions outside the United States or Canada must request an evaluation of Academic Credentials from a foreign credential evaluation service. Evaluation of credit may not reflect actual college credits accepted by UMW. 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](http://www.ece.org) (download applications for evaluation)

Office of International Education Services  
AACRAO  
202-293-9161  
FAX: 202-872-8857  
www.aacrao.org

- 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 and thereafter. The estimated expenses amount, available from Admissions, is adjusted annually.
- Medical history report—Each applicant must provide a physician-validated record showing immunization for diphtheria, tetanus, polio, 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.
- 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 (if applicable), 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:

- By March 1 for Fall Semester.
- By October 1 for Spring Semester.
- By January 1 for Summer Session.

## Additional Admission Categories

### Former Student Re-admission

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

- Submit a completed Application for Readmission, available online.
- Submit official copies of transcripts from all institutions attended since last enrolled at UMW.
- Proof of measles, mumps, and rubella

(MMR) immunization may be required.

- Meet the admission requirements of a transfer student if the student attended another institution since last registering at UMW.
- An application fee is not required unless a student is changing status to a second degree/certificate 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 UMW 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 must acquire status as a regular student and become a candidate for graduation by maintaining good standing academically and completing all entrance requirements for admission.

### Non-Traditional Freshmen Student Admissions

First time freshmen students who are 21 or older or who have graduated from high school more than three years prior to the date in which you wish to enroll are classified as non-traditional students. Non-traditional students may be admitted after completing the following requirements:

- Submit a completed UMW paper Application for Admissions, or apply online at [www.umwestern.edu](http://www.umwestern.edu) and select on "Click to Apply Online". Paper applications are available by contacting the Admissions Office.
- Submit a \$30 non-refundable application fee.
- Submit proof of two measles, mumps, and rubella (MMR) immunizations.
- Submit proof of high school graduation or completion of high school equivalency.

### Dual Credit Admission

UMW has developed inter-local agreements with several high schools that allow 11th and 12th grade students, as defined by the school district,

dual enrollment in high school and select college courses. Dual credit students may enroll in a maximum of eight credits per semester.

To apply for admission, students must submit a completed Application for Dual Enrollment, Home School & Early College form.

To register for dual credit courses, students must:

1. Be enrolled in a school district with an inter-local agreement with UMW.
2. Complete the *Registration Form for Dual Enrollment, Home School & Early College Students*.
3. Obtain a signature from a parent or guardian that acknowledges financial responsibility for payment of college tuition and fees.
4. Obtain a signature from a high school official attesting to the student's maturity and academic ability.
5. Submit the *Dual Enrollment Student Authorization for Release of Information Form*.

### Early Admission—Concurrent High School/College Enrollment

The UMW 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, candidates must submit:

1. A completed *Application for Dual Enrollment Home School and Early college Students* form.
2. An official high school transcript, sent directly from the high school to the UMW Admissions Office.
3. Proof of two measles, mumps, and rubella (MMR) immunizations.
4. Written approval from the applicant's parents/guardians.

Early Admission students may enroll in a

maximum of eight credits per semester. Final grades for Early Admission students are withheld pending receipt by UMW of a final high school transcript verifying graduation from high school.

## Dual Admission with Flathead Valley Community College

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 UMW 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 UMW student identification card that entitles them to certain privileges at Montana Western, such as library use. These privileges begin as soon as the student enters FVCC under the dual admission program.

## The Montana University System Affiliate Students

Montana Western waives the undergraduate application fee for students who paid the undergraduate application fee as part of an admissions application to and attendance at a Montana University System campus. An official transcript from the other MUS unit serves as a basis for waiving Montana Western's undergraduate application fee. This policy does not apply to students seeking a second degree, certificate, or endorsement.

## Previously Earned Credit

### Credit for Nontraditional Learning Experiences

UMW 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 are required to 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 are required to provide official

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 UMW degree requirement) should consult with all appropriate UMW officials (Academic Department Chairs, Advising Office officials, Registrar, etc.) before committing resources.

### Advanced Placement (AP) Program

Credit may be awarded 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 awarded for satisfactory completion of the College Entrance Examination Board College Level examinations. Official score reports must be sent from the College Board directly to the UMW Admissions or Registrar's Office. Credit for specific CLEP Subject Examinations and minimum score requirements are outlined in the UMW CLEP policy available at the Registrar's Office. Credits awarded for satisfactory CLEP scores will be issued "P" (Pass) grades. For more information, contact the Registrar's Office.

### Military Service Training Credit

UMW 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 UMW program requirements is contingent upon department faculty approval. Individuals seeking credit for military training must submit a letter to the Registrar's Office requesting evaluation of military experience, together with official documentation (certificates of completion) of their formal military training.

### Tech Prep Program

Tech Prep is a program negotiated between UMW and specific high schools whereby certain high school courses may earn university credit

at UMW. Written agreements between area high schools and Montana 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 matriculate at UMW 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 may apply. See Tech Prep Policy and appropriate high school/UMW agreement.

### 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 UMW 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). UMW officials will determine equivalency/similarity of transfer courses. Only degree-pursuing students enrolled in a regular curriculum may petition to challenge a course at UMW. 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 UMW 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 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 UMW 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 above.
- Requests for exemptions to the immunization requirements will be reviewed by the Admissions Office.

## HISET or High School Equivalency

A student may be admitted to UMW 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 HISET or 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)

Montana 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 UMW, 150% paying resident tuition plus other fees that are paid by all students.

Because Montana Western participates in the WUE, 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, Wyoming, and the Commonwealth of the Northern Mariana Islands.

Information about WUE programs available at Montana 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 about Montana Western

## Nature of the Institution

The University of Montana Western, an innovative four-year public institution, is located in Dillon and Beaverhead County in southwestern Montana. Montana Western is a comprehensive university with programs emphasizing active, hands-on experiential learning. To better facilitate this type of learning, Montana Western transitioned to Experience One block scheduling in fall 2005. Under this system, students typically take a single course at a time, three hours per day, usually four courses per semester. Each course lasts for 18 instructional days over three and one-half weeks.

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

## Constituencies Served

The primary reason for Montana Western's existence is to serve the educational needs of Montana citizens, businesses, and other organizations. Montana 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 UMW 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 Montana Western a more interesting place to obtain a university degree while participating in abundant extracurricular activities.

## Institutional Philosophy

Montana Western believes learning is best accomplished by having students engaged in authentic learning activities within each academic discipline. With the skilled and knowledgeable guidance of its professors, UMW's academic programs feature many opportunities for field experiences, labs, projects, and internships.

By fostering a hunger for knowledge, appreciation for differences in people and ideas, and pride in creative and technical achievements, UMW provides a foundation for lifelong personal growth and productivity. Montana Western's philosophy fosters well-rounded graduates who are sensitive yet skeptical, skillful in special areas yet reflective about general themes, and 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 an institutional member of:

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

The University of Montana Western is accredited by:

The Northwest Commission on Colleges and Universities (NWCCU).

The University of Montana Western teacher education programs are accredited by: The National Council for the Accreditation of Teacher Education (NCATE).

The University of Montana Western has received specialized accreditation for its Bachelor of Science and Bachelor of Applied Science degree programs in business through: The International Assembly for Collegiate Business Education (IACBE).

## History of Montana Western

In 1889, the Act of Congress under which the State of Montana was admitted to the Union set aside acres of the public domain for the establishment and support of normal schools. As a result of this Act, Dillon was selected as the site for the 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 Montana 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. 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, with approval granted by the 2001 Montana Legislature effective July 1, 2001. With this change, UMW 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, Montana 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.

Montana Western began Experience One scheduling for all first-time baccalaureate-seeking freshmen in fall 2004, with the full transition to Experience One occurring in 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. Effective fall 2007, the BS: Business degree was revised to BS: Business Administration, and a new BA Option in Mathematics was approved.

Effective fall 2011, the Board of Regents approved major revisions to the University's bachelor's degree offerings. These included: converted the BA degrees in Biology, Environmental Interpretation, Environmental Science, and Mathematics into BS degrees; changed the BA: Literature & Writing to BA: English; changed the BA: Social Science to content area BA degree majors in Anthropology & Sociology, Global Politics, Interdisciplinary Social Science, Modern History, and Psychology; added a non-teaching BS degree in Health & Human Performance; converted the BS: Secondary Education degree to content area degrees (BS: Art Education K-12, Business & Computer Applications Education, Industrial Technology Education, Music Education K-12, and Physical Education & Health K-12); and, in combination with other BA and BS degrees, established double majors with Secondary Education (BA: English & Secondary Education, BA: Interdisciplinary Social Science & Secondary Education, BA: Modern History & Secondary Education, BS: Biology & Secondary Education, BS: Earth Science & Secondary Education, BS: General Science Broadfield & Secondary Education, and BS: Mathematics & Secondary Education).

## Location

With a population of 5,500, Dillon 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 Montana Western. Community concerts, theater, and other programs serve cultural needs of the community. Also available are churches of various denominations, public library, YMCA, 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 (first territorial capital), and Virginia City (second territorial capitol) 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, located 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, the beautiful campus consists of well-developed lawns, shade trees, walks, and historical and picturesque buildings. A visitor to the Montana Western 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. Montana Western is committed to fostering a sustainable environment and is heated by biomass. Recent renovations including energy efficiency projects and a restoration of

historic Main Hall contribute to UMW'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.

# FERPA and Rights to Confidentiality

## Equal Opportunity

Students are assured the protection of all rights guaranteed by the Montana and United States Constitutions. Montana 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 Montana Western are encouraged to contact the Dean of Students Office, (406) 683-7388, or the Affirmative Action Officer, Business Services, (406) 683-7101 and complete a Maxient report.

**Disabilities:** Students with disabilities seeking services from the University should notify the Dean of Students 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 that details policies and standards of student conduct in this catalog and the Montana Western website. Students are also held responsible for complying with policies and procedures governing all aspects of enrollment at Montana Western including registration, grading, class schedule changes (dropping, adding, withdrawing), class or credit load, financial aid, enrollment and fee payment dates and deadlines, graduation requirements, for example.

Students are responsible for determining and communicating their education goals. Montana Western encourages students to provide this information when filing their admissions application or as soon as possible following their initial enrollment at UMW. 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. Updates to this information may be submitted through DAWGS or by contacting the Registrar's Office at (406) 683-7371.

## Student Records & Release of Student Information

UMW 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 reports, student immunization records, assessment test score reports, college transfer transcripts, application forms, financial statements of international students, and copies of I-20 forms. Records of admitted students are transferred to the Registrar's Office during the student's first term of enrollment. 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*--maintains records of all charges assessed, amounts paid by and owed to UMW by current students, as well as information that indicates the authority by which Montana Western is able to charge for educational services rendered. Student work-study payroll records are filed in Business Services. Information on the student insurance program is available at Business Services and the Dean of Students Office. Business services also maintains records pertaining to authorized campus parking and parking violations, and is responsible for ensuring that all federal, state, municipal, and UMW parking regulations are met.

*Dean of Students Office*--maintains 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.

*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 Montana 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 UMW, 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 and NIRA athletic eligibility information for Montana Western's athletic team members, and summary enrollment information is also on file.

*Residence Life Office & Bulldog Card Center*--maintains housing records of students living on campus, Bulldog Card information and the implementation of New Student Orientation.

## Third Party Requests for Enrollment Verification

The University of Montana Western (Federal School Code: 002537) has contracted with the National Student Clearinghouse (NSC) to provide enrollment verification information of current and former UMW students. Hundreds of colleges and universities across the United States have signed agreements with NSC to provide these services.

Requests for current and former UMW student enrollment verification information should be



directed to the National Student Clearinghouse (see contact information below). This agency will provide the information needed. All third-party requests for enrollment verification information sent directly to UMW 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. NSC 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 (FERPA). In such cases, the student must provide Montana Western with a specific written request for information release.

Students and/or third parties should direct questions regarding enrollment verification to the UMW 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](http://www.studentclearinghouse.org)  
E-mail: [enrollmentverify@studentclearinghouse.org](mailto:enrollmentverify@studentclearinghouse.org)

## FERPA--Records Release & the Family Educational Rights & Privacy Act of 1974

Under the provisions of the Family Educational Rights and Privacy Act of 1974 as Amended, 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 UMW 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 under the Solomon Amendment that institutions are required to provide directory information to United States Military recruiting offices. Fees may be charged

for gathering and printing student directory information.

## FERPA Annual Notice to Reflect Possible Federal and State Data Collection and Use

As of January 3, 2012, the U.S. Department of Education's FERPA regulations expanded the circumstances under which student education records and personally identifiable information (PII) contained in such records—including Social Security Number, grades, or other private information—may be accessed without the student's consent. First, the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or state and local education authorities ("Federal and State Authorities") may allow access to the student's records and pull without the student's consent to any third party designated by a Federal or State Authority to evaluate a federal- or state-supported education program. The evaluation may relate to any program that is principally engaged in the provision of education, such as early childhood education and job training, as well as any program that is administered by an education agency or institution. Second, Federal and State Authorities may allow access to a student's education records and PII without the student's consent to researchers performing certain types of studies, in certain cases even when the student objects to or does not request such research. Federal and State Authorities must obtain certain use-restriction and data security promises from the entities that they authorize to receive a student's PII, but the Authorities need not maintain direct control over such entities. In addition, in connection with Statewide Longitudinal Data Systems, State Authorities may collect, compile, permanently retain, and share without the student's consent PII for the student's education records, and they may track the student's participation in education and other programs by linking such PII to other personal information about the student that they obtain from other Federal or State data sources, including workforce development, unemployment insurance, child welfare, juvenile justice, military service, and migrant student records systems.

## Exceptions to FERPA

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

- UMW and other Montana University System personnel for legitimate educational purposes and to the extent required in the ordinary performance of their duties.
- 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).
- In compliance with a judicial order or any lawfully issued subpoena, upon condition that the student is notified in advance of compliance.
- In connection with a student's application for or receipt of financial aid.

Office posts timely warnings of crimes throughout campus.

## The Clery Act

The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act requires higher education institutions to give timely warnings of crimes that represent a threat to the safety of students or employees, make public their campus security policies, and collect, report, and disseminate crime data to the campus community and to the U.S. Department of Education. The act is intended to provide students and their families, as higher education consumers, with accurate, complete, and timely information about safety on campus to allow them to make informed decisions. Crime data for Montana Western is posted on the university website and is available from the Dean of Students Office. In addition, the Dean of Students

# Student Code of Conduct

The Student Code of Conduct, embodying the ideals of academic honesty, integrity, human rights, and responsible citizenship, governs all academic work and student behavior at Montana 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.

## JURISDICTION

Students remain responsible under the civil and criminal laws of the State of Montana and the United States like any other citizen.

The Student Code of Conduct ensures certain substantive and procedural rights to students charged with violating the Standards of Student Conduct. The Standards of Student Code of Conduct and Disciplinary Procedures follow.

Students at Montana Western may be subject to other University policies or regulations, as well as the Student Conduct Code. Other departments also may have specific professional conduct or honor codes.

The official source of procedure for conduct, discipline, and grievance purposes is published on the campus website [www.umwestern.edu/student-code-of-conduct.html](http://www.umwestern.edu/student-code-of-conduct.html).

Wherever referred to in this Code, administrative officers of the University include the officers and their designees.

Montana Western also has an obligation to uphold the laws of the larger community of which it is a part. While the laws of the larger community and the Student Code of Conduct may overlap, they operate independently and do not substitute for each other. Montana Western may pursue enforcement of its rules whether or not legal proceedings are underway or in prospect, and may use information from third party sources, such as law enforcement agencies and the courts, to determine whether University rules have been broken. Conversely, Montana Western makes no attempt to shield members of the campus community from the law, nor does it automatically intervene in legal proceedings against members of the Montana

Western community.

When a complaint is filed with appropriate Montana Western officials charging a student with violating the Student Conduct Code, Montana Western is responsible for conducting an investigation, initiating charges, and adjudicating those charges. Although the complainant's responses are sought during the disciplinary process, the judgment of the case is the responsibility of the designated administrative officer. If the complainant decides to withdraw the complaint, Montana Western may proceed with the case on the basis of other testimony.

## OFF CAMPUS OFFENSES

In exceptional circumstances, Student Code of Conduct charges may be initiated against a student who engages in conduct off-campus that allegedly constitutes a criminal offense under Montana or Federal criminal law and directly and seriously threatens the health and safety of members of the campus community. A student or Montana Western employee having knowledge of the off-campus offense may file a complaint with the Dean of Students office. The Dean of Students office, with the advice and counsel of appropriate professional staff to determine whether requirements for off-campus application of Student Code of Conduct charges are met, recommends to the Chancellor whether such charges should be made. Disciplinary procedures for general misconduct apply to charges initiated under this section. Application of this Code to off-campus offenses is subject to procedures in this Student Code of Conduct.

## STUDENT RIGHTS

The University of Montana Western recognizes that its students retain the rights provided by the United States and Montana Constitutions, federal and state statutes, and other applicable University policy, while attending Montana Western. The provisions of this Student Code of Conduct are intended to be consistent with these rights, and to limit or restrict only conduct that goes beyond the responsible exercise of these rights recognized by law. The following rights are specifically recognized and implemented in this Student Conduct Code.

## STATEMENT OF RESPONSIBILITY

Montana Western expects all students to conduct themselves as honest, responsible and law-abiding members of the academic community and to respect the rights of other students, members of the faculty and staff and the public to use, enjoy and participate in the University programs and facilities. Student conduct that disrupts, invades or violates the personal and property rights of others is prohibited and may be subject to disciplinary action.

### Civility Standards at Montana Western

"Civility is not a sign of weakness...let both sides explore what problems unite us instead of belaboring those problems which divide us".---John Fitzgerald Kennedy

It should consistently be remembered that all Montana Western employees and students are working under the following set of standards for the betterment of the University, its employees, and its students. It is the responsibility of each of us to live up to these standards. All of the expectations below apply to face-to-face as well as virtual interactions. This document is expected to be congruent with objectives of the 2013-23 Strategic Plan.

### TRUST

- Trust what others say is genuine and honor their word.
- Talk to, not about, others.

### Respect

- Model respectful treatment of others by treating others as you would like to be treated.
- Be generously understanding and accepting of diverse ways of thinking, teaching, learning and accomplishing things.
- While discussions may become heated and passionate, they should never become mean, nasty or vindictive in spoken or printed or emailed words, facial expressions, or gestures.

### LISTEN

- Employ active listening by giving undivided attention to speakers, allowing them to complete their thoughts before you

respond to them.

- Use “I” statements in conversations so others know you own your own words.
- Talk face-to-face with others as much as possible, especially on areas of disagreement.

#### UNDERSTAND

- View conflicts as learning opportunities to understand why individuals hold conflicting viewpoints.
- If someone informs you that you are doing something offensive, frustrating, or wrong, try and understand what they are telling you without getting angry with them.
- Externalize conflicts; do not view conflicts as between individuals but as between ideas.

#### RESPONSIBILITY

- Be accountable and take ownership of all your communications and other actions; do not make unauthorized anonymous one-way communications to or about others.
- Never involve students or community members in campus politics to gain support for your point of view or to gain personal allies.
- If someone is doing something you find offensive, disruptive, frustrating, or wrong, tell them clearly, calmly, and politely.
- Be kind to others at all times.

## STUDENT RESPONSIBILITY ENROLLMENT & ATTENDANCE (UMW Policy 203.1)

Students are held responsible for making informed enrollment decisions and for knowledge of and compliance with Montana Western policies and procedures as outlined, the current University catalog, the official UMW web site and the current printed class schedule as well as special registration instructions which may be issued on a semester-by-semester basis.

Students at the University of Montana Western enroll on a semester basis and are expected to register (including paying tuition and fees) prior to the start of the term for all classes they plan to

complete during that term and once registered, to actively participate in learning activities associated with courses in which they are enrolled. Academic calendar add and drop deadlines are strictly enforced.

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 course. 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 UMW 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 course, 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.

## RIGHT OF PRIVACY, RELEASE OF CONFIDENTIAL RECORDS (FERPA)

The Family Educational Rights and Privacy Act of 1974 (FERPA) grants students certain rights, privileges, and protections relative to individually identifiable student educational records that are maintained by Montana Western. Specifically:

- Students’ educational records (with the exception of directory information) will be released to third parties only with the

written consent of the student.

- Students have the right to inspect and review their own individually identifiable educational records. This right may be exercised by contacting the Registrar.
- Students have the right to challenge information contained in individually identifiable educational records. Contact the Registrar for information.
- A copy of the policy statement describing Montana Western’s regulations for this Act is contained in the University Catalog.

FERPA permits the release of directory-type information to third parties without written consent of the student provided the student has been given the opportunity to withhold such disclosure. As of January 3, 2012, The U.S. Department of Education’s FERPA regulations expand the circumstances under which your education records and personally identifiable information (PII) contained in such records – including your Social Security Number, grades, or other private information – may be accessed, without your consent. First, the U.S. Comptroller General, the U.S. Attorney General, The U.S. Secretary of Education, or state and local education authorities (Federal and State Authorities”) may allow access to your records and PII without your consent to any third party designated by a Federal or State Authority to evaluate a federal-or state-supported education program. The evaluation may relate to any program that is “principally engaged in the provision of education,” such as early childhood education and job training, as well as any program that is administered by an education agency or institution. Second, Federal and State Authorities may allow access to your education records and PII without your consent to researchers performing certain types of studies, in certain cases even when we object to or do not request such research. Federal and State Authorities must obtain certain use-restriction and data security promises from the entities that they authorize to receive your PII, but the Authorities need not maintain direct control over such entities. In addition, in connection with Statewide Longitudinal Data Systems, State Authorities may collect, compile, permanently retain, and share without your consent PII from your education records, and they may track your participation in education and other programs by linking such PII to other personal information



about you that they obtain from other Federal or State data sources, including workforce development, unemployment insurance, child welfare, juvenile justice, military service, and migrant student records systems. Montana Western releases, upon inquiry from third parties and for Montana Western's News & Publications Office purposes, directory information without written consent of students. Directory information includes names, addresses, phone numbers, email addresses, age, date, and place of birth, gender, names and addresses of parents, student classification, class schedules, photos of students (if available), class, major, dates of attendance, and degrees, honors, and awards conferred; and/or the height, weight, name of high school attended and year of graduation of members of athletic teams.

Students may withhold directory information by checking the appropriate box on Montana Western's registration form for that particular semester/term, or by contacting the Registrar's Office, ADM-105, (406) 683-7371.

NOTE: While a request to withhold directory information may be made at any time, students wishing to have directory information withheld from the student directory for a specific term/semester should submit their requests no later than the end of the second week of classes for that particular term.

## RIGHT TO CONFIDENTIALITY

The University of Montana Western complies with the principles of privacy found in the Montana Constitution, Montana Code Annotated, and the Family Educational Rights and Privacy Act. The student's name and other identifying information, including address, telephone number, date and place of birth, major field of study, participation in officially recognized activities and sports, degrees awarded, and honors received may be considered public information, unless the student requests the University in writing to hold the information in confidence. A student's rights in a proceeding involving the Student Code of Conduct include the following:

- All disciplinary proceedings are closed to the public. An open conference/hearing may be held at the discretion of the administrative officer/chair of the adjudicating court only if requested by the student, un-

less closure of the proceedings is necessary to protect the overriding individual privacy rights of others.

- The University, including individuals involved in a disciplinary proceeding, will not disclose information to anyone not connected with the proceeding. The fact that there is a disciplinary proceeding concerning the incident may be disclosed; however, individual student identities will not be disclosed.
- The University, including individuals involved in a disciplinary proceeding, will disclose the results of the proceedings, including sanctions imposed, only to those who need to know the results for purposes of record-keeping, enforcement of the sanctions, further proceedings, or compliance with federal or state law. The fact that a disciplinary proceeding has been concluded and appropriate action taken may be disclosed. The Campus Security Act of 1990 allows, but does not require, the University to disclose the results to an alleged victim of a violent crime.

## RIGHT TO DUE PROCESS

### THE ACCUSED

Any student accused of violating the Student Code of Conduct has certain rights:

- The right to be advised that a complaint is being investigated, and the right to be advised of the potential charges.
- The right to review the evidence.
- The right to decline to make statements.
- The right to submit a written account relating to the alleged charges.
- The right to know of the identity of individuals who will be present at an administrative conference or a Court hearing.
- The right to have a person of choice, including legal counsel, present throughout any and all proceedings provided for in this Code.
- The right to a reasonable period of time to prepare for a hearing, and the right to request a delay of the hearing for urgent circumstances.
- The right to hear and question witnesses and the accuser.

- The right to present relevant evidence and witnesses.
- The right to have past conduct that is irrelevant to the case not discussed during the proceedings. In the case of rape and sexual assault, this is specifically provided for in Montana law.
- The right to timely adjudication of charges as provided in this Code.

### THE ALLEGED VICTIM

Some actions that violate the Student Code of Conduct involve a person who is an alleged victim of a violent crime. Violent crime may include acts such as robbery, vandalism, aggravated assault, sexual assault, harassment, and acts that endanger another's safety. When a member of the University community files a complaint and is identified as an alleged victim of a violent crime, that individual is entitled to certain rights in the disciplinary process.

An alleged victim of a violent crime is entitled to the following:

- The right to meet with the designated administrative officer to discuss the various aspects of the disciplinary process.
- The right to submit a written account of the incident and a statement discussing the effect of the alleged misconduct on himself/herself.
- The right to have a person of choice, including legal counsel, present throughout any and all proceedings provided for in this Code.
- The right to be informed of the date, time, and location of the administrative conference (or University Court hearing), and the right to be present at all stages of the proceedings except the private deliberations of the administrative officer (or University Court).

## BEHAVIORAL PHILOSOPHY

"Citizenship is the process whereby the individual and the collaborative group become responsibly connected to the community and the society through leadership development activity. To be a good citizen is to work for positive change on behalf of others and the community. Citizenship thus acknowledges the interdependence of all

who are involved in or affected by these efforts. It recognizes that the common purpose of the group must incorporate a sense of concern for the rights and welfare of all those who might be affected by the group's efforts. Good citizenship thus recognizes that effective democracy involves individual responsibility as well as individual rights" (Bonous-Hammarth, Chambers, Goldberg, Johnson, Komives, Landgon, Leland, Lucas, Pope, Roberts, & Shellogg, 1995, *A Social Change Model of Leadership Development, Guidebook, Version III*, p. 25).

Montana Western is a community of scholars in which the ideals of freedom of inquiry, freedom of thought, freedom of expression, and freedom of the individual are honored and celebrated. Montana Western is committed to preserving the exercise of any right guaranteed to individuals by the constitution. However, the exercise and preservation of these freedoms and rights require a respect for the rights of all in the community to enjoy to the same extent. It is clear that in a community of learning, willful disruption of the educational process or the abridgment of the rights of other members of the University cannot be tolerated.

Students enrolling at Montana Western assume an obligation to conduct themselves in a manner compatible with the University's function as an educational institution. To fulfill its functions of imparting and gaining knowledge, Montana Western retains the power and authority to maintain order within the University.

Montana Western students are citizens of an academic community. While academic policies set forth the expectations for student achievement and performance, student codes establish the basic social expectations for students as members of a community. As citizens, students enjoy the same freedoms and rights that all citizens enjoy and, as members of the academic community, they are subject to the obligations that accrue to them by virtue of this membership. The University of Montana Western has had a long tradition of, and a deep commitment to, academic freedom. The welfare and strength of the University and of society at large depends upon the free search of truth and its free expression. To this end the University of Montana Western shall recognize and protect full freedom of inquiry, teaching, research, discussion, study, publication, and, for artists, the creation and

exhibition of works of art, without hindrance, restriction, equivocation, and/or reprisal. This right extends to other facets of campus life to include the right of a faculty member to speak on general educational questions or about the administration and operation of the University of Montana Western and the Montana University System. The right of academic freedom shall be the right of every faculty member whether tenured or nontenured.

This policy recognizes that each faculty member is also a citizen and a member of a learned profession, as well as an employee of an educational institution. When the faculty member speaks or writes as a citizen, the faculty member shall be free from institutional censorship or discipline. When acting as a private citizen, in writing, speech, or actions, the faculty member has an obligation to make it clear that the action, speech, or writing is as an individual and not as a representative of the University of Montana Western or the Montana University System. University of Montana Policy and Procedures. Policy number 101.4.

Each instructor has the responsibility and right to ensure and require respectful and safe behavior that fosters a productive learning environment in all courses. At the discretion of the instructor, disrespectful, unruly, disorderly or unsafe behavior by any student may result in such necessary action as suspension or expulsion from the course or other action deemed appropriate by the instructor.

In keeping with this mission of the University, students are expected to:

- Prepare for and attend classes.
- Participate in class activities.
- Invest time and effort to meet course requirements.
- Complete assignments in a timely fashion.
- Treat peers and instructors in a humanistic fashion.
- Support peers in their efforts to acquire the skills needed to be successful citizens of an academic community.
- Strive to apply what they learn in class to their lives outside the classroom through community service.
- Demonstrate principles of academic

integrity.

- Challenge acts of academic fraud and other unethical or immoral behavior by their peers and institutional agents.
- Participate in institutional governance.
- Support diversity within the student body and individual expression.
- Be actively involved in initiatives that link students, the institution, and society in a common cause.
- Exercise guaranteed freedoms in a responsible manner consistent with the aims and traditions of the University.
- Support peers through attendance at student activities, presentations, or performances.

Students can expect Montana Western to:

- Offer a curriculum that provides a coherent intellectual experience that will prepare them to live productive lives after University.
- Clearly delineate and explain requirements for all degrees in accessible institutional documents.
- Offer all general education and major field courses at a rate that permits students to complete their educational objectives in a specified period of time.
- Make advisors available with the knowledge to help students identify appropriate courses and vocational options.
- Model ethical and moral behavior in all transactions.
- Communicate clearly and apply fairly all rules, policies, and practices.
- Provide programs, services, and facilities as described in institutional publications.

## ACADEMIC RESPONSIBILITY

In addition to their general academic responsibilities the faculty members accept the following specific responsibilities with respect to that portion of their professional duties which are performed on campus. The faculty member shall:

1. Maintain professional competence and keep personal knowledge current by continuous reading, and/or research and/or

continued education.

2. Perform the duties of a faculty member:

- To meet all scheduled sessions of assigned classes and to inform the Provost's office of any absences. Variations from the published class schedule are allowable with unanimous student approval, protecting the anonymity of the students, and shall be submitted to the Provost.
- To maintain posted office hours, and be available to students for advising and discussing academic assessment including the evaluation of performance and final grades.
- To keep current the content of all courses assigned and to teach each course according to high professional standards, recognizing that styles and techniques vary among individual faculty members and disciplines.
- To accept departmental and University duties.
- To participate in the efforts to improve the quality of The University of Montana Western.
- To evaluate and award grades on the basis of academic performance.
- To participate in the fall orientation day, faculty-organized faculty meetings, convocation and the spring commencement exercises. The employer will reimburse faculty members up to twenty-five (\$25) per year toward the rental of commencement regalia.
- To treat the non-teaching block as a faculty-directed period of professional development and scholarly/creative activities. Faculty members shall inform the Provost of their plans for the non-teaching block, including contact information when they are off campus.
- To make arrangements for serving advisees and committee responsibilities when off campus.

3. Present to the students on the first day of each class in each block, and to the Provost within the first week, a written course syllabus indicating the faculty member's objectives,

the learning outcomes of the course and their assessment, the student's responsibilities and specific criteria for the grading system to be utilized. For semester-long courses, the faculty member shall present to the students and Provost the above information within the first week of class. Faculty members have control over the specific content of all syllabi, so long as they are consistent with published catalog descriptions of the course program requirement, program sequence, and relevant state and national accrediting standards.

4. Adhere to the code of ethics set forth in state law.

To report any possible academic responsibility concerns to the Provost; please report on Maxient.

## RULES & REGULATIONS

### ACADEMIC CODE

Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. Academic misconduct is defined as all forms of academic dishonesty, including but not limited to:

1. Plagiarism-Representing another person's words, ideas, data, or materials as one's own.
2. Misconduct during an examination or academic exercise- Copying from another student's paper, consulting unauthorized material, giving information to another student or collaborating with one or more students without authorization, or otherwise failing to abide by the University or instructor's rules governing the examination or academic exercise without the instructor's permission.
3. Unauthorized possession of examination or other course materials -Acquiring or possessing an examination or other course materials without authorization by the instructor.
4. Tampering with course materials-Destroying, hiding, or otherwise tampering with source materials, library materials, laboratory materials, computer system equipment or programs, or other course materials.
5. Submitting false information -Knowingly submitting false, altered, or invented information, data, quotations, citations, or documentation in connection with an

academic exercise.

6. Submitting work previously presented in another course-Knowingly making such submission in violation of stated course requirements.
7. Improperly influencing conduct -Acting calculatedly to influence an instructor, the instructor's supervisor, or any Western administrator to assign a grade other than that actually earned.
8. Substituting, or arranging substitution, for another student during an examination or other academic exercise -Knowingly allowing others to offer one's work as their own.
9. Facilitating academic dishonesty -Knowingly helping or attempting to help another commit an act of academic dishonesty, including assistance in the arrangement whereby any work, classroom performance, examination activity, or other academic exercise is submitted or performed by a person other than the student under whose name the work is submitted or performed.
10. Altering transcripts, grades, examinations, or other academic-related documents -Falsifying, tampering with, or misrepresenting a transcript, other academic records, or any material relevant to academic performance, enrollment, or admission.

### ACADEMIC DISCIPLINE PROCEDURES

The focus of inquiry in disciplinary proceedings is to determine if a violation of the Standards of Student Code has occurred and, if so, to decide an appropriate academic penalty and/or University Sanction. Student Code of Conduct proceedings are administrative proceedings and do not follow formal rules of evidence applicable in judicial proceedings. However, the accused student must receive due process, and the University has the burden of proof to establish a violation by clear and convincing evidence. It is assumed unless shown otherwise that the faculty and the Provost make impartial judgments concerning academic misconduct and fairly impose an appropriate academic penalty and/or University sanction. Minor deviations from prescribed procedures will not invalidate a decision or proceeding, provided they do not significantly prejudice the student or the University.

The adjudication of any alleged misconduct

must be initiated within two years of discovery.

The following procedures apply in adjudicating charges of misconduct.

1. Investigation by Course Instructor.
  - a. Misconduct alleged during the term of the course: When an incident of alleged academic misconduct is discovered by or brought to the attention of the course instructor during the course, the instructor personally contacts the accused student within five (5) working days to arrange a meeting. The course instructor and the student may each have a person of choice present at this meeting. (Student Rights & Responsibility Section). The role of legal counsel, if any, at this stage should be restricted to consultation with the student. At this meeting the course instructor will:
    1. Inform the student of the alleged academic misconduct and present the evidence supporting the allegation.
    2. Inform the student of the Student Code of Conduct rules of procedure.
    3. Allow the student an opportunity to respond to the charge(s) and evidence. The student is not required to respond.
    4. Discuss the academic penalty and possible University sanctions, and allow the student to respond.
  - b. Misconduct alleged at or after the conclusion of the course, or after a student has withdrawn from the course: When an incident of alleged academic misconduct is discovered by or brought to the attention of the course instructor at or after the conclusion of the course, or after a student has withdrawn from a course, the course instructor notifies the student in writing by first class mail or personal delivery. The instructor takes steps (1) through (4) above in writing. Additionally, the instructor informs the student that an "N" grade will be given for the course or the assigned grade will be revoked until there is a final resolution of the charge(s).
  - c. Consultation with the Provost: The course instructor should consult with the Provost in order to determine whether any record of prior academic misconduct is on file in the student's disciplinary file maintained in the

Dean of Student's Office, specially warrants a recommendation that the University sanction the student. The course instructor may make such a recommendation to the Provost based on the severity of the alleged offense or prior record of misconduct.

d. Resolution of charge by Course Instructor:

1. If it is concluded that the student engaged in academic misconduct, the instructor informs the student of the academic penalty to be imposed. The academic penalty does not take effect until the final resolution of the charge(s), or until the deadline for an appeal has passed. An "N" grade may be assigned in the interim.
2. If a University sanction is recommended, the course instructor notifies the student that the case will be transferred to the Provost.
3. The Dean of Students informs the student of the appeals procedure in the Student Conduct Code.
4. If a University sanction is recommended, or if the student appeals, the course instructor will prepare a written summary, including a concise statement of the act of academic misconduct and the evidence for the Provost with a copy to the student, and the student's advisor. A copy of this written summary is placed in the student's disciplinary file maintained in the Dean of Student's Office. The student also may provide a written statement to be placed in the file. The written summary may also be prepared by the instructor and included in the student's file in cases where the student accepts the academic penalty.

e. Resolution of the charge by the instructor when the student does not appear for the investigative meeting: If the student does not appear for the investigative meeting with the course instructor, the course instructor informs the student in writing by first class mail or personal delivery of:

1. The academic penalty recommended. The academic penalty is not formally imposed until final resolution of the charge(s) or until the deadline for an appeal has passed. If a grade is required before final resolution of the charge(s) or before the deadline for an appeal has passed, an "N"

grade is assigned.

2. The transfer of the case to the Provost if a University sanction is recommended.

3. The Student Code of Conduct rules of procedure and appeal. (A copy of this Code will suffice).

4. The fact that a written summary of the case has been sent to the student, the student's advisor, and the Provost with a copy placed in the student's disciplinary file maintained by the Dean of Student's Office. The student also may provide a written statement to be placed in the file.

2. Sanction Imposed by the University.

a. Investigation by the Provost: After reviewing the course instructor's recommendation and written summary of the case and consulting with the instructor, the Provost reviews the student's academic disciplinary record, reviews the evidence, and interviews individually or together the instructor, the accused student, and possible witnesses. Before the interview, the accused student is informed that he, or she, may bring a person of choice and that he, or she, also has the right to have legal counsel present during the interview. The student must notify the Provost at least three (3) working days before the time of the interview of any intent to be accompanied by legal counsel. The role of legal counsel, if any, at this stage should be restricted to consultation with the student. The student is not required to make any response during the interview.

b. Resolution of the charge(s) by the Provost:

1. If the Provost decides not to impose a University sanction, the Provost notifies and provides written justification of the decision to the student, course instructor, and the student's advisor. The decision of the Provost not to impose a University sanction may not be used by the student to justify or support an appeal of an academic penalty by the course instructor.
2. If the Provost decides to impose a University sanction, the Provost informs the course instructor and the student's advisor, and the student is notified in writing by U.S. mail or personal delivery. Before imposing a University sanction, the Provost will consult with the course instructor.



When a University sanction of Denial of a Degree, Revocation of a Degree, Expulsion, or Suspension is proposed, the Provost will present the recommendation to the Chancellor for review and approval prior to notifying the student. The notice to the student includes:

- a. A statement of the specific academic misconduct committed;
- b. A concise summary of the facts upon which the charge is based;
- c. A statement of the University sanction; and
- d. A statement of the appeal procedure.

3. If, within ten (10) working days, the student does not appeal the decision to impose the University sanction, the allegation in the notice of University sanction will be accepted. The Provost will instruct the appropriate University officials to implement the sanction. A written summary of the case will be placed in the student's disciplinary file maintained by the Dean of Students Office.

4. No University sanction is imposed until final resolution of the charge(s) or until the deadline for an appeal has passed.

### 3. Student Appeal of the Academic Penalty and/or University Sanction:

If the student denies the charge(s) and/or does not accept the academic penalty imposed by the course instructor and/or the University sanction, the student may appeal to the University Court. A request for appeal with supporting evidence must be presented in writing to the Provost within ten (10) working days after the student is informed by the instructor of the imposed academic penalty or within ten (10) working days after the student received the notice of a University sanction, whichever occurs later.

### ACADEMIC PENALTIES

Depending on the severity of the acts of academic misconduct, a student may incur one or more of the following penalties:

1. Academic Penalty by Course Instructor-The student receives a failing or reduced grade in an academic exercise, examination, or course, and/or is assigned additional work

that may include re-examination. The option to be selected is solely the province of the faculty member. The decision may be appealed, as outlined in this policy.

2. Denial of a Degree-A degree is not awarded.
3. Revocation of a Degree-A previously awarded degree is rescinded.
4. Expulsion-The student is permanently separated from the University and also may be excluded from any University-owned or controlled property or events.
5. Suspension-The student is separated from the University for a specified period of time and also may be excluded from participation in any University-sponsored activity. Suspension may not exceed one calendar year.
6. Disciplinary Probation-The student is warned that further misconduct may result in Suspension or Expulsion. Conditions may be placed on continued enrollment for a specified time.
7. Disciplinary Warning-The student is issued a written warning that further misconduct may result in more severe disciplinary sanctions.

### ATHLETIC CODE

Student-athletes should refer to the student-athlete handbook available on the Montana Western athletics website for information regarding the student-athlete code of conduct and other athletic department policies.

## GENERAL BEHAVIOR CODE

### General Misconduct

Students have the responsibility to conduct themselves in a manner that does not impair the welfare or educational opportunities of others in the Montana Western community. Students must act as responsible members of the academic community; respect the rights, privileges, and dignity of others; and refrain from actions that interfere with normal University functions.

General Misconduct includes all forms of misconduct, except academic misconduct. Some, but not all, of the acts listed below are criminal acts under the laws of Montana. In all cases, Montana Western concerns itself with general, or non-academic, misconduct insofar as it directly affects the Montana Western communi-

ty. General misconduct is subject to University disciplinary action(s), and includes:

### Standards of Conduct

1. Forgery, falsification, or fraudulent misuse of University documents, records, or identification cards.
2. Furnishing false information to the University or members of the Montana Western community who are performing their official duties.
3. Causing false information to be presented before any judicial proceeding of the University or intentionally destroying evidence important to such a proceeding.
4. Theft of property or services on University premises or at University-sponsored activities, or knowing possession of stolen property on University premises or at University-sponsored activities.
5. Unauthorized use, destruction, or damage of University property or the property of others on University premises or at University-sponsored activities. "Unauthorized" means entry, use, or occupancy to which the student is not authorized by virtue of his/her enrollment, class schedule, and/or legal or Student Code of Conduct action.
6. Unauthorized or fraudulent use of Montana Western's facilities, telephone system, mail system, or computers, or use of any of the above for any illegal act.
7. Unauthorized entry, use, or occupancy of University facilities.
8. Failure to comply with the directions of University officials, including Resident Assistants and Security Officers, acting in the performance of their duties within the scope of their authority.
9. Violation of published University regulations or policies. Among such regulations are those pertaining to student housing, entry and use of University facilities, use of amplifying equipment, campus demonstrations, etc. Montana Western regulations and policies may be obtained from various offices (Residence Life, Dean of Students Office, Registrar, Financial Aid, Business Office, and Chancellor's Office).
10. Intentional obstruction or disruption of normal University or University-sponsored

activities, including but not limited to studying, teaching, research, administration and disciplinary procedures, or fire, police, or emergency services.

11. Use, possession, or distribution of alcoholic beverages on University premises or at University-sponsored activities except as permitted in University policies (Facility Use Policy, and Alcohol Policy). NOTE: According to Montana law, use or abuse of alcohol does not justify abusive or damaging behavior; such use or abuse will not constitute grounds for reduced sanctions for Conduct Code violations.
12. Use, possession, or distribution of medical marijuana. Although Montana state law permits the use of medical marijuana, i.e., use by persons possessing lawfully issued medical marijuana cards, federal laws prohibit marijuana use, possession and/or cultivation at educational institutions and on the premises of other recipients of federal funds. The use, possession or cultivation of marijuana for medical purposes is therefore not allowed in any University of Montana Western housing or any other University of Montana Western property; nor is it allowed at any University-sponsored event or activity off campus.
13. Disorderly or indecent conduct on University-owned or controlled property or at University-sponsored activities.
14. Hazing, defined as an act which endangers the mental or physical health or safety of a student, or which destroys or removes public or private property, for the purpose of initiation, admission into, affiliation with, or as a condition for continued membership in a group or organization.
15. Interfering with the freedom of expression of others on University premises or at University-sponsored activities.
16. Malicious intimidation or harassment of another. When a student, with the intent to terrify, intimidate, threaten, harass, annoy, bully, or offend, (a) causes bodily injury to another, (b) causes reasonable apprehension of bodily injury in another, (c) damages, destroys, or defaces any property of another or any public property, or (d) makes repeated telephone communications anonymously or at extremely

inconvenient hours or in offensively coarse language. Off-campus incidents are subject to procedures in this policy.

17. Illegal use, possession, or distribution of any controlled substance on University premises or at University-sponsored activities; or illegal distribution of any controlled substance off-campus, subject to procedures in this policy.
18. Illegal or unauthorized possession or use of firearms, explosives, other weapons, dangerous chemicals, or other noxious substances on University premises.
19. Sexual misconduct. See sexual misconduct policy on the web or contact Title IX coordinators, Liane Forrester, 406-683- 7530 or Nicole Hazelbaker, 406-683- 7900.
20. Homicide, assault, aggravated or felony assault, or threat of the same, to any person on University-owned or controlled property or at University-sponsored functions, or conduct which threatens or endangers the health or safety of any such person; or off-campus homicide, assault, aggravated or felony assault, or threat of the same.
21. Retaliation against a person for filing a complaint, or acts of intimidation directed toward the person to drop a complaint.
22. Violation of the terms of any disciplinary sanction imposed in accordance with this Code.
23. Attempts and Complicity: Attempts to commit acts prohibited by the Standards of Student Conduct, or knowingly or willfully encouraging or assisting others to commit such acts are prohibited by this Code and may be punished to the same extent as if one had committed the prohibited act.
24. Smoking & Tobacco: The use of tobacco (including cigarettes, cigars, e-cigarettes, pipes, bidi, hookah, snus, orb, all forms of smokeless tobacco) by students, faculty, staff, guests, visitors, and contractors is prohibited on all properties owned or leased by The University of Montana Western.
25. Dangerous or disruptive student, Montana Western is concerned about the physical, mental, and emotional welfare of its students. The University believes that all students have a responsibility for self-welfare, self-guardianship and self-care. In addition,

students are responsible for conducting themselves in a manner that is not violent or disruptive. Any behavior that may threaten the well being of Montana Western students will be dealt with in a sensitive and appropriate manner. Montana Western strives to promote the health and safety of individual students with those of the broader campus community. When, in the judgment of appropriate University administration, a student's behavior constitutes a disruption or danger to the living/learning environment which the University seeks to create, the University will intervene.

26. Suicide attempts: Montana Western will consider all suicide attempts as serious. The University views any decision to attempt suicide as an indication of problems that are beyond the student's immediate ability to cope. The counseling office will assist in the identification of resources for students in need of immediate help. In addition, Montana Western recognizes that others in the community are affected by suicide attempts. Upon Notification of a Montana Western student attempting suicide, the University will provide crisis intervention. The Counselors, The Residence Life Director, and the Dean of Students are to be notified immediately so that appropriate intervention may be coordinated. If a student requests it, the Dean of Students may arrange for any student who attempts suicide to withdraw from the University, effective immediately, so that the student can give full attention to recovering. Students who would like to re-enroll must follow the University's readmission procedures for returning to Montana Western.

## Residence Halls and Family Housing

1. Alcohol-Alcohol is not permitted in the residence halls at any time. Students of any age found to be in the presence of alcohol are in violation of the policy. Students on campus found to be in a clearly intoxicated state as documented by University staff members are in violation of the policy. Residents of Family Housing are allowed to have moderate amounts of alcohol in their apartments. Alcohol is not to be outside or in the presence of students under the age of 21. Alcohol is not allowed in bulk and gatherings of greater than 5 people cannot

- have alcohol present.
2. Medical Marijuana-Although Montana state law permits the use of medical marijuana, i.e., use by persons possessing lawfully issued medical marijuana cards, federal laws prohibit marijuana use, possession and/or cultivation at educational institutions and on the premises of other recipients of federal funds. The use, possession or cultivation of marijuana for medical purposes is therefore not allowed in any University of Montana Western housing or any other University of Montana Western property; nor is it allowed at any University-sponsored event or activity off campus.
  3. Candles, Incense & other fire hazard-Because of the threat of fire to residents and their property candles, incense, beanbag chairs, wall hangings that can obstruct fire sprinklers and halogen lamps are prohibited. Possession of any of the above items will result in community service hours. Items will be confiscated by Residence Hall Staff and held until semester ends.
  4. Chemicals & Explosives-Chemicals and explosives (including firecrackers, explosive devices, combustion engines, flammable and explosive liquids, ammunition, and fireworks) are not allowed in the residence halls or Family Housing. This includes materials and devices which by themselves, or when combined, could be explosive, flammable, toxic, or dangerous (such as camping fuel).
  5. Cooking in Rooms-Because of health concerns, only minimal cooking is allowed in residence hall rooms. Popcorn poppers are allowed if there is no exposed heating element. Coffee pots are allowed only if equipped with an automatic shutoff, but care should be taken to maintain these appliances. Small microwave ovens are allowed if under 750 watts. Refrigerators under 4 cubic feet are allowed. Toaster ovens, toasters and George Foreman-type grills are not allowed. Items will be confiscated by Residence Hall Staff and held until semester ends.
  6. Credit Requirements-Students living in campus housing are required to be a registered student while in residence.
  7. Disruptive Behavior-Inappropriate behaviors that necessitate an additional response from campus or city personnel, or any behavior that can be construed as disruptive to the housing community are considered violations of policy.
  8. Firearms-All weapons must be checked into the Residence Life gun safe. Under no circumstances are guns, bows, or ammunition to be carried onto residence hall floors or stored in family housing apartments. Knives which are intended for legitimate hunting purposes and simple pocketknives are allowed in the residence halls and family housing apartments (must be approved by Director of Residence Life). However, severe disciplinary action will be taken against students displaying these knives in a threatening or challenging manner. Any other sharp and/or pointed objects are not allowed-this includes decorative knives or swords. Handguns, pellet/B.B. guns, paint ball guns, wrist rockets, sling shots, blow guns and any other self-propelling apparatus are not allowed in the residence halls or family housing apartments; possession will result in immediate confiscation and possible removal from the residence halls and/or Montana Western. Ammunition is not to be stored in the Residence Life Gun Safe or in students rooms.
  9. Fire Drills & Fire Equipment-Misuse of any fire equipment, starting fires, setting off false alarms, or failing to evacuate and/or hindering in the evacuation of others will result in disciplinary action and possible criminal action. Participation in fire drills is mandatory. Fire drills are conducted at least once each semester in each hall to inform residents of the proper evacuation procedures. The RA on each floor will explain the evacuation procedures at the first floor meeting and an evacuation plan is posted behind each residence hall room door. Be sure you are familiar with these procedures. Your life may depend on it.
  10. Evacuation Guidelines:
    - a. Open curtains, pull up blinds or shades.
    - b. Close window.
    - c. Put on shoes and a coat, in case you must remain outside for an extended period.
    - d. Turn off all lights.
    - e. Close door and take your room key as staff will enter your room to conduct a visual check and will lock your room door.
  - f. Leave building by the nearest exit, unless that path is obstructed by fire, in which case, find an alternate exit.
  - g. Use stairs, not elevators during evacuation, as you could become trapped.
  - h. If you smell smoke while in your room, first feel your door and doorknob to determine if heat is present. If it is not, place a towel over your mouth and open your door. If you see smoke, crawl to the nearest exit (heat and smoke rise, and you are safer closer to the floor).
  - i. When you feel your door, if heat is present, do not open your door. Put a towel over your mouth and under your door, open your window, hang a piece of white cloth out the window, and then close the window. The cloth will let firefighters know where to find you. Unless you live on the first floor, do not jump out of your window. Never break your window, as this will draw smoke into your room. Notify the Hall Director (406-925-9828) that you are still in your room.
  - j. Remain outside until a signal is given to re-enter the building.
  11. Fire Hazards-Residents are responsible for taking all possible precautions to prevent fires. The use of multi-socket extension cords or the installation of non-approved wiring by residents is prohibited by fire regulations.
  12. Fire Safety-Do not risk your life in the case of fire. Call the fire department immediately at 911, evacuate your family housing apartment. In the interest of fire safety, keep all stairways, landings, and breezeways clean and free of obstructions such as barbecues, children's toys, bikes, boxes, furniture, tires, large planters and the like. If barbecuing on the premises it is the responsibility of tenants to operate equipment using proper safety measures. We reserve the right to remove any obstructions that create unsafe or unsightly conditions. Garbage cannot be stored for any amount of time outside your apartment. Your garbage needs to be taken immediately to the dumpster in the back. If garbage is left outside your apartment, you will be billed for removal.
  13. Furniture & Furnishings-Residents are not

permitted to remove or alter any furniture or fixtures in their rooms or public areas. Due to limited space, residence hall room furnishings cannot be stored elsewhere in the halls. Additionally, public area furniture is intended for the use of all students and may not be used in private rooms. Due to significant fire hazard, halogen lamps are not allowed in the residence halls.

14. **Guests & Visitation-** Residents are allowed to have guests during the school year. A guest is limited to a maximum stay of six nights per month. Guest stay overs must be approved by a roommate. In all residence halls, members of the opposite sex must be escorted into the building and out of the building by a resident of that living area during quiet hours (Sunday through Thursday 10 p.m. to 10 a.m.; Friday and Saturday midnight to 10 a.m.). Guests without an escort may be removed from the building by a staff member. Residents are responsible for their actions and the actions of their guests at all times. Visitors and residents are reminded that they are not to use the bathroom facilities of the opposite sex at any time.
15. **Quiet Hours & Noise-** Students are expected to respond to each other's requests for quiet whenever their behavior or the behavior of their guests is such that it creates a disturbance. Residents are expected to maintain a level of quiet conducive to community living and respond courteously to other residents' and staff requests for quiet. Quiet hours are in effect Sunday through Thursday nights from 10:00 p.m. to 10:00 a.m., and Friday and Saturday nights from midnight to 10:00 a.m. Noise during quiet hours must not be audible outside the room with the door closed.
16. **Roofs, Ledges, & Fire Escapes-** Students are prohibited from being on rooftops, building ledges, or outside fire escapes.
17. **Smoking-** The use of tobacco (including cigarettes, cigars, e-cigarettes, pipes, bidi, hookah, snus, orbs, all forms of smokeless tobacco) by students, faculty, staff, guests, visitors, and contractors is prohibited on all properties owned or leased by The University of Montana Western.
18. **Solicitation-** General sales or solicitation are not allowed in the residence halls or Family

Housing apartments, with the exception of newspaper delivery. Residents approached by unauthorized salespeople should notify a Residence Life staff member or the RLO.

19. **Prohibited Items-** The following items are not allowed in residence hall rooms or family housing apartments. Christmas trees, pets, television antennas, waterbeds, firearms and/or ammunition, and motorized equipment.

## Computer Use

Violators of computer use policies will be subject to the normal disciplinary procedures of the University. Violations of the policies described below for legal and ethical use of computing resources will be dealt with in a serious and appropriate manner. Illegal acts involving Montana Western Computing resources may also be subject to prosecution by local, state, or federal authorities. Computer use violations are divided into four categories, described below with examples listed.

### COMPUTER USE

The University of Montana Western provides electronic communication services to students and utilizes them as a primary communication mechanism between Western and its students.

### PURPOSE

The UMW email system is a primary communication mechanism between Western and its students. UMW has established generally accepted guidelines for use of this communication medium including university use of email, assignment of student email addresses, and expectations of email communication between faculty and students, staff and students, and administrators and students.

### PROCEDURES

#### University Use of Email

- All students currently actively enrolled at UMW are provided with a campus email address. Email is a mechanism for official communication within the university. UMW expects and requires that students open and read such communications in a timely fashion. As steward of the electronic communication services, the Technology Steering Committee is responsible for overseeing the usage of student email and other communication. The primary administrative offices (Dean of Students,

Registrar, Director of Admissions, Director of Student Success, Director of Financial Aid, and Director of Business Services) will review special requests for access to the campus email system.

#### Assignment of Student Email Accounts

- Official University email accounts are created automatically for all actively enrolled students. These accounts expire approximately one year after the end of each semester. The email address is used in all other campus computing systems.

#### Expectations About Student Use of Email

- Students are expected to check their email no less than twice a week in order to stay current with University-related communications. Students have the responsibility to recognize that certain communications may be time-critical. "I didn't check my email", and non-delivery of email because the student's mailbox is full, are not acceptable excuses for missing official University communications via email.

#### Confidential Information

- Since email is an insecure method of communication, Montana Western officials will never transmit nor solicit confidential information via email. Students should never respond to requests for Social Security Number, credit card, or other personal information via email. Because the Banner Student Self-Service System (DAWGS) is encrypted using Secure Sockets Layer (SSL), it can be used to provide additional information.. Only DAWGS, face-to-face, or written communications will be used to provide confidential information to or request confidential information from a student.

#### Privacy

- Users should not use email to communicate confidential or sensitive matters and should not assume that email is private and confidential. It is important that users be careful to send messages only to the intended recipient(s).
1. All use of email must be consistent with Board of Regents policy on use of electronic communication.



2. Confidentiality of student records is protected under the Family Educational Rights and Privacy Act of 1974 (FERPA). All use of email will be consistent with FERPA.
3. Email shall not be used for notification of any legal action.

## GENERAL BEHAVIOR DISCIPLINE PROCEDURES

The focus of inquiry in disciplinary proceedings is to determine if a violation of the Standards of Student Conduct has occurred and, if so, to decide appropriate sanctions. Student Code of Conduct proceedings are administrative proceedings and do not follow formal rules of evidence applicable in judicial proceedings. However, the accused student must receive due process, and the University has the burden of proof to establish a violation by clear and convincing evidence except for alleged violations of Section IV.C.18 of the Student Conduct code, which require the University to establish violations by a preponderance of evidence. Minor deviation from prescribed procedures will not invalidate a decision or proceeding, provided they do not significantly prejudice the student or the University.

The following procedures apply in adjudicating charges of general misconduct:

### 1. Investigation

Whenever it appears that a student may have committed an act of general misconduct, a University official designated by the Vice Chancellor of Administration, Finance, and Student Affairs investigates the incident. The official conducting the investigation:

- a. Determines the facts of the incident through interviews, reports, and other evidence.
- b. Informs the student of the findings of the investigation and the alleged misconduct.
- c. Informs the student of the Student Code of Conduct rules of procedure, and ensures the student has a copy of the Code..
- d. Allows the student an opportunity to respond to the evidence and potential charge(s).
- e. Makes an impartial judgment as to whether or not any general misconduct

occurred, and, if so, proposes appropriate sanctions.

- f. Allows the student an opportunity to respond to the proposed sanctions.
- g. Informs the student of the right to an administrative conference with an official designated by the Vice Chancellor of Administration, Finance, and Student Affairs, and a hearing by the University Court, if the student denies the charge and/or does not accept the proposed sanctions.
- h. If the student accepts the charges, the designated officer consults with the Vice Chancellor of Administration, Finance, and Student Affairs regarding the student's past disciplinary record, and propriety of proposed sanctions.
- i. If the student accepts the charges and the sanctions, the designated officer summarizes the case in writing to the student, with a copy to the Vice Chancellor of Administration, Finance, and Student Affairs. A written summary, including a concise statement of the evidence, findings, and sanctions, will be sent to the student via Maxient within 5 days of the action.

Sanctions of Expulsion and Suspension require review and approval by the Chancellor and the Vice Chancellor of Administration, Finance, and Student Affairs.

### 2. Administrative Conference

If the student denies the charges and/or does not accept the sanctions, the student has 5 working days to appeal the charges and/or sanctions in writing to the Vice Chancellor of Administration, Finance, and Student Affairs. The Vice Chancellor of Administration, Finance, and Student Affairs can hear the case or designate an administrative officer or committee to review the report.

- a. If the administrative officer/committee concludes that no violation of this Code has occurred, and/or that there is insufficient evidence to support further action, a recommendation to that effect is sent to the Vice Chancellor of Administration, Finance, and Student Affairs, with copies to the student and investigative officer.
- b. If the administrative officer/committee concludes that a probable violation of this Code has occurred, and that the evidence

supports sanctions, he/she sends a written notice of charges to the student specifying:

1. The alleged misconduct;
2. A concise summary of the facts upon which the charges are based; and
3. A statement of proposed sanctions.

The notice of charges requests the student to meet with the investigative officer and the administrative officer/committee on a specific date, time, and place, and informs the student of the right to bring along a parent, guardian, counsel, or other appropriate witness. The notice states that the role of legal counsel at this conference is limited to consultation with the student only, and that the student notify the administrative officer/committee at least three (3) working days before the time of the conference of the intent to bring legal counsel.

c. The purpose of the conference is to inform the student of the Student Code of Conduct Disciplinary Procedures and to provide a final opportunity for informal resolution of the charges. The student, however, is not required to make any response at the conference.

d. Following the administrative conference, the administrative officer/committee consults with the Vice Chancellor of Administration, Finance, and Student Affairs concerning the charges and proposed sanctions.

Sanctions of Expulsion and Suspension require review and approval by the Chancellor and the Vice Chancellor of Administration, Finance, and Student Affairs.

e. If the student agrees to the sanctions, the administrative office/committee summarizes the case in writing to the student, with a copy to the Vice Chancellor of Administration, Finance, and Student Affairs. A written summary, including a concise statement of the evidence, findings, and sanctions will be sent to the student via Maxient within 5 days of the action.

f. If the student denies the charges and/or does not accept the sanctions, the administrative officer/committee transfers the case

within five (5) working days to the University Court for a hearing.

g. If the student does not appear for the conference with the administrative officer/committee, nor request transfer after the proceedings to the University Court, the allegations in the notice of charges are accepted and, upon review and approval by the Vice Chancellor of Administration, Finance, and Student Affairs, the University imposes the disciplinary sanctions specified in the statement of charges. The administrative officer/committee notifies the student of the actions taken with a copy to the Vice Chancellor of Administration, Finance, and Student Affairs.

h. Except for temporary suspension or eviction, no disciplinary sanction is imposed until final resolution of the charges or until the deadline for an appeal has passed.

#### 4. Disciplinary Records

a. The sanctions of Expulsion and Suspension affect the student's academic status and are entered as notations in the student's permanent academic record maintained by the Registrar during such time as the imposed sanctions are in effect.

b. Whenever charges against a student are pending, the student, unless temporarily suspended or evicted, continues to have the same rights and privileges as other students. At the request of the student, transcripts may be released to an institution or prospective employer with the understanding that if there are pending charges which are determined to adversely affect the student and result in alteration of the transcript previously released, the institution/employer may be so notified and a corrected copy of the transcript may be forwarded to the institution/employer.

c. A record of sanctions imposed for any violation of the Student Code of Conduct is retained on file in Maxient.

#### GENERAL BEHAVIOR PENALTIES

##### 1. Computer Use Sanctions

###### Category A, Possible Sanctions

The user may be issued a verbal, E-mail, or hard copy warning that their actions were not acceptable. Any repeated Category A offense will be raised to a Category B offense.

###### Category B, Possible Sanctions

The user's account or computer access (including access to the computer labs) may be suspended until a formal session with an ITS staff member has been attended. A copy of this document will be handed to the user with the specific area of offense highlighted. Any repeated Category B offense will be raised to a Category C offense.

###### Category C, Possible Sanctions

The user has committed an offense that warrants investigation and a formal report by the Dean of Students. The user's account and computer access (including access to the computer labs) may be suspended. The user must attend a session with an ITS staff member. The ITS staff member will contact the Dean of Students to report the incident. All computer privileges will continue to be suspended until the completion of the investigation and issuance of a report by the Dean of Students Office. In most cases, the appropriate Montana Western official will make the determination if computer privileges are to be returned to the user. Any repeated Category C offense will be raised to a Category D offense.

###### Category D, Possible Sanctions

Any user committing a Category D offense forfeits all rights to computer privileges. Any and all information requested by the Dean of Students Office, local, state, or federal law enforcement will be provided. If the user is found guilty of the offense under investigation, any future access to University computer resources must be first approved by the appropriate Montana Western official. The official may stipulate usage only under supervised circumstances.

##### 2. General Behavior Sanctions (These also apply to Residence Hall and Family Housing violations)

A. Sanctions may include any one or more of the following:

1. Expulsion-The student is permanently separated from the University and/or from University-owned or controlled property or events. This sanction requires an administrative review by the Vice Chancellor for Administration, Finance, and Student Affairs.

2. Suspension-The student is separated from the University for a specified period of time, and may also be excluded from participation in any University-sponsored activity. This sanction requires an administrative review by the Vice Chancellor for Administration, Finance, and Student Affairs.

3. Disciplinary Probation-The student continues attendance at Montana Western and is subject to restrictions and/or conditions imposed by the University for a specified period of time.

4. Disciplinary Warning-The student is warned that further misconduct may result in severe disciplinary sanctions.

5. Restitution-The student is required to make payment for damage to Montana Western as a result of violation of this Code.

6. Other Sanctions-In addition to or in lieu of the above, other sanctions may be imposed. For example, the student may be evicted from the Residence Halls or Family Housing, may be prohibited from attending campus events or participating in organized activities, and/or may be required to attend and complete classes, programs, workshops, or counseling dealing with specific behaviors, such as drug and alcohol abuse and sexual offenses, as conditions of current or future enrollment.

7. Community Service-Students may be required to perform a certain number of unpaid volunteer service hours.

B. Repeated or aggravated violation of this Code of Conduct may result in more severe disciplinary sanctions than any individual violation might warrant.

C. Committing any act prohibited by this Code of Conduct may result in expulsion or suspension from the University unless specific and mitigating factors are present. Factors to be considered in mitigation may include the present attitude and past disciplinary record of the offender, as well as the nature of the offense and the severity of any damage, injury, or harm resulting from it.

D. Notification of any sanction imposed is sent to appropriate University officials.

E. Readmission to Montana Western following General Misconduct suspension is

dependent upon the student's compliance with the conditions designated at the time of suspension and the student's fitness to return to the campus community. These decisions are made by the Dean of Students upon consultation with appropriate professional staff on campus and/or in the community. Appropriate documentation, depending upon the nature of the original violation and the conditions of suspension, is required.

### 3. Temporary Suspension

Montana Western reserves the right to take necessary and appropriate action to protect the safety and well being of the campus community.

a. A student may be temporarily suspended from the University or evicted from University housing by the Dean of Students, pending disciplinary or criminal proceedings, such suspension or eviction to become immediately effective without prior notice whenever there is evidence that the student's continued presence on the campus constitutes a threat to the student or others or to the continuance of normal University operations. In cases of temporary suspension or eviction, the student is given an opportunity to appear before the Dean of Students within five (5) working days from the effective date of the suspension or eviction in order to discuss the following issues:

1. The reliability of the evidence against the student.
2. Whether the alleged conduct and surrounding circumstances reasonably indicate that the student's presence on campus constitutes a threat to others, or to the continuance of normal University operations.

b. Faculty members have the independent authority to exclude a student from any class session in which the student displays disruptive behavior that threatens the learning environment or safety and well being of others in the classroom. The student remains eligible to return to the next class session. The faculty member maintains the authority to remove the student from each class session during which the student is disruptive. The student may be suspended permanently from a class upon recommendation of

the Dean of Students under the disciplinary procedures outlined in this Code.

## UNIVERSITY COURT

### COMPOSITION OF COURT

The University Court, appointed by the Provost, consists of four faculty members nominated by the President of the University Faculty Association (from different departments); one faculty member nominated by the Academic Admissions & Standards Committee; three undergraduate students nominated by the ASUMW President. The Chair is selected by the members of The University Court from among the faculty appointees at the first meeting.

No member of The University Court may sit on a case if the member is:

- From the same academic unit as the faculty member charging a student with misconduct or the accused student; or
- Otherwise closely associated personally or professionally with the faculty member or student. A Court member should disqualify himself/herself when any grounds for disqualification are present. The accused student may assert grounds for disqualification of a Court member to the Court Chair no later than three (3) working days prior to the scheduled hearing. The Chair shall implement a disqualification when warranted by the facts asserted.

### HEARINGS

1. When proceedings have been transferred to University Court, the Court Chair, in consultation with the appropriate Montana Western administrator, schedules a hearing date. The Chair gives notice of the time, date, and place of the hearing to the student that, absent urgent circumstances, will be held not less than five (5) working days after the date of such notice.
2. A student appearing before The University Court may be accompanied by a representative who may be an attorney. The student must file a statement of intention to be represented by an attorney with the Dean of Students at least three (3) working days before the time scheduled for the hearing. Failure to give notice of legal representation will justify a delay of the proceedings by the University. If the student is to be

represented at the hearing by an attorney, then the University also will be represented by legal counsel. Should the University initially elect to present its case through legal counsel, the student is given at least three (3) working days notice. In such a case, a reasonable extension of no more than five (5) working days may be granted to the student in order to obtain legal counsel.

3. Hearings are closed to the public. An open hearing may be held at the discretion of the Chair only if requested by the student, unless a closed hearing is necessary to protect the overriding individual privacy rights of others.
4. The Chair exercises control over the hearing to achieve an orderly process. The University, through its authorized representative, states the charges against the student and presents evidence and witnesses in support thereof. The student has the right to present witnesses and evidence in rebuttal. Each party has the right to cross-examine the other party's witnesses. The burden of proof is on the University to establish violation of the Student Code of Conduct by clear and convincing evidence.
5. Formal rules of evidence do not apply, and the Chair decides the admissibility of all evidence presented and rules on all procedural issues.
6. The hearing is recorded at Montana Western's expense. Transcripts of the minutes are available to the student upon request.
7. The Court Chair may prescribe additional procedural rules for the hearing that are consistent with this Code.
8. The University Court renders a decision by majority vote within ten (10) working days after the close of the hearing. The Chair has a vote in all cases. The decision contains a finding as to violation of the Code and a statement of the reasons for the decision, and the sanctions to be imposed.
9. The Chair will send a letter to the student informing the student of the decision made by the University Court.

### FAILURE TO APPEAR

A student who fails to appear for The University Court hearing, after being given proper notice of the time and place of the hearing, is consid-

ered to have waived the right to be heard by The University Court. The University accepts the charges as true and the academic penalty and/or University sanction recommended by the Dean of Students is imposed.

#### APPEAL TO THE CHANCELLOR

1. An appeal by either party may be made in writing to the Chancellor after adjudication by The University Court.
2. Appeals must be completed within ten (10) working days from the date of the letter notifying the student of The University Court's decision. The Chancellor will have ten (10) working days to respond to the appeal.
3. The appeal is limited to:
  - a. Whether the evidence provides a reasonable basis for the resulting findings and disciplinary sanction.
  - b. Whether procedural errors deprived either party of a fair hearing.
4. Each party may submit supplemental written statements.
5. The Chancellor reviews the decision of The Court, and either approves or overrules the decision of The University Court.
6. A copy of the Chancellor's decision is provided to the student, the course instructor, Provost, or Vice Chancellor for Academic Affairs, Dean of Students Office, and The University Court Chair.
7. The Chancellor's decision includes directions for implementation. A decision to overrule may include an order for a new hearing to consider new or omitted evidence, or to correct procedural defects.
8. The student may seek further administrative review by the President of The University of Montana, then the Commissioner of Higher Education, and finally the Board of Regents pursuant to Montana University System Policy and Procedures Manual, 203.5.1.

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

#### HEARING OFFICER

When an appeal cannot be heard by The University Court within a reasonable time after the student's request (between semesters, during the summer, and other academic breaks), the Chancellor may, whenever it is in the best

interest of the University or the student, appoint an impartial Hearing Officer to conduct a hearing. This hearing is conducted following the procedures of this Code, with the decision of the Hearing Officer submitted to the Chancellor.

#### INFORMAL RESOLUTION

Nothing contained in this Code limits the right of the appropriate Montana Western representative and the student at any time to agree to disciplinary sanctions if the student agrees not to contest the charges. Any such agreement must be in writing.

## UNIVERSITY POLICIES

### AFFIRMATIVE ACTION, EQUAL EMPLOYMENT & GRIEVANCE PROCEDURE

Montana Western is committed to affirmative action: to provide all persons an equal opportunity for education, employment, and participation in University activities without regard to the individual's race, religion, national origin, sex, sexual orientation, age, marital status, or handicap; and to employ and advance in employment qualified disabled veterans and veterans of the Vietnam Era.

All University supervisory personnel are responsible for applying the equal opportunity guidelines. This responsibility includes assurance that employment and admission decisions, personnel actions, and administration of benefits to both students and employees are based on criteria that adhere to the principle of equal opportunity. Search committee chairs are responsible for applying the equal opportunity guidelines to their respective searches. Specific responsibility to develop and implement an effective equal opportunity program, including appropriate reporting and monitoring procedures, has been assigned to the Affirmative Action Officer.

All members of the University community are expected to familiarize themselves with the affirmative action program to assure that their official actions are consistent with this policy. Montana Western has an established grievance procedure for any faculty member, student, non-academic employee, 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 Montana Western employee. Persons alleging discrimination at Montana Western are encouraged to contact Montana Western's Affirmative Action Officer, (406) 683-7101.

### ALCOHOL POLICY SUMMARY

1. Consumption of alcoholic beverages on property belonging to the Montana University System is prohibited except as expressly permitted.
2. Unless otherwise authorized by the Chancellor or designee, alcoholic beverages may not be consumed on campus.
3. Authorization by the Chancellor for consumption of alcoholic beverages shall conform to the following:
  - a. Consumption shall be in connection with a substantive event, such as a banquet, official entertainment, or reception.
  - b. Food and non-alcoholic beverages shall also be available.
  - c. The event shall be monitored to prevent consumption by a person not of legal age.
  - d. Must submit waiver form prior to the event.
4. The University of Montana Western reserves the right to contact parents of students under the age of 21 as they become involved in or are adjudicated for violations of Montana Western's drug and alcohol policies. Contacts are made when it is deemed appropriate for the safety and well-being of the involved student.

"Alcoholic beverage" means any beverage that is subject to the Montana Alcoholic Beverages Code.

"Property belonging to the Montana University System" means any property that is owned, leased, or otherwise controlled by any unit of the Montana University System.

Further information regarding Montana Western's alcohol use policies (100.5) is available from the Conference & Events Office, Mathews Hall, 683-7566.

### TOBACCO FREE CAMPUS POLICY

The use of tobacco (including cigarettes, cigars, e-cigarettes, pipes, bidi, hookah, snus, orbs, all forms of smokeless tobacco) by students,



faculty, staff, guests, visitors, and contractors is prohibited on all properties owned or leased by The University of Montana Western.

## DRUG FREE SCHOOLS & COMMUNITIES ACT

In accordance with the Drug-Free Schools and Communities Act of 1989, the unlawful possession, use, or distribution of alcohol and illicit drugs by University employees and its students on institutional property or at any of its activities is prohibited. Montana Western will uphold the standards of conduct that prohibit the unlawful possession, use, or distribution of alcohol and illicit drugs by its employees and students.

Montana Western will impose disciplinary sanctions (consistent with local, State, and federal laws), and consistently enforce such sanctions relating to the unlawful possession, use, or distribution of alcohol and illicit drugs by its employees and students. Violations of this policy will result in disciplinary action up to and including termination or expulsion and may have legal consequences. A student violating this policy may be required to satisfactorily complete a drug abuse assistance or rehabilitation program as an alternative to suspension or expulsion. Anyone unlawfully possessing or using drugs risks being reported to the appropriate law enforcement agency.

There are at least two alternatives for students seeking assistance with substance use or abuse-related issues. The Campus Counseling Center is a good first step toward identifying at-risk behavior or to obtain coping strategies for substance addictions. It is available to help those with substance abuse problems, including dealing with friends and family who may have substance abuse issues (call 683-7565 for confidential appointment). The Beaverhead Chemical Dependency Center is also available for assessment and treatment, which can be in the form of individual or group counseling (683-4305).

## FIREARMS, FIREWORKS, CHEMICALS & EXPLOSIVES

No student, guest, faculty member, or employee may transport firearms, chemicals, fireworks, or explosives on Montana Western's campus. Rifles and shotguns may be stored in the Residence Life gun storage room during Fall Semester, but these firearms must be removed as soon as hunting season ends. No weapons or ammuni-

tion are allowed in the residence halls or rooms at any time. Handguns may not be kept in the residence halls at any time. Anyone unlawfully possessing or using firearms, chemicals, fireworks, or explosives risks being reported to the appropriate law enforcement agency.

## GRADE APPEAL PROCEDURE

The Montana Western grade appeal process is designed to determine if an error in the calculation or recording of a grade has occurred and does not address student allegations of prejudicial or discriminatory actions by a professor. For such claim.

Each instructor has the responsibility and right to ensure and require respectful and safe behavior that fosters a productive learning environment in all courses. At the discretion of the instructor, disrespectful, unruly, disorderly or unsafe behavior by any student may result in such necessary action as suspension or expulsion from the course or other action deemed appropriate by the instructor.

Only final grades may be appealed and the burden of proof of a grading error rests with the student. Grades may not be appealed due to their impact on financial aid, athletic eligibility, or other extraneous factors.

The steps of the single Montana Western grade appeal procedure are described below.

1. As the first step, students must attempt to resolve any error by meeting informally with the professor. In most cases, this will result in resolution of the situation. Before meeting, students should refer to the course syllabus provided the first day of class to review the criteria and methods for determining grades in the course. Students should then speak with the professor to review the final grade and determine if there was an error. Should this process not succeed in rectifying the situation, the student may proceed to Step 2.
2. A student wishing to continue the grade appeal process will next meet with the Dean of Students. The Dean of Students will review the student's concern to help the student determine if grounds for an appeal exist and, if warranted, to help frame the student's appeal in a professional and meaningful way. The student must bring

to this meeting: A) the course syllabus, B) copies of the graded material, C) attendance verification if available. After this meeting, the student may elect to end the appeal or proceed to Step 3.

3. In the third step, the student attempts to resolve the matter by sending a signed, dated appeal letter outlining his/her concerns to the instructor of the course, who shall have ten (10) working days to respond in writing with a decision. The written appeal letter from the student must be submitted within one calendar year of when the grade was issued.
4. If the appeal is not resolved after Step 3, and the student deems further action is necessary, the student will direct the appeal to the Dean of Students within five (5) working days of receiving the instructor's written response. The Dean will have the appeal reviewed by the Grade Appeal Committee (GAC) and a final decision will be rendered by the GAC within twenty (20) working days of receipt of the appeal. At their discretion, the GAC has the right to review the written materials and conduct interviews with all involved parties. The GAC consists of 2 faculty members from different departments, and the Director of the Advising Center. The decision of the GAC is final unless the student or the professor believes that procedural irregularities have occurred during the appeal.
5. The final step on campus is a written appeal to the Chancellor to review any allegations of procedural irregularities during steps 1 through 4. The Chancellor may interview each person involved in the process and request additional written material if needed. The Chancellor shall have twenty (20) working days to render a written decision concerning allegations of procedural irregularities.

If an allegation of a grading error is not resolved on campus, students have the right to take an appeal to The University of Montana President, the Commissioner of Higher Education, and finally the Montana University System Board of Regents.

## UNIVERSITY POLICY GRIEVANCES

A student grievance must be based on an alleged violation of Montana Western's regula-

tions or policies. A grievance may not be based on the student's judgment of an instructor or administrator's competence. A grievance must be initiated within one calendar year following the alleged violation. The procedural steps outlined below are the primary mechanism for resolution of student grievances.

#### STEPS:

1. A student who wishes to pursue a Policy Grievance must first meet with the Dean of Students to determine the exact policy that has been allegedly violated by the faculty member or administrator. The Dean of Students will consult with the Provost (for Faculty grievances) and/or the Vice Chancellor for Administration & Finance (for Staff grievances) during this process. Upon determination of the policy, the student may proceed to Step 2.
2. A student then attempts to resolve the matter by sending a signed, dated letter to the faculty member or administrator, who shall have ten (10) working days to respond in writing with a decision. The Dean of Students may advise the student on the nature and content of the letter.
3. If the student deems that the faculty member or administrator's response is unsatisfactory, or if the faculty member or administrator does not respond, the Dean of Students may convene a mediation between the parties to determine if a resolution is possible. A neutral mediator will be designated to hear the case and help the parties communicate. The Dean of Students will provide guidelines for this mediation to all parties.
4. If the grievance is not resolved after Step 3, and the student deems further action is necessary, the student will direct the grievance to the Dean of Students within five (5) working days of the mediation. The Dean of Students will proceed with organizing a Policy Grievance Committee to hear the case. This Committee shall have twenty (20) working days to make a decision on the grievance.
5. The Policy Grievance Committee shall review student grievances as necessary. The Campus Policy Grievance Committee shall consist of members from these areas:
  - Registrar

- Affirmative Action Committee member
- A Student Services Representative
- Four faculty members from different departments
- A member of ASUMW Student Senate

It is the intent of Montana Western's grievance procedure that informed attempts be made in every instance of conflict to resolve the concerns of the parties involved. In the event that informed discussion or resolution with the Policy Grievance Committee is not successful in resolving a student's concern, students may appeal in writing to the Montana Western Chancellor. The Chancellor shall have thirty (30) working days to collect necessary information, interview involved parties, and file a written decision with the student. Following this, students have the right to appeal to The University of Montana President, the Commissioner of Higher Education, and finally the Montana University System Board of Regents.

#### HOLD HARMLESS POLICY

The University of Montana Western administration and faculty agree that students will be held harmless for absences due to University sanctioned activities in so far as possible. All parties recognize that not all classes are amenable to alternative assignments and in some cases it is impossible to reschedule critical learning experiences. Though faculty has the final decision regarding the appropriateness of alternative assignments or experiences, in all cases they will make a good faith effort to accommodate. Students should work with their advisors and potential faculty members to design student course schedules that minimize absences in those courses with learning experiences that present special challenges for replication at an alternative time.

Wherever possible, all student work should be completed before the end of the course block. If it is not possible for a faculty member to replicate a learning experience that produces similar critical learning outcomes to the missed experiences in a particular course within the same block, incompletes may need to be issued to the student until such time as suitable learning experiences, if possible, can occur. Final decisions regarding the appropriateness of assigning incomplete grades are made exclusively

by the faculty.

This policy is effective so long as:

1. The student provides both verbal and written communication to the faculty member or employer on Day 1 of any given block.
2. The student is engaged in a University-sanctioned event necessitating the student's absence. Examples of such events include (but are not limited to) athletic activities, career fairs, and field experiences. The faculty member or employer must be able to verify this activity if so desired.

The student is not excused from academic work required for a course, but in these instances will be allowed to work with a faculty member or employer to alter deadlines, or complete alternate assignments, or make up work as assigned by the faculty member or employer in so far as possible.

Students will not be penalized for engaging in such activity and the faculty member or employer shall attempt to accommodate the student as long as the student provides for 1 and 2 above. Students with complaints that a faculty member is not working under this policy must initiate the following procedure as soon as possible.

1. Initial attempts to resolve the matter should be made in writing with the instructor/administrator, who shall have ten (10) working days to respond in writing.
2. If further action is necessary, the student will next direct the grievance to the Dean of Students. The Dean of Students will convene a meeting involving the faculty member/administrator, the student, and a neutral mediator. The mediator will be designated to hear the case and help the parties communicate. The Dean of Students will provide guidelines for this mediation to all parties.
3. If the mediation does not resolve the matter to the satisfaction of both parties, the written grievance and supporting documentation will be forwarded, by the Dean of Students within ten (10) working days of the mediation, to the Vice Chancellor for Academic Affairs, who shall have twenty (20) working days to act upon the complaint and/or assign the case to a campus committee for a recommendation.

The assigned committee shall have twenty (20) working days to reach their conclusion(s) and recommend suitable action to the Chancellor.

The Chancellor may refer the matter to the Affirmative Action Committee for review and recommendation. If the complaint is not resolved to the satisfaction of the complainant, he/she will be advised of the right to file with the appropriate federal and/or state investigatory agency.

### BICYCLES, SKATEBOARDS, SCOOTERS AND IN-LINE SKATES

The use of non-motorized bicycles, skateboards, scooters and in-line skates shall be allowed as a means of transportation on sidewalks, walkways and roadways of the University of Montana Western. Anyone using one of these methods of travel shall give right of way to any pedestrian and shall travel at a speed no greater than twice that of walking speed. Under no circumstances will the above vehicles be allowed on ramps, curbs, benches, steps or other pieces of buildings or decorations. None of these vehicles are permitted for use inside any building.

## SAFETY & SECURITY

The health and safety of students, faculty, staff, and visitors are of primary concern to Montana Western. This document, in compliance with the Drug-Free Schools & Communities Act and the Student Right To Know & Campus Security Act (Clery Act) outlines policies and procedures to aid in a safe and productive learning, working, and living environment.

The Campus Security Office is a part of Facilities Services. This operation is a 24-hour-a-day function. During normal weekday working hours (Monday through Friday 8 a.m. to 5 p.m.) safety and security issues and questions should be addressed by calling 683-7142; on weekends, holidays or outside normal weekday working hours, call 683-7141 or cell phone 596-2222. Campus Security is responsible for a full range of public safety services including vehicle violations, maintaining instructional integrity and building security, fire safety, key issuance, preparing and submitting incident reports, as well as keeping a nightly log book. Security personnel are to make assessments based on established laws and policies, direct training,

and personal judgment.

To report a crime or emergency, dial 911 to report to the Dillon Community Emergency Hotline. Then call Facilities Services, 683-7142 Monday-Friday, 8 a.m. to 5 p.m.; or Campus Security, 683-7141 or 596-2222 (cell phone) evenings, weekends, and holidays. See Emergency Reporting list on inside front cover.

Creating and maintaining a healthy and safe environment requires the cooperation and involvement of everyone. All students, faculty, staff, and visitors must assume responsibility for their personal health and safety and the security of their personal belongings. Precautionary measures are the key. For example, although the campus is well lighted, anyone (male or female) may contact Campus Security at 683-7141 or cell phone 596-2222 for an escort if traveling across campus late at night.

IN CASE OF EMERGENCY  
Facilities Services Office  
8-5 Monday-Friday 683-7142

Heating Plant/Campus Security  
All Other Hours 683-7141

Dean of Students Office 683-7388  
Residence Life Office 683-7565

Residence Life Emergency Cell Phone 925-9828  
Security Cell Phone 596-2222  
Campus Operator 683-7011 or -0-  
Dillon City Police 683-3701  
Business Office 683-7101  
Emergency Services 911

### STUDENT RIGHT TO KNOW & CAMPUS SECURITY ACT

The Student Right to Know and Campus Security Act (P.L. 101-542) (Clery Act) was signed into law on November 8, 1990. The crime reporting provisions of the Act require that all 8,000 postsecondary institutions that receive federal financial assistance distribute a Security Report to each student and employee, warn them when specific violent crimes occur on campus, and develop crime awareness programs and security policies. Prospective students and employees must also be informed of the availability of the report and be given a summary of its contents and an opportunity to request a copy.

- Procedures and facilities for reporting crimes. In the event a crime occurs, the Facilities Services Office should be called at 683-7142 (8 a.m. to 5 p.m. weekdays) for assistance and notification. If outside of weekday office hours, Campus Security or the Facilities Services Office should be called at 683-7141. If the crime occurs in the residence halls, call the Residence Life Office at 683-7565; if the call is not answered, or if after office hours, contact the Hall Director on duty at cell phone 925-9828. Law enforcement authorities and medical assistance should be contacted, if necessary. If a student is injured, hospitalized, or arrested, notify the Dean of Students, 683-7900 or 925-9782. An incident reporting form on Maxient should be completed. An Incident and Security Report form should be completed by a staff member of the Facilities Services Office or Residence Life Office, or other staff member at the scene. This completed form is to be submitted to the Facilities Services Office with photographs or other pertinent information.
- The institution's policies for responding to these reports. The institution may respond to these reports through a number of administrative channels. In most instances involving crimes, the institution will call upon the Dillon Police Department to act as its patrolling agent and the University will work cooperatively with this agency. In cases involving additional students and/or other concerns, the institution may call its Crisis Management Team to address counseling concerns and the impact the crime may have on other students, staff, faculty, or the entire Montana Western community.
- The institution's current policies with respect to the security of and access to its facilities. The Campus Security employees check that the campus buildings are locked at night, provide escort service upon request, and report situations of concern to campus or local law enforcement authorities. Residence Life staff lock the main residence hall building doors at 11:00 each night, and unlock these doors at 7:00 a.m. on weekdays and 11:00 a.m. on weekends. Suspicious activity is reported to campus or local law enforcement authorities.
- The enforcement and arrest authority of

the campus and their relationship to State and local police. The enforcement and arrest authority at Montana Western rests with the Dillon Police Department. Currently, none of the Campus Security or Student Affairs staff members have any authority to arrest individuals.

5. Institutional policies that encourage accurate and prompt reporting of all crimes to campus security and appropriate police agencies. Montana Western works closely with the Dillon Police Department in obtaining the necessary reporting of all crimes on campus. The Dillon Police Department provides Montana Western with the statistics needed to file this and other reports.
6. A description of the type and frequency of programs designed to inform students and employees about campus security procedures and practices and encourage students and employees to be responsible for their own safety. Programs are held at Orientation and in the residence halls that are designed to inform our students of safety issues, and students and employees receive information in the Student Handbook detailing safety precautions and crime reporting procedures.
7. A description of programs to inform students and employees about crime prevention. Montana Western provides programs designed to inform students about the prevention of crime through student programming sessions and leadership training programs. No programs are presently offered to employees on the prevention of crimes on campus.
8. A statement of policy concerning monitoring and recording through local police of criminal activity engaged in at off-campus locations of student organizations recognized by the institution including their off-campus housing facilities. Montana Western does not have any officially recognized organizations (fraternities, sororities) with off-campus locations.
9. Statistics on arrests for liquor law violations, drug abuse violations, and weapons possessions. Statistics for arrests on Montana Western's campus for the period of January 1-December 31 of the current reporting year are found on our website or at the

Dean of Students Office.

10. A statement of policy regarding the possession, use, and sale of alcoholic beverages and enforcement of State underage drinking laws. Montana Western prohibits the possession, use, and sale of alcoholic beverages by anyone under the age of 21 on the Montana Western campus, in accordance with Montana's underage drinking laws.
11. A statement of policy concerning the possession, use, and sale of illegal drugs and enforcement of Federal and State drug laws. Montana Western is a drug-free institution and has established a policy prohibiting the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance by students and employees. Montana Western will enforce this policy and will take action for violations, in accordance with Federal guidelines. Penalties can include fines, imprisonment, suspension/ termination from Montana Western, and loss of a student's financial aid. Anyone in need of professional assistance should contact the Residence Life Office, Dean of Students Office, Campus Counseling Center, or Beaverhead Chemical Dependency Center for information on drug counseling and rehabilitation programs.
12. A description of drug and alcohol education programs. Montana Western provides educational sessions in the residence halls and training for the Residence Life Staff members. The Student Wellness Program, Student Activities Office, and Residence Life programming provide programs on these topics throughout the academic year, including participation in Alcohol Awareness Week. The Campus Counseling Program distributes information around campus. The Self Over Substance class is required of all students who violate the drug or alcohol policy on or off campus.
13. Report to the campus community in a timely manner that will aid in the prevention of similar crimes, the occurrence of the "BIG 6" reported to campus security and other officials of the institution, who have significant responsibilities for student and campus activities, which are considered a threat to students and employees. Montana Western has established a Crisis

Management Plan that includes procedures for informing students and staff of an incident, policies and procedures that are being followed, and counseling services that are available if needed.

## Regroup

Regroup Alert is a system The University of Montana Western uses to broadcast emergency alerts through text messaging to our campus community. We will also send email messages through Regroup to our students when Montana Western needs to share important University business with the student body. Students will automatically be signed up with Regroup by the University. Students can opt out of the text messaging by following the directions they will receive from Regroup. Students do NOT have the option of opting out of email messages. Students are responsible for updating their cell phone number and email address with DAWGS.

## SEXUAL MISCONDUCT

See sexual misconduct policy on the web or contact Title IX coordinators, Liane Forrester, 406-683-7530 or Nicole Hazelbaker, 406-683-7900

## Examples of Correspondence for Policy Violations

### APPENDIX 1 - MISCONDUCT NOTICE OF INTERVIEW EXAMPLE

#### NOTICE OF INTERVIEW

TO: <NAME>

DATE: <DATE>

FROM: Dean of Students

This notice provides you the opportunity to meet with a University Administrator to discuss reported misconduct and alleged violations of University Student Conduct Policies. Below is more specific information concerning the alleged violation(s):

SPECIFIC POLICY(IES) AND/OR REGULATION(S) ALLEGEDLY VIOLATED:

<POLICY>

DETAILS OF INCIDENT:<DETAILS>

LOCATION OF THE ALLEGED VIOLATION: <LOCATION>

DATE OF THE ALLEGED VIOLATION: <DATE OF A.V.>

TIME OF THE ALLEGED VIOLATION: <TIME>

1. You have three (3) business days from the



date of this notice to schedule an interview with the Dean of Students. You may call 683-7388 to make an appointment or visit the Dean of Students Office.

2. Your choice not to schedule or participate in an interview may result in referral of the incident to a Student Conduct Hearing or a HOLD placed on your academic records.
3. An Incident Report Form and/or any other relevant documents are available at the interview for
4. Your review.
5. Information discussed during the interview is subject to Administrative Confidentiality. Administrative Confidentiality means that the information is available only to those involved in the case.
6. If you choose to admit responsibility in the interview you waive your right to a Student Conduct Hearing.
7. As a result of the interview, a sanction or sanctions may be imposed by the Dean of Students.

For information concerning policies, regulations, and procedures, please refer to the UM-Western Student Handbook.

## APPENDIX 2 - DISCIPLINARY FINDINGS/SANCTIONS NOTICE

### DISCIPLINARY FINDINGS/SANCTION LETTER

<DATE>

<NAME>

<ADDRESS 1>

<ADDRESS 2>

Dear <NAME>,

Thank you for meeting with me on <DATE> to discuss the incident in which you were involved. This letter serves to document our conversation and to summarize the action being taken from this point. On <DATE> you were documented as having <DESCRIPTION OF INCIDENT>. In our conversation you acknowledged being responsible for this behavior. This behavior constitutes a violation of the Student Conduct Code. (Student Handbook, <reference>)

As such, you are being assigned the following sanctions. <DESCRIPTION OF SANCTIONS> Please note that failure to complete your community service will result in a HOLD placed on your academic records and services. Additionally, failure to appear during community service hours will result in additional hours being served.

You have the right to an administrative appeal of these sanctions as outlined in the Student Handbook.

I appreciate your cooperation in this matter. If you have any questions, please feel free to contact me at 683-7388.

Sincerely,

Dean of Students

# Student Services & Programs

## Lucy Carson Library

James E. Short Center  
(406) 683-7541

The mission of the Lucy Carson Library (LCL) is to help in the creation of information and technology literate lifelong learners and to positively impact the way that faculty teach, students learn, and staff work. Students' intellectual welfare is our focus. Information is not limited to the library shelves, nor to the hours and days the library is open. Access of our resources is 24 hours a day and 365 days a year. Helping people connect with and utilize this information and technology is the goal of the LCL staff.

The facility offers:

- Wireless internet accessibility;
- On- and off-campus accessibility to resources;
- Digital and print information resources in all curriculum areas as well as pleasure reading;
- A robust resource sharing system augments our collection;
- A library web portal to access all our digital resources and services;
- Information and technology literacy instruction;
- Scanning, photocopy, printing, and media assistance;
- An excellent balance between group and quiet study spaces;
- Comfortable furniture; and
- Food and drink friendly environments with a coffee shop and eatery on site.

The LCL staff provides the latest technology, media, and duplication services. A fully automated library collection fulfills the information needs of most patrons. A resource sharing department assists in locating information not available in the collection. Library and technology instruction is available for individuals, small groups, or classes. The staff tailors these information literacy presentation to faculty and student requests.

## School of Outreach

Main Hall 115  
(406) 683-7537  
Toll Free (866) 799-9140

The School of Outreach embodies 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 UMW online courses.

The School of Outreach issues a bulletin of course offerings three times each year—in July, December, and April, corresponding 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.

## Honors Program

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

The UMW 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 with their graduation application materials when applying to graduate from Montana Western.

Return completed Honors applications to: The Honors Program Chair, The University of Montana Western, Campus Box 75, 710 S Atlantic, Dillon MT 59725-3598.

# Services for Student Success

## Academic Advising

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

Academic advising is an important service provided to UMW students. All incoming new and transfer students are assisted through the advising center. Advisors provide guidance and assistance to students in understanding university policy and procedures and developing an academic plan. All students are assigned a faculty advisor in their area of study once a major or program of study is declared. All students are encouraged to meet with their advisor at least twice a year to review their program of study to ensure they are making progress toward a degree. Students may contact the advising center with questions related to academic advising, student forms, and other general information. All students are provided with an advising manual to help track and organize their information.

## Career Services

Lucy Carson Library 006  
(406) 683-7143  
[umwcareers@umwestern.edu](mailto:umwcareers@umwestern.edu)

The Career Services office is available to assist students in finding employment throughout their collegiate career as well as upon graduation. Our staff works directly with students to provide career advising and assessments, job search strategies, graduate school preparation, and interviewing opportunities. We offer guidance in creating and updating resumes, writing cover letters, enhancing interview skills, and completing job applications properly. Career Services is proud to offer an online software program called OPTIMAL RESUME to assist you with developing job tools. Workshops are offered throughout the year to provide you with additional information and assistance. All services are offered to students and alumni free of charge. For more information and access to online resources, please visit our Career Services website at <http://my.umwestern.edu/studentssuccess/careerservices/>.

## Disability Services

Dean of Students, Dean of Students Center  
(406) 683-7388

Montana Western is committed to achieving equal educational opportunity and full participation for persons with disabilities. It is UMW's policy that no qualified person be excluded from participating in, be denied the benefits of, or otherwise be subjected to discrimination with regard to any University program, activity, internship, practicum, or class.

A student with disabilities must give initial notification to the Dean of Students that he/she has a physical, psychological, and/or learning disability. The student must provide appropriate documentation that describes the qualifying disability, the extent of that disability, and information on how the effects of the disability might be overcome through reasonable accommodations. If the student does not make this notification and provide the appropriate documentation, UMW does not have a legal obligation to provide accommodations.

It is Montana Western's goal to meet the needs of each student with a disability. Upon receipt of disability documentation, the Dean of Students or their representative will contact the student to arrange a meeting to discuss reasonable accommodations. The student is welcome to bring a parent, guardian, significant other, or assistant to the meeting. The meeting is designed to help the student be successful in his/her course work at UMW. The Dean of Students will help guide the student in making decisions regarding classes and needed accommodations. Accommodations may include services such as note-taking, books on audio, proctored and/or orally-delivered tests, extended testing periods, and dictation services. Housing and dining accommodations, access to buildings, and student support groups are also topics discussed in the meeting with the Dean. Accommodations must be reasonable as to the extent of the law, including ADA and Section 504 provisions. When accommodations cannot be agreed upon between faculty, student, and administration, the Dean of Students Office will seek advice, input, and/or mediation from the University of Montana-Missoula campus.

## Financial Literacy Program

Main Hall 211  
(406) 683-7499

The Financial Literacy program helps students develop solid financial habits while attending college and beyond. One goal of the Financial Literacy program is to reduce student loan debt and time to degree so our graduates are better able to face their financial future. Services offered include budgeting workshops to assist students in making wise financial decisions, financial aid and FAFSA assistance, and one-on-one counseling. Assistance with student loan consolidation and forgiveness options is also available. Call or come by for more information.

## Learning Center

Lucy Carson Library 006  
(406) 683-7200

The Learning Center offers peer tutoring for all Montana Western students and community members. Tutoring services are available by appointment or on a walk-in basis. Peer tutors are available to assist students in a one-on-one setting or as leaders of study groups. In addition to tutoring services, the Learning Center staff provide workshops throughout the year to assist students to learn and develop effective study techniques, improve writing skills and learn proper citation techniques. The Learning Center promotes a collaborative learning environment with computers, a reference library, knowledgeable tutors, and a welcoming atmosphere. Call or stop by for more information or to make an appointment.

## TRiO Student Support Services

Main Hall 215  
(406) 683-7322

The TRiO Student Support Services is a U.S. Department of Education funded program designed to provide opportunity to qualified students to overcome academic, social, and cultural barriers to success in higher education. TRiO SSS First Year Students participate in the First Year Program, which focuses on a successful transition to college. Throughout the following years, TRiO

SSS staff provide advice, assistance, and support in course selection; information on financial aid programs, financial literacy and scholarships; various workshops to assist students throughout their academic careers; and ongoing support. To qualify, students must meet one or more of the three criteria listed:

- Federal low-income guidelines;
- Have a documented disability and be registered with UMW Disability Service; or
- Neither of the student's parents or guardians completed a four-year degree.

TRiO SSS program applications are available in the TRiO SSS Office or on the UMW TRiO website.

## Veterans and Military Exchange (VMX)

Student Union Building  
(406) 683-7310  
vmx@umwestern.edu

The Veterans and Military Exchange (VMX) offers a wide array of services to past and present service members and their families to assist with the transition to college. Services include access to computers, educational support and resources, community involvement opportunities, access to educational benefits and financial aid opportunities, informational events, peer-to-peer support, and reintegration assistance. Staff from various offices across campus are available at dedicated times to answer questions, assist with benefits application and information, and to address any challenges or questions that may arise.



# Residence Life Office and Bulldog Card Center

Davis Hall  
710 S Atlantic  
Dillon, MT 59725-3598  
(406) 683-7511

## Mission Statement and Goals

Residence Life at Montana Western provides residents with a safe and respectful learning community. We promote a fun lifestyle and a sense of belonging through a wide range of diverse social and personal experiences. Specifically, we:

- Stress the importance of education and being a student;
- Promote activities that get residents involved on the weekends;
- Make the halls a fun and relaxed place to live by offering social and recreational opportunities;
- Are a staff that the campus knows and respects;
- Model a positive lifestyle for all students, despite background or life experience; and
- Are fair and consistent in applying rules and regulations.

## About Residence Life

Staff in each residence hall consists of Resident Assistants (RA's) supervised by a Hall Director. RA's are assigned to each floor to assist the student with personal and academic related issues. It is also the responsibility of the RA's to complete duty rounds and to document all infractions of University policies.

The Hall Director has the same responsibility toward assisting residents and documenting violations of policy. Any concerns a resident might have should be first directed to the RA or Hall Director, and then to the Residence Life Office. The Director of Residence Life supervises the residence life program, and is responsible for training and supervision of the undergraduate and office staff.

## Residence Hall Programing: What are Programs?

A program is an event designed to enhance your learning and development or help facilitate floor community. You'll learn something new and

have fun at the same time. Sometimes these activities will happen spontaneously on your floor, and other times, your RA will plan an activity for your floor or hall.

Throughout the semester, programs will be presented on your individual floors, in the main lobbies, and in other areas on campus. Keep an eye out for program announcements in your community.

Students who get involved in college activities are more likely to be successful as students at UMW. You'll spend a great deal of time on your floor or in your residence hall, so it is important to become involved and connected. By attending programs, you will get to know the students in your hall.

## Residence Life Facilities

### Halls

Residence Life at Montana Western consists of two types of housing: standard rooms (Jordan-Davis-Centennial complex), and non-standard rooms (Mathews Hall).

### Residence Life Office

Residence Life Office (RLO) is located in Davis Hall. Services include room and roommate assignments and changes, I.D. Cards, incoming packages and stamps, refrigerator and micro-fridge rentals, and outgoing mail drop. The Residence Life Office is open from 8 a.m. -5 p.m. Monday through Friday and from 12-2 p.m. and 7-9 p.m. on Saturday and Sunday.

### What's In Your Room

The typical "double room" contains two single beds, two closets with drawers, two desks, two chairs, bookshelves, mini-blinds, wastebasket, mirror, smoke detector, and fire suppressing device.

### Bed Lofts

Bed lofts designed for use in Montana Western's residence hall rooms are available through the RLO. These bed lofts are safety inspected and incorporate existing bed frames that cannot be stored elsewhere.

### Bicycles

Bicycle racks are available outside the residence

halls. Students are responsible for proper lock-up and security of their bikes. All bikes must be removed from residence hall racks at the end of Spring semester or they will be confiscated by Montana Western.

### Laundry Rooms

Coin-operated laundry facilities are located in Mathews Hall and the Jordan-Davis-Centennial Complex.

### Lounges

Television and study lounges are provided in each residence hall.

### Vending Machines

Snack, juice, and soft drink vending machines are located throughout the residence halls.

## General Procedures

### Living on Campus Requirements

All students with fewer than 30 completed college credits are required to live in the residence halls.

All residence hall students are required to contract for a meal plan.

Exceptions to this policy are granted for the following reasons:

- Student is living at home with parents or legal guardians.
- Student is 20 years of age or older.
- Student is married or a parent with child custody.

Exemption forms are available from the Residence Life Office. All exceptions to the "30 Credit Rule" must be documented and submitted to the Residence Life Office. Forms may be requested by phone or mail. All students under the 30-credit limit will be billed for room and board unless the exemption form has been received and approved in the Residence Life Office before the first day of classes. Students must be a registered student to reside in the residence halls.

### Residence Life Housing Application

You can apply for housing on-line by following these steps:

1. Go to [www.umwestern.edu](http://www.umwestern.edu) and select "Campus Life" in the upper right corner.
2. Select the housing application link under the

Housing tab at the bottom of the page.

3. Complete and submit the Housing Application with a \$200 deposit. Housing applications are recognized only after students have been accepted for admission to Montana Western. Room reservations will be held until 5 p.m. on the first day of classes.

## Residence Life Family Housing Application

Family housing applications are available on-line by following these steps:

1. Go to [www.umwestern.edu](http://www.umwestern.edu) and select "MY UMW" in the upper right hand corner.
2. Select the Student Affairs link on the left hand side of the page.
3. Select the Residence Life and Housing link on the left hand side of the page.
4. Select the Family Housing link on the left hand side of the page and apply for family housing by printing out the form and mailing it to Residence Life Office, 750 E. Cornell St., Dillon, MT 59725.

Due to limited space, Family Housing apartments might not be immediately available upon receipt of a student's application for an apartment. A waiting list is kept in the Residence Life Office and students on the waiting list are contacted when an apartment becomes available.

## Application Fee Refund

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

### FALL

1. A 100% refund if the student notifies Residence Life in writing by July 15.
2. A 50% refund if the student notifies Residence Life by August 15.
3. No refund for notices after August 15.

### SPRING

1. A 100% refund if the student notifies Residence Life in writing before the 1st day of classes.
2. No refund for notices after the semester starts.

## Termination of Residence Hall Contract and Refunds

Students who contract to live in the residence halls accept financial responsibility for the room for the entire semester. No refunds will be given for students choosing to move off campus during the semester, UNLESS the student officially withdraws from all courses through the Registrar's Office before the final published date. Refunds may be prorated on a cost-per-day basis. Termination of a housing contract must be approved by the Housing Appeals Committee. Request for Termination Forms are available at the RLO.

## Housing over Breaks

The residence halls and dining service are officially closed during Winter Break. Room and board charges do not include this scheduled vacation period. Board plans are not in effect during Thanksgiving Break and Spring Break. Food service may be available during these break periods after consultation with Dining Services. Housing will be provided for continuing students wishing to stay in the residence halls during Winter Break for an additional charge. Advance notice is required at the Residence Life Office for students who will be staying in the halls during break periods. At the conclusion of each semester, information will be provided to students about check-out procedures. A \$25.00 improper check-out fee will be assessed if check-out procedures are not followed.

## Check In

Residence hall room keys are distributed at the Residence Life Office on and after the official opening date. Each student will complete a Room Inventory Report detailing the condition of the room and furnishings upon arrival (if sharing a room, both roommates complete their own report). The completed form signed by the student is given to the RA and kept on file in the Residence Life Office until the student checks out of the halls at the end of the semester or the end of the year. This form is a protection for the student and should be completed carefully; otherwise, the student may be considered responsible for damages for something upon check-out that already existed upon arrival. Students are responsible for any discrepancies between the check-in and check-out reports. Family Housing tenants return the completed and signed Room Inventory Report form to the RLO.

## Check Out

Students must clean their rooms or apartments thoroughly, leaving them in the same condition as when they arrived, including removing all trash. An RA or RLO staff member must be contacted to inspect the room/apartment, compare it with the Room Inventory Report, and the student and staff member must sign the completed report. Residents turn in their room/apartment key and the completed Room Inventory Report to the Residence Life Office to complete the check-out process. Frequently the maintenance and custodial staff discover damages and items requiring additional cleaning after checkout. Charges for these items will be assessed to the resident. A \$25.00 improper check-out fee will be assessed if check-out procedures are not followed.

## Damage Deposit

The resident is responsible for damage to the room/apartment, furnishings, telephone, windows, screens, locks, doors, etc. Appropriate charges for excessive cleaning or damage to and/or loss of University property for which the student is responsible will be deducted from the damage deposit. The student is responsible for any costs exceeding the damage deposit and will be billed for any overage. The deposit may be forfeited if the housing contract terms are not fulfilled.

## Decorating Rooms

Many adhesive substances damage surfaces. Poster putty and command strips can be purchased at the Campus Bookstore, and are suggested. Damage resulting from adhesive residue is deducted from the damage deposit. A list of costs for damage is available at the RLO.

## Keys and Locks

Each student in the residence halls receives a key that opens the residence hall room, the fire doors on each end of that hallway, the outside door of that residence hall, and their mailbox. Family Housing residents are issued two keys to their apartments.

## Liability

Montana Western is not, nor are its officers, agents, or employees, liable for the loss, theft, disappearance, damage, or destruction of any property belonging to, used by, or in the custody of any student, no matter where such

property may normally be kept, used, or stored. Students are encouraged to consider purchasing insurance to cover loss or damage of personal property or an extension of their parents' homeowners insurance for this purpose.

### Lock-Out

A student who is locked out of their room/apartment/mailbox or temporarily misplaces a key may obtain a temporary replacement at the Residence Life Office for \$1. For security purposes, residents must present their I.D. The key may be kept five (5) days. If the original key is not located by then, the lock will be changed, a new key issued, and the resident will be billed a \$60 lock change fee for a room key. If the mailbox key has to be replaced as well, there is a \$10.00 lock change fee.

### Lock-Up

Building outside doors are locked at 11:00 p.m. every night and unlocked at 7:00 a.m. weekdays and 10:00 a.m. weekends. Residents must have their keys with them to gain entrance to the residence halls during those times.

### Loss and Theft

Residents should report any missing personal property immediately to their RA or the RLO with a description of the property, its value, and any other pertinent information. For insurance purposes on valuable items, or in the case of loss or theft, a report should be filed with the Police Department.

### Mail Service

Residence hall and Family Housing mailboxes are located in the Davis TV Lounge and Mathews Mail Room. Each student is given a mailbox and its key upon arrival. Incoming packages can be picked up in the RLO. Services available at the Mail Room in the Administration Building include freight, UPS and Federal Express shipping and receiving, and sale of stamps. Mail Room hours are posted in the Administration Building. Students should provide a forwarding address for mail when moving out of the residence halls or Family Housing apartments.

Address Resident Mail as:

Name

750 E. Cornell, # \_\_\_\_ (your mail #)

Dillon MT 59725

### Painting Rooms

Residents are not allowed to paint rooms/apartments. Residents who paint their rooms/apartments, will have the cost of repainting deducted from their damage deposit.

### Repairs and Maintenance

To report a maintenance problem, stop by the Residence Life Office, find a Resident Assistant, or call 683-7565 during normal business hours. During the academic year, we will attempt to respond to all requests within one hour. After hours, please leave a message. We will respond to all requests the next business day. In case of an emergency, call 925-9828. Emergencies consist of the following: flooding, electrical problems, or potentially hazardous (life-threatening) situations.

### Community Damages

If excessive damage is incurred in a common area due to a group of individuals, community damages may be assessed to the group responsible.

### Room Changes

Requests for change of residence hall rooms must be made and approved by the RLO before any changes occur. The check-in and check-out procedures must be followed (i.e. Room Inventory Report and room inspection by RA) for any room changes. A \$25.00 improper check-out fee will be assessed if check-out procedures are not followed.

### Roommate Assignment

All students are required to share a room in the residence halls with another student. Upperclassmen are doubled only if enrollment requires, based on academic status. Requests for specific roommates will be given primary consideration. All others will be assigned by the computer based on preferences checked by each applicant. If a student's roommate leaves for any reason during or at the end of a semester, the remaining roommate may (depending upon availability) have the option of keeping the room as a single room at a higher rate. To keep the room as a single, residents must contact the Residence Life Office within three (3) days of the roommate's departure. Otherwise, a new roommate may be assigned to the room. The University reserves the right to reassign and consolidate residents to other residence halls

or rooms at any time for best utilization of the facilities.

### Single Room

A limited number of single rooms are available in the residence halls and are allotted on a first come, first served basis, usually by academic status. Requests based upon medical reasons will have priority. Single room rates are higher than a shared room.

### Smoke Detectors and Sprinkler Heads

All residence halls are equipped with sprinklers and are checked on a monthly basis.

### Room Entry

The University may enter the Student's room or suite during normal working hours for cleaning, maintenance, and/or reason allowed by law, including to make repairs, alterations, or facility improvements, to ensure compliance with health and safety regulations, or in the event of an emergency, building evacuation, or abandonment of the room or suite by either the Student or the Student's roommate(s). Prior notice will be given of such entry to the Student or Student's assigned roommate(s) except for emergency, abandonment or where impractical. Doors will be locked after every entry.

### Telephone

Telephone services are available, upon request, through the Residence Life Office. If a student is unable to be reached by the family in an emergency, a message can be given to the Residence Life Office (406-683-7565). Every attempt will be made to notify the student of the message as soon as possible.

### Family House Facilities

Family Housing, consisting of 16 apartments (10 one-bedroom and 6 two-bedroom), is available to student families on a first-come, first served basis.

### Damage Deposit

Tenants pay \$200 damage deposit when they move into Family Housing.

### Housing Assignments

Apartments are filled on a semester basis. A list of students waiting for an apartment is kept in the Residence Life Office and students are contacted when a vacancy occurs in the order in

which they appear on the waiting list. Preference is given to families, single parents, and student-athletes. Preference for two-bedroom units is given to current Family Housing residents.

### Technology Fees

Each Family Housing unit is assessed a technology fee per semester (Fall, Spring, and Summer).

### Rent

Rent is applied to the student's Banner account at the beginning of each semester. Charges for partial month occupancy are pro-rated based on 1/30th per day for that partial month. Montana Western reserves the right to increase the monthly rent, with a minimum of 30 days notice to tenants.

### Semester Commitment

Tenants accept financial responsibility for the entire semester upon moving into the apartment. Requests for exceptions due to special circumstances should be discussed with the Director of Residence Life.

### Subletting

Tenants are not allowed to transfer possession, lease, or sublet their apartment without written authorization of Residence Life. Subletting is only allowed during the summer months. The student subleasing an apartment must be registered for summer session classes, or a student in good standing from the previous Spring Semester who is registered for the upcoming Fall Semester.

### Summer Occupancy

Students living in Family Housing in the summer must be registered for the upcoming Fall Semester. Any tenant planning to move in during the summer but not registered for Summer Session must be admitted to Montana Western through the Admissions Office, sign up to attend a summer Orientation session, and make special arrangements with the RLO

### Vehicle Plug In

In cold weather, residents may rent an outlet that is provided next to Clark Hall to plug in their vehicle. Cords may not be run from residence hall or Family Housing rooms for this purpose.

## Resident Safety and Security

Montana Western assumes no responsibility for any accident, loss, theft, or damage to personal belongings on the Montana Western campus, including residence halls, Family Housing, parking areas, common areas, classrooms, etc. Residents are encouraged to take the following precautions for their own and others' safety and security.

### PERSONAL PROPERTY

1. Lock room/apartment whenever leaving it, even for just a few minutes to the bathroom, vending room, lounge, or to a friend's room. Always keep your door locked when sleeping.
2. Always take your key with you.
3. Do not allow others to be in the room while the resident is not there. The resident of the room is responsible for all behavior occurring in that room, even when the resident is absent.
4. Room windows readily accessible from the ground should always be secured when the room is unoccupied. Most rooms in JDC are equipped with a security stick.
5. Keep a record of serial numbers and manufacturer names for personal property.
6. Avoid keeping large amounts of cash in your room. Do not tell anyone, even a roommate or best friend, where money and valuables are hidden.
7. Keep security doors closed and locked. Do not prop locked doors open for any reason.
8. Be alert to strangers in the living area and report suspicious activities to RA, Hall Director, or the Residence Life Office.
9. Never leave clothes unattended in the laundry rooms or bathrooms.
10. Carry personal property insurance. Some homeowner policies will cover possessions away from home, so check with parents and/or insurance agent.
11. Utilize the Campus Security escort service (683-7141 or 596-2222) if crossing campus after dark.



# Financial Aid

James E. Short Center  
710 S Atlantic  
Dillon, MT 59725-3598  
(406) 683-7511

The Financial Aid Office ensures that Montana Western students have the financial support necessary within the boundaries of state and federal regulations to achieve their academic goals. The UMW Financial Aid Office 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, enrollment, fee payment, and financial aid.

Students at Montana Western enroll on a semester basis and are expected to register (including paying tuition and fees) prior to the start of the term for all classes they plan to complete during that term and, once registered, to actively participate in learning activities associated with courses in which they are enrolled.

## Financial Aid Definitions

**Attendance or Attending**—Registering for and actively participating in learning/instruction activities associated with a class or classes. Only students who start with and maintain full-time enrollment status through-out the term are eligible for intercollegiate athletic certification and participation.

**Enrollment Status (Student)**—A student semester designation that is determined based on weeks of actual attendance and credit load. There are three (3) enrollment status designations: full-time, part-term, and part-time.

**Full-Time Student**—For financial aid purposes, a student officially registered for a minimum of 12 semester credits of courses that require a minimum of 15 weeks of class participation during a regular semester.

**Part-Term Student**—A student officially registered for a minimum of

12 semester credits of courses that require less than 15 weeks of class participation during a regular semester. Financial aid is pro-rated for part-term students; part-term students are not eligible for intercollegiate athletics.

**Part-Time Student**—A student registered for less than 12 credits during a regular semester. Financial aid is pro-rated for part-time students;

part-time students are not eligible for intercollegiate athletics. This includes  $\frac{3}{4}$ ,  $\frac{1}{2}$ , and less than  $\frac{1}{2}$  time students.

## 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, ACCESS GRANT

To qualify for these grants, a student must be a Montana resident, eligible for financial aid, enrolled as a full-time undergraduate student, and have substantial financial need. There is also a work requirement for students receiving this grant. They must have earnings from work for the previous tax year in accordance with a formula developed by the State of Montana. Priority is given to students who are just beyond Pell Grant eligibility according to the aforementioned formula.

#### MONTANA HIGHER EDUCATION GRANT

Montana Higher Education Grant is a state-provided funding source awarded to full-time Montana residents who are also Pell Grant recipients and first-time degree-seeking students (undergraduate students). Students must have demonstrated need to receive the fund after Pell Grant and resources. Priority is given to the lowest expected family contribution (EFC) students and funds are awarded on a first-come, first served basis.

#### FEDERAL TEACH GRANT (LOAN)

The Federal Teacher Education Assistance for College & Higher Education (TEACH) Grant Program is for upper division students accepted into the

UMW Teacher Education Program (TEP). Available to full-time Junior/Senior students in the Education major, the program provides grants of up to \$4,000 per year to students who intend to teach in a public or private elementary or secondary school that serves students from low-income families in a teacher shortage subject. If these terms are not met, the TEACH grant becomes an unsubsidized loan with retroactive interest.

### 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 UMW is \$1,800/year. Repayment of the loan is deferred while the borrower is enrolled at least half-time in an approved institution of higher education. Priority is given to full-time students. Interest begins to accrue and repayment starts nine months after the borrower ceases to be enrolled at least half-time. Repayment may be extended over a maximum of ten years. Under certain circumstances, the Perkins Loan can be canceled. Information regarding loan cancellation and deferment is available in the Financial Aid Office. Perkins Loans are very limited.

#### FEDERAL DIRECT LOAN

Federal Direct Loans are low-interest loans (variable interest annually for borrowers) offered by the United States Department of Education to students attending school at least half-time. Students must complete the FAFSA form and apply through the Financial Aid Office, and must also sign a promissory note to receive this loan.

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

Direct loans are either subsidized or unsubsidized, and a student may receive both types for the same enrollment period. Unsubsidized Direct Loans are not awarded on the basis of financial need. The student is responsible for the interest from the time the loan is fully 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). However, it is recommended that students pay interest quarterly to lower aggregate debt upon repayment. No principal payments are due during school or deferment periods. A subsidized Direct 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	\$3500-7500 for independent students
Second Year	\$4500-8500 for independent students
Third, fourth, fifth year	\$5500-10500 for independent students

All students may borrow (subject to cost of attendance) \$2,000 per year in additional unsubsidized loans.

#### AGGREGATE LOAN LIMITS

Undergraduate \$23,000 –\$57,500 (varies with dependency status and Parent Plus denial status)

#### FEDERAL DIRECT 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 fully disbursed. PLUS Loans are credit contingent. Parents may re-apply with an endorser if denied.

#### RETENTION LOAN SCHOLARSHIP

A retention scholarship revolving loan fund was created from federal funds allocated by the Governor to the Montana University System and then allocated to UMW. 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 UMW Financial Aid Office. The scholarship becomes a loan if a student leaves UMW prior to earning a degree.

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 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 15 weeks and be in good academic standing at UMW.

#### SHORT-TERM LOANS AND REPAYMENT

Repayment is made within 30 days during enrollment at UMW. 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;
- 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; and
- Ira Perkins Loan Fund.

## Employment Opportunities

The Financial Aid and Career Services Offices provide assistance to regularly enrolled students in obtaining part-time employment during the academic year and employment during the summer and other vacation periods. Earnings from federal and state work study programs will be counted as additional resources in evaluations for financial aid. Earnings generated after an initial financial aid offer may result in reduction or retraction of

financial aid.

## Federal and State Work Study

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

Work is generally limited to ten hours per week while classes are in session. The major portion of the student's hourly wage under the Work Study program is provided by the federal or state government, with the employer contributing the balance. Hourly pay rates comply with minimum wage laws and vary with the type of work and the student's experience and capabilities. Employment is generally on campus. Work Study funds are limited and awarded on a first-come, first-served basis.

Summer Work Study is a 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 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. Work Study funds are limited and awarded on a first-come, first-served basis.

## Additional Employment Opportunities

There are a limited number of part-time student employment opportunities. Students should contact Career Services for information.

Board job opportunities are awarded as part of an athletic contract allowing student-athletes to work and earn a paycheck.

## 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 out-of-state tuition. These tuition exemptions are determined by the Financial Aid Office.

Students who receive out-of-state tuition waivers must pay all mandatory 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 the UMW Financial Aid Office.

### American Indian Waiver

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 UMW, must be one-quarter (1/4) degree of Indian blood documented by a certificate or tribal enrollment card, and have demonstrated financial need via the FAESA.

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 the Financial Aid Office.

### 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 UMW. This waiver may be need-based.

### 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 UMW; 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

Several other tuition waivers are available for 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, Wyoming, and the Commonwealth of the Northern Mariana Islands may be eligible for the Western Undergraduate Exchange (WUE) 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 a minimum of a 2.7 GPA 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 the Financial Aid Office.

## Other Financial Aid 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.

### Job Service

Some students may qualify for assistance with tuition and fees via their local Job Service. Contact the Dillon Job Service for more information.

### 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.

## Tribal Higher Education Grant

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. Needs Analysis forms are available through Tribal Higher Education and are typically due June 1st.

## Veterans Benefits and Tuition Assistance

The Veterans Certifying Officials located in the UMW Financial Aid Office are available to assist veterans and their dependents with procedures for enrolling at UMW and applying for educational benefits. The Certifying Officials 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 changes 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 UMW Veterans Certifying Officials 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

\* Contact the Veterans Certifying Officials 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 the UMW Veterans Certifying Officials or the Veterans Administration Office, Fort Harrison MT 59636, (800) 332-6125. Credits are certified based upon progress toward the veteran's degree program according to VA regulations.

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 UMW, proof that benefits have expired, be a Montana resident, and have served during certain times of conflict.

## 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 and 15 weeks per semester. Complete information is available in the Financial Aid Office. Incomplete and/or Audit grades do not count toward academic progress.

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. Pell grant recipients can only receive grants for a maximum of twelve semesters.

### 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. Ques-

tions 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 completed their academic plan 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. An appeal is required and is subject to approval.

## Transfer Students

Students transferring to UMW from another institution with a GPA less than 1.5 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 the UMW 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

Montana 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), or add the school online at [www.FAFSA.ed.gov](http://www.FAFSA.ed.gov).

### Return of Title IV Funds/Institutional Refund Policy

This policy applies to students who withdraw, cease attending, or are expelled. Contact the Financial Aid Office for current policy information.

Refunds for these students are determined according to the following policy:

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

Return of funds and/or pro-ration of aid will be calculated for all students who withdraw from the University or who withdraw from an individual block without attending.

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

1. Unsubsidized Direct Loans
2. Subsidized Direct Loans
3. Federal Perkins Loans
4. Federal Pell Grants
5. Federal SEOG
6. Other Title IV assistance
7. Other federal sources of aid

8. Other state, private, and institutional aid
9. 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.

Students who do not begin attendance in all block credits will be subject to a reduction of Pell Grant funds, if applicable.

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

# Enrollment and Graduation

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 UMW 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 Montana Western's ability to assess student success, and assuring institutional accountability.

## Registration

To participate in UMW'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 UMW Academic Calendar. Current students will find registration information on the University's website. Registration-related information is normally given to new students upon notification of acceptance for admission to Montana Western.

Montana 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 are expected to register for all classes before the semester begins.

A student's registration is not complete until all fees are paid or until fee payment arrangements have been made; deadlines apply.

## Who May Register

- Current students in "good" academic standing;
- Students new to UMW who have satisfactorily completed the UMW admissions

procedure;

- Former/previous students who have been officially readmitted; and
- Part-time, evening, weekend, and off-campus students who have completed the appropriate Application/Registration forms and who are otherwise eligible to register.

Registration procedures vary slightly depending upon:

- The term of enrollment;
- Status as a current or new student;
- Whether registration is for day, evening, weekend, on-campus, off-campus, or internet classes;
- The number of classes/credits attempted; and
- Whether the prospective enrollee is pursuing completion of a degree or formal program of study at UMW.

## DAWGS Online Enrollment System

"DAWGS" Online Student Enrollment Information System provides students electronic 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 or block.
- 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 prior to the start of a term).
- 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.

1. Select "Login To DAWGS".
2. Enter Password, User ID (Student ID number) 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.

UMW 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 the integrity of the data is protected 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 the UMW Dean of Students or Director of Information Technology Services (ITS).

Specific instructions for using the registration and add/drop features in DAWGS on the Registration Information pages of the UMW website. Contact the Registrar's Office with questions or problems.

## Registration Procedures

### Current Students

1. Contact an advisor or the Advising Office to discuss academic goals, to develop a class schedule for the coming term, and to pick up term-specific alternate personal identification number (alternate PIN).
2. Access DAWGS to select classes or submit a completed, advisor-approved registration form to the Registrar's Office.
3. Pay (or make arrangements to pay) all enrollment-related expenses and finalize the registration at Business Services.

Registration must be completed at the beginning of the appropriate term. Class schedules of



non-paying registrants will be canceled; however, this does not automatically eliminate all charges. Refer to the Academic Calendar regarding important enrollment-related dates and deadlines.

### Students New to Montana 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.

1. Contact an advisor or the Advising Office to discuss education goals, develop a class schedule for the coming term, and obtain assigned term-specific alternate PIN.
2. Access DAWGS to select classes, or submit a completed, advisor-approved registration form to the Registrar's Office.
3. Pay (or make arrangements to pay) all enrollment-related expenses and finalize the registration at Business Services.

Registration must be completed at the beginning of the appropriate term. Class schedules of non-paying registrants will be canceled; however, this does not automatically eliminate all charges. Refer to the Academic Calendar 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.

1. Contact an advisor or the School of Outreach to discuss enrollment, goals, registration, and fee payment options.
2. Submit a completed, advisor-approved registration form to the School of Outreach or the Registrar's Office, or access the online registration feature via DAWGS.
3. Pay (or make arrangements to pay) all enrollment-related expenses and finalize the registration at Business Services.

Registration must be completed at the beginning of the appropriate term. Class schedules of non-paying registrants will be canceled; however, this does not automatically eliminate all charges.

Refer to the Academic Calendar 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 one or two classes) should contact Admissions for instructions on admission procedures.

### 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.

1. Contact an advisor or the School of Outreach to discuss enrollment, goals, registration, and fee payment options.
2. Submit a completed, advisor-approved registration form to the School of Outreach or the Registrar's Office.
3. Pay (or make arrangements to pay) all enrollment-related expenses and finalize the registration at Business Services.

Registration must be completed at the beginning of the appropriate session. Class schedules of non-paying registrants will be canceled; however, this does not automatically eliminate all charges. Refer to the Academic Calendar regarding deadlines. All Summer enrollees are strongly encouraged to ask questions regarding enrollment policies before the start of classes.

### Late Registration Students or Students Who Re-Register (Following Cancellation)

Individuals who enroll after the start of classes for a term will be charged late fees. These students will be limited to enrolling in classes that have not yet started. No enrollments will be accepted after the published deadline to add for a term or session. An individual "block" is not considered a "term". Procedures for registering after the start of a term are outlined below.

1. Contact an advisor to discuss academic goals and to develop a class schedule for the coming term.
2. Submit a completed, advisor-approved Registration form to the Registrar's Office; all course instructors must approve late

enrollment.

3. 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 finalize the registration at Business Services.

## Course Schedule Changes

### Add Courses, Drop Courses, & Withdraw from the University

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 ensure 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:

1. Access DAWGS and make the needed changes.
2. Submit a completed Student Class Schedule Change form (available at the Registrar's Office or online) to the Registrar's Office.
3. 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 on/by the published deadline for such action.

## ADD COURSES, DROP COURSES, OR WITHDRAW AFTER THE SEMESTER/TERM BEGINS

Once a term begins, all student class schedule changes, including withdrawal from UMW, 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 (NOTE: ONE-YEAR DEADLINE)

Students must petition for late add, drop, or withdrawal. Approval of requests occurring after the published deadlines will be decided by the UMW Enrollment & Attendance 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.

Typically, retroactive grade changes, dropped courses, or withdrawals do not reverse the academic suspension status that is recorded on the transcript, unless there was an error or grading mistake.

## 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 on transcripts. 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.

The "No Record on Transcripts" policy/deadline will be extended in instances where there is an exchange of class:

- the schedule change is completed within the deadline to add for the applicable block.
- there is an even exchange – add and drop – of courses and credits (the affected student's credit load does not change).
- the add and drop are recorded on the same form and they are for the same block.
- both schedule changes (add and drop) are approved by all necessary officials – course instructors, student's advisor.
- the exchange is appropriate to the student's program of study.

A "W" (Withdrawal) will be recorded on the student's transcript if the exchange does not satisfy all of these conditions.

## 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 (AU) 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 (see Academic Calendar).

## Late Fees – Schedule Changes

Late fees are charged for class schedule changes as follows:

- Blocks 1 and 5: after the appropriate deadline to add or drop.
- All other classes: beginning Monday of the 4th week of the semester.

## Registration Policies

### Refunds and Payments Following Class Schedule Changes

All payments and 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 information about refunds, see Tuition & Fees section of this Catalog or 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 that requires attendance and/or class participation for all 16 weeks of the semester. Students attempting 12 or more credits but attending/participating less than 16 weeks are considered "part-term" students. Students enrolled in fewer than 12 credits are considered "part-time" students. See UMW Policy 203.1 Enrollment & Attendance.

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. 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. 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 sessions; however, maximum credit load for Early Admission students will be considered on a case-by-case basis.

#### MAXIMUM CREDIT LOAD: SUMMER SESSION

Students must petition to enroll in more than 14 credits during Summer Session. Students with a 3.00 GPA may attempt 15 credits without petitioning. Students on Academic Probation are limited to attempting 12 credits. Eligible students must petition to attempt more than 5 semester credits during any of the 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

1. Academic Probation: Students whose UMW GPA is below a 2.00, and first-term (new) transfer students whose transfer GPA is below 2.00, are placed on Academic Probation status (see GPA definition).
2. 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).

3. Academic Suspension: Students whose UMW 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 UMW 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 "on probation" are required to earn a 2.00 GPA in their first term at UMW, including Summer Session, or face immediate academic suspension from UMW.

Upon acceptance for admission to UMW, 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 UMW GPA drops below or remains below 2.00. Students placed on Academic Probation or Continued Academic Probation may enroll at UMW during the next term but are limited to registering for a maximum of 16 credits (any combination of non-block stringer and block classes) during a regular semester or four credits maximum during any Summer block (12 credits maximum). The Academic Admissions & Standards Committee retains the right to further restrict credit maximums if needed (see GPA definition).

Students on Academic Probation or Continued Academic Probation should contact their advisor, the Campus Counseling Center, the Advising Center, and any other UMW official or faculty member for guidance or assistance to improve the student's academic performance. Contact the Dean of Students Office for services available to UMW 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.

### Academic Suspension Policy

Students who started a term on Academic Probation or Continued Academic Probation status (their UMW GPA at the beginning of the term was below a 2.00) will be suspended from UMW at the end of that term, including Summer Session, if they fail to earn a 2.00 term GPA (see GPA definition).

A student who has been academically suspended from UMW 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 UMW for a minimum of one full calendar year. Reinstatement following suspension is not automatic; suspended students must petition for readmission to UMW.

Students may appeal academic suspension immediately upon notification of their status. The Academic Admissions & Standards Committee may approve appeals, but 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 term class schedules that exist in UMW's computer system prior to the end of the term of the suspension will be canceled.

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

Typically, retroactive grade changes, dropped courses, or withdrawals do not reverse the academic suspension status that is recorded on the

transcript, unless there was an error or grading mistake.

#### READMISSION FOLLOWING ACADEMIC SUSPENSION

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

- A properly completed Application for Readmission form.
- A plan outlining how the suspended student will improve academic performance if readmitted, including a statement of the student's education and career goals.
- Any additional 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. The UMW Registrar reviews and rules on these requests.

Students seeking readmission to UMW prior to their eligible return date must submit the following to the Registrar's Office:

- A properly completed Application for Readmission form.
- A detailed statement or letter describing the extenuating circumstances causing the student's poor academic performance, including supporting documentation (e.g., statement or letter from physician if student claims a medical emergency, etc.).
- A 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.
- 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.

#### APPEALS OF ACADEMIC SUSPENSION

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.

#### Transferring from UMW 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. Students planning to transfer from Montana 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 Montana 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 Office for more information.

Caution regarding the transfer of UMW course credits: not all course credits transfer to every college or university. However, for students transferring out who have researched other college requirements in advance, transfer of credits from UMW is normally a smooth process if the courses taken at Montana Western are similar or equivalent to courses that would normally be taken at the transfer institution. If at any time students encounter what they consider to be a problem with transfer of UMW credits/courses to another institution, they are encouraged to contact a UMW 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 UMW 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 the UMW Registrar's Office.

## Grades

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

### Grading System

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 (courses numbered 000-099 excluded) by the total semester credits of all college-level, degree-applicable courses attempted. For GPA calculation purposes, "courses attempted" includes those courses numbered 100-499 and for which a student earns grades "A" through "F". Students accumulate honor points or grade points based upon the traditional grade earned in the following chart.

Note: 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	Grade Point Earned Per Credit	
A	Excellent	4.00
A-		3.70
B+		3.30
B	Above Average	3.00
B-		2.70
C+		2.30
C	Average	2.00
C-		1.70
D+		1.30
D	Below Average	1.00
D-		.70
F	Failure	0
FN	Failure-Non Attendance	0

Grade reports and transcripts of students admitted to UMW before Summer 1999 show three different GPAs:

- Institutional GPA (grade point average of courses attempted at UMW only);
- Transfer GPA (grade point average of courses attempted at institutions other than UMW); and



- Cumulative GPA (the average of all courses attempted at all colleges/universities, including UMW).

Since the summer of 1999, the UMW 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.

### 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 the UMW Course Equivalency List.

No more than ten credits of Pass graded elective-only coursework may be counted toward a baccalaureate degree, and no more than six credits of 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 UMW 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 a specific block, or an earlier date set by the instructor of record. Faculty may give Incomplete grades in situations where a student is unable to complete required coursework during the semester or block 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. Incomplete grades on a student's academic record automatically prevent and will delay graduation until a future term.

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

Conditions required for assigning an Incomplete are:

- The student must notify the course instructor of the emergency situation before the end of the semester or block, or as soon as reasonably possible.
- Three-fourths (3/4) or more of the required coursework must have been completed by the student before the end of the semester or block.
- 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 minus ("C-") or higher to satisfy requirements for all General Education and program course requirements and program requirement prerequisite courses

### Final Grade Reports

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

Official final grades are normally available to students within one week 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 UMW will not be issued. Students with outstanding debts may review final grades at the Registrar's Office during normal business hours.

### Transcript Requests

Transcripts are issued only upon receipt of a written request from the student and will not be released until all "Holds" at UMW have been removed. 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 and other additional services 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 card holder'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.).

### 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.

Typically, retroactive grade changes, dropped courses, or withdrawals do not reverse the academic suspension status that is recorded on the transcript, unless there was an error or grading mistake.



## Repeating Courses (E/R)

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 "E" or "R" on a student's transcript.

Students who fail UMW courses are encouraged to repeat those courses at the earliest possible time as they may have better retention of the subject matter, it improves their GPA, and it reduces the possibility that curriculum changes could make it impossible to take the same course in the future.

## Academic Standing for Registration

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 UMW.

## Graduation Requirements

Graduation does not occur automatically upon program completion; students must apply for graduation. See Academic Calendar for deadlines.

### Catalog Governing Graduation

The effective dates of this catalog are July 1, 2015 through June 30, 2016.

Degree-seeking students should select, rigorously follow, and meet graduation requirements in the selected UMW Catalog. Students enrolling between July 1, 2015 and June 30, 2016 are allowed to follow this Catalog provided all of the following conditions are met:

- Student graduates within six years of initial enrollment (July 2021).
- There has been continuous enrollment with no interruptions except Summer Session (Note: 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).

- 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 UMW 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.

While students must pick an "effective catalog" or a "catalog governing graduation" and complete all basic degree requirements listed in that catalog, UMW 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 (see alternative catalog limitations above) 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 Change of Major/Minor/Option at the advising, signed by the student and the student's faculty advisor.

Students who are undecided about their choice of major should initially concentrate on taking general education courses provided by UMW. Students should 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 and to maintain eligibility for federal financial aid.

## Change of Major or Degree

Students who change majors or degree programs must notify the Advising Office by filing a completed Change of Major/Minor/Option form.

## General Graduation Information

To graduate on one of the three UMW graduation dates, a degree candidate must submit a properly completed Application for Graduation or Program Completion form within the specified deadline and must have completed all degree requirements as certified by the University Registrar. All required courses must be satisfactorily completed and final grades filed with the Registrar's Office. 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 UMW 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 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.

Note: Some UMW programs 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.

### Minimum 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 degrees, Bachelor of Applied Science degree, and Bachelor of Science degrees in Biology, Business Administration, Early Childhood Education, Environmental Interpretation, Environmental Science, Health & Human Performance, Mathematics, and Natural Horsemanship require a minimum of 120 semester credits. The Bachelor of Science degrees in Elementary Education, Secondary Education, K-12 Education, and BA and BS Double Major degrees with Secondary Education require a minimum of 128 credits. Associate degrees require a minimum of 60-70 semester credits.

### Academic Residency Requirement: Bachelor's Degree

To earn a bachelor's degree from UMW, 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 UMW degree 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 ten credits of a student's minor or related area must be completed in residence.

### Academic Residency Requirement: Second Bachelor's Degree

Candidates for a second bachelor's 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 UMW, 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's Office at least one semester before graduation. Students planning to earn a second degree must complete a separate Application for Graduation or Program Completion form for each degree.

### Academic Residency Requirement: Associate Degree

To earn an associate degree at Montana Western, a student must complete a minimum of 16 credits while in residence at UMW. 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.

### Academic Residency Requirement: 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 applicable academic

department approval only. Students planning to earn a second degree must complete a separate Application for Graduation or Program Completion 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 and the Provost. 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 UMW. 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 for Graduation

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

### Variances from Degree-Specific and/or General Education Requirements

Variances from published degree-specific and general education requirements must be documented. Documentation must be submitted on a timely basis (before the end of the graduation term specified on the student's Application for Graduation or Program Completion 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 Course Substitution/Waiver form). Refer to General Information section, Definitions, "Waiver".

## Applying for Graduation

A student planning to earn an associate or bachelor's degree from UMW must file for candidacy on an Application for Graduation or Program Completion form with the Registrar's Office. Students planning to earn two or more degrees must complete an Application for Graduation or Program Completion form for each degree and pay all applicable fees.

Application for Graduation or Program Completion forms received after the final deadline will be accepted for the next applicable graduation date. See Academic Calendar for deadlines

### GRADUATION APPLICATION PROCEDURE

1. Obtain an Application for Graduation or Program Completion 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., and Business Services.
3. Return completed Application for Graduation or Program Completion 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 Application for Graduation or Program Completion 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 Application for Graduation or Program Completion form, and pay the \$45 graduation application fee).

After an Application for Graduation or Program Completion 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 Montana Western or any regionally accredited institution who are attending UMW 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 academic residency requirements.
- Successfully complete all prerequisite and required courses for the program.
- Meet all grade point average requirements of the appropriate program.
- Submit a completed Application for Graduation or Program Completion form to the Registrar's Office and pay appropriate fees by the published deadline.

## Classification/Types of Students

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

### 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.
- Independent and complete a 12-month waiting period<sup>1</sup> during which one must reside in the state and demonstrate a bona fide intent to become a Montana resident.

- A recent graduate of a state-approved high school in Montana and have attended the entire senior year there.

It is presumed that an individual not eligible for in-state status under Board of 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.

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.

One act will start the waiting period; however, it is a preponderance of actions that indicates intent to become a resident.

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.

After the 12-month period has begun, the individual is expected to act in a manner consistent with Montana residency. 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 (30 days or more) during the 12-month residency establishment period.

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

The initial residency 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 first instructional day of the school semester for which the status is sought. Information regarding appeals of residency classification is contained in the Board of Regents Student Guide to Montana Residency Policy. This guide and the MUS Residency Questionnaire petition for in-state status are available online at <http://mus.edu/residency/default.asp>.

## Types of Students

### CONTINUING OR RETURNING STUDENT

A fully admitted student who completed the most recent term of enrollment at UMW in good academic standing and as such is eligible to enroll for classes during the next term. Spring Semester or Summer Session are considered the last regular semester for students returning for Fall Semester.

### CURRENT STUDENT

A student who is officially enrolled and attending classes at UMW 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 enrollment at UMW. 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 UMW at some time in the past and who:

- Was not actively enrolled at UMW during the most recently completed regular semester; and

- Was in good academic standing when last enrolled at UMW.

Former students who have not attended UMW for one year or more must file an Application for Re-admission form with the Registrar's Office before resuming their studies at UMW.

### FULL TIME STUDENT

For financial aid or athletic eligibility purposes, a student officially registered for a minimum of 12 semester credits of courses that require a minimum of 16 weeks of class attendance or participation during a regular semester.

### HONOR STUDENT

A student who, upon completing degree requirements, has maintained at least a 3.33 UMW GPA and has completed at least 30 semester credits of resident college-level coursework applicable to an undergraduate degree. Minimum institutional GPA required for "Honors", "High Honors", and "Highest Honors" are:

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

Eligibility for UMW honors designation is determined after all final grades for all courses attempted up to the date the degree is conferred are posted to the graduate's academic record.

- Rush Jordan Cup: awarded annually to the male senior ranked first in his graduating class.
- Zella K. Flores Cup: awarded annually to the female senior ranked first in her graduating 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-TERM STUDENT

A student officially registered for a minimum of 12 semester credits of courses that require less than 16 weeks of class participation during a regular semester. Financial aid is pro-rated for part-term students. Part-term students are not eligible for intercollegiate athletics.

#### PART-TIME STUDENT

A student registered for less than 12-credits during a regular semester. Financial aid is pro-rated for part-time students. Part-time students are not eligible for intercollegiate athletics.

#### 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

A student who is fully admitted to UMW that attended another college or university and completed or attempted 12 or more credits of college-level, degree-applicable coursework in residence at that institution.



# Definitions of 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 UMW approval. 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).

## ATTENDANCE OR ATTENDING

Registering for and actively participating in learning/instruction activities associated with a class or classes.

## BLOCK (EXPERIENCE ONE)

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

## 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 the UMW Registrar's Office before the beginning date of the term/semester for which they are registered. The University retains the right to cancel the class schedules of students who fail to complete the registration procedure or those who are dismissed from UMW for disciplinary reasons (refer to Course Schedule Changes section, page ).

## 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 UMW Registrar's Office. Credit for specific General Examinations and/or Subject Examinations will be subject to the approval of the University as listed on the UMW Course Equivalency List. Applicability of CLEP credits to specific course or program requirements at UMW must be approved by appropriate department faculty. Credits received through CLEP will be issued "P" (Pass) grades.

## COMMON COURSE NUMBERING (MUS)

All undergraduate courses in the Montana University System (MUS) must go through a common course numbering process. This means that all courses deemed to be equivalent must possess the same course prefix, number, and title. Such courses will directly transfer on a one-to-one basis with equivalent courses at the receiving institution. The first set of commonly numbered courses was available for student enrollment for fall 2009. The OCHE Common Course Numbering Transfer Guide is available at: [http://mus.edu/Qtools/CCN/ccn\\_default.asp](http://mus.edu/Qtools/CCN/ccn_default.asp)

## COURSE

A single instructional subject commonly described by department/ subject/rubric, title, number, and credits in the UMW Catalog or Schedule of Classes.

## 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.

## COURSE EXCHANGE

The process of simultaneously dropping and adding courses covering the same time period or part of the term (e.g., "Block 3") with an even exchange of courses/credits and within the deadline for such action.

## 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 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 vocational 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 chal-

lenge exam is graded "P" (Pass).

## CREDIT LOAD

Total credits for which a student is officially registered at the start of a term.

## 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) [CLASSES NOT LISTED IN TERM CLASS SCHEDULE]

An approved catalog course not scheduled to be taught during a specific term. An approved DS contract must be filed on a timely basis (prior to the start of a term) in the Registrar's Office before a student is allowed to enroll in a Directed Study course.

## DIRECTED STUDY (DS) [CLASSES LISTED IN (CURRENT) TERM CLASS SCHEDULE]

Approved catalog courses routinely listed on term class schedules in which individual students complete learning objectives/outcomes directed and approved by the course instructor (example: ARTZ 490 series courses). Because these courses are listed on the current class schedule each term, students are not required to complete DS contracts; however, instructor consent is required.

## DOUBLE MAJOR (BA/BS WITH SECONDARY EDUCATION)

A prescribed combination of courses constituting a primary program of concentration in a specific discipline in the Bachelor of Arts and Bachelor of Science degrees, coupled with the Professional Education requirements of the BS degree in Secondary Education. The Secondary Education major is not a stand-alone major. It must be taken in combination with a major in a subject

that leads to teaching licensure in the state of Montana. Transfer students must complete a minimum of 15 credits of approved resident study in each Major.

#### DROP A COURSE/COURSES

To officially cease enrollment in a course. Students officially drop classes by accessing DAWGS (UMW 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 UMW. Dropping all classes for a term constitutes "Withdrawal from the University"

Students are not allowed to drop classes that have ended nor can they drop classes for which the deadline to drop has passed.

#### EDUCATION GOAL (STUDENT)

The degrees (Major, Minor, Option, Related Area) a student plans to complete while enrolled at UMW. New students are asked to communicate their education goals when they apply for admission to Montana Western or as soon as possible thereafter.

#### ELIGIBILITY

Eligibility for participation in athletics or other campus activities is determined by meeting specified qualifications. 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 requires that an eligible student enroll in and attend academic classes covering the entire 16 weeks of a semester. To be eligible to participate in varsity or junior varsity athletics, students must be registered as a full-time student.

#### ENROLLMENT STATUS (STUDENT)

A student semester designation that is determined based on weeks of actual attendance and

credit load. There are three student enrollment status designations: full-time, part-term, and part-time (see "Classification/Types of Students" for each designation).

#### 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. Note: "P" graded courses, OXX 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 UMW GPA and has completed at least 30 semester credits of resident college-level coursework applicable to an undergraduate degree. Minimum institutional GPA required for "honors", "high honors", and "highest honors" are:

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

Eligibility for UMW honors designation is determined after all final grades for all courses attempted up to the date the degree is conferred are posted to the graduate's academic record.

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

#### HOLDS

A temporary designation on a student's record indicating the need for that student to rectify specific deficiencies in their file or account. 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. Students are responsible for rectifying holds as soon as possible.

#### 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 accept-

ed into the Honors Program. A completed Application to Graduate with Honors Endorsement form must be returned to the Registrar's Office together with graduation application materials.

#### INDEPENDENT STUDY (IS) COURSE

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. Paperwork filing deadlines apply.

#### MAJOR (BA, BS)

A prescribed combination of required courses constituting a primary program of concentration in a specific discipline in the Bachelor of Arts and Bachelor of Science degrees. Transfer students must complete a minimum of 15 credits of approved resident study in the Major.

#### MINOR (BA)

A prescribed combination of courses that provides the student with in-depth knowledge that complements a chosen Bachelor of Arts or Bachelor of Science degree. A Minor taken with the BA Major is completed within the 120 credit requirement for the degree. Transfer students shall complete a minimum of 10 credits of approved resident study in the Minor.

#### MINOR (BS)

A prescribed combination of courses in a specific discipline (subject area) in the BS 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. A Minor taken with the BS degree in Education is completed in addition to the 128 credits required for the Education Majors.

#### 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

#### 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. An official tran-

script must bear the official signature, stamp, or seal of the issuing agency.

#### OPTION AREA (BA, BAS, BS)

A prescribed combination of courses that constitute a thematic program of study designed to provide the student with a broad but rigorous background in preparation for future employment or educational endeavors. Transfer students shall complete a minimum of 15 credits of approved resident study in the Option Area.

#### PRE-REQUISITES (PREREQ) AND CO-REQUISITES (COREQ)

"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 or within the same term/semester.

#### REGISTRATION OR REGISTERING

The process of enrolling or signing up for classes at UMW and paying all costs associated with such enrollment within the published deadlines for the term.

#### 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. Transfer students shall complete a minimum of 10 credits of approved resident study in the Related Area.

#### 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. Montana residency requirements are outlined in the MUS Regents Policy 940.1. 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 and applicable documentation. Contact the UMW Registrar's Office for the MUS Regents Residency Policy and the Residency Questionnaire.

#### RESIDENCY ACADEMIC REQUIREMENT FOR DEGREES

To earn a degree from UMW, students must complete a minimum amount of coursework as enrolled students on the UMW 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 Bachelor's degree at UMW. Students pursuing an Associate degree at UMW 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.

#### Academic Residency Requirement\*

Major—15 credits

Minor—10 credits

Option Area—15 credits

Related Area—10 credits

\*Residency course credits must be academic department-approved.

#### SEMESTER

A 16-week period of enrollment (Fall and Spring) at the start of which students register for all courses they plan to attempt. UMW operates on a semester system. There are four blocks during a semester.

#### SUBSTITUTION (COURSE)

Replacement of a required course by another approved course. A specific course may generally 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 4-week 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 Montana Western. Written agreements between area high schools and UMW 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 UMW 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 UMW Tech Prep Coordinator for more information.

#### TEACHER EDUCATION PROGRAM (TEP)

The professional education program offered through the UMW 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; a 4-week block is NOT considered a term of enrollment.

#### TRANSCRIPT OF THE ACADEMIC RECORD

A complete summary of a student's academic performance at Montana Western. A student's UMW transcript may include a summary of credits attempted at other colleges/universities. However, the UMW transcript should not be considered an official record of work completed at other institutions. The official UMW 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 UMW student, and an unofficial summary of all college-level coursework the student attempted at institutions attended prior to the student's enrollment at UMW.

#### WAIVER (COURSE)

A waiver is an exemption from a degree require-

ment. 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 and cease attendance. 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.

# Tuition and Fees

## Business Services

James E. Short Center

710 S Atlantic

Dillon MT 59725-3598

(406) 683-7101

BusinessServices@umwestern.edu

A student's registration is not complete until all fees are paid or until fee payment arrangements have been made; deadlines apply.

The 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 UMW'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 parent(s). However, refund checks generated as a result of a Parent PLUS loan are mailed to the parent(s) unless the UMW 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. To finalize registration, students must complete the mandatory electronic Registration Finalization form through the student's account in DAWGS.

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 \$25 in addition to the face value of the check. If payment for a returned check including the \$25 returned check charge is received after the fee payment deadline, UMW 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. See Academic Calendar for applicable dates and deadlines.

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://dawgs.umwestern.edu/login/>), must be signed and returned to Business Services. Failure to make deferred payments in accordance with the scheduled repayment plan may be cause for cancellation of a student's enrollment with no refund of amounts previously collected. Students may be determined ineligible for a deferment the following semester.

## Business Services Policies

### Monthly Bill Statements

A statement will be sent to students once before the beginning of each semester. Thereafter, billing statements will be electronic. Students may access their bills anytime online through their DAWGS account. 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 UMW 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 for classes.
- 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.



# Tuition and Mandatory Fee Schedules Fall/Spring 2015-2016

Information about student fees provided in this catalog is based upon rates for the 2015-2016 academic year. For a current schedule of tuition and fees, see the UMW website at <http://my.umwestern.edu/administration/business/FeesFY16.pdf>. The summary tables of fees listed below are the per-credit, per-semester charges for resident, nonresident, Western Undergraduate Exchange (WUE students. All majors in Natural Horsemanship pay additional program tuition of \$1,650.00 per semester.

## Undergraduate/Post-Baccalaureate<sup>1</sup>

Credits	Undergraduate-Lower Division (0-60 earned credits <sup>1</sup> )				Undergraduate-Upper Division (61 and above earned credits <sup>1</sup> )			
	Resident		Nonresident		Resident		Nonresident	
	Tuition Fee	Mandatory Fee	Tuition Fee	Mandatory Fee	Tuition Fee	Mandatory Fee	Tuition Fee	Mandatory Fee
1	\$128.75	\$172.40	\$607.29	\$175.40	\$179.50	\$172.40	\$625.00	\$175.40
2	257.50	185.85	1,214.58	191.85	359.00	185.85	1,250.00	191.85
3	386.25	199.30	1,821.88	208.30	538.50	199.30	1,875.00	208.30
4	515.00	212.75	2,429.17	224.75	718.00	212.75	2,500.00	224.75
5	643.75	226.20	3,036.46	241.20	897.50	226.20	3,125.00	241.20
6	772.50	239.65	3,643.75	257.65	1,077.00	239.65	3,750.00	257.65
7	901.25	500.85	4,251.04	521.85	1,256.50	500.85	4,375.00	521.85
8	1,030.00	514.30	4,858.34	538.30	1,436.00	514.30	5,000.00	538.30
9	1,158.75	527.75	5,465.63	554.75	1,615.50	527.75	5,625.00	554.75
10	1,287.50	541.20	6,072.92	571.20	1,795.00	541.20	6,250.00	571.20
11	1,416.25	554.65	6,680.21	587.65	1,974.50	554.65	6,875.00	587.65
12+	1,545.00	568.10	7,287.50	604.10	2,154.00	568.10	7,500.00	604.10

<sup>1</sup>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.

## WUE<sup>2</sup>

Credits	WUE Lower/Upper Division (Western Undergraduate Exchange)			
	Lower (0-60 earned credits)		Upper (61 and above earned credits)	
	Tuition Fee	Mandatory Fees	Tuition Fee	Mandatory Fees
1	\$193.10	\$175.40	\$269.20	\$175.40
2	386.20	191.85	538.40	191.85
3	579.30	208.30	807.60	208.30
4	772.40	224.75	1,076.80	224.75
5	965.50	241.20	1,346.00	241.20
6	1,158.60	257.65	1,615.20	257.65

# Mandatory Fee Schedule Definition

7	1,351.70	521.85	1,884.40	521.85
8	1,544.80	538.30	2,153.60	538.30
9	1,737.90	554.75	2,422.80	554.75
10	1,931.00	571.20	2,692.00	571.20
11	2,124.10	587.65	2,961.20	587.65
12+	2,317.20	604.10	3,230.40	604.10

<sup>2</sup> Western Undergraduate Exchange (WUE) – Students from Alaska, Arizona, California, 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.

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 1 <sup>st</sup> Credit)		
Orientation Fee	Assessed once to every new/transfer student admitted to UMW.	\$75
Registration 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 1 <sup>st</sup> 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.	\$2.90/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.	\$2.05/credit up to 12 credits
Academic Support Center Fee	The Academic Support Center provides academic assistance services to all students. The fee assessed students supports tutoring services.	\$18.00 per semester
Activity Fee	Student-initiated fee applied to the Associated Students of the University of Montana Western (ASUMW) organization; this fee provides support to ASUMW services and activities. Also includes Fine Art Fee, Experiential Learning Grant Fee and Safe Ride Fee.	\$6.00 up to 6 credits, \$70 at 7 credits or more per semester
BARC Fee	Student-initiated fee to support and expand student access to and use of Bulldog Athletic & Recreation Complex.	\$25.00 per semester
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.	\$26.50 up to 6 credits, \$84.50 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
Library Fee	Student initiated fee applied toward costs of increased library hours.	\$11.00 up to 6 credits, \$22.00 at 7 credits or more per semester
Medical Insurance Fee	All students are required to have medical insurance while attending UMW. Students enrolled for six 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 15 <sup>th</sup> class day of each term to waive this student insurance coverage at Business Services. Students who drop below six credits before the 15 <sup>th</sup> 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. Students that withdraw from UMW after the 15 <sup>th</sup> class day will still be charged and covered by UMW's Student Health Insurance. Internet class credits are not considered in determining the eligibility of the student.  The student insurance plan is available to all students taking a minimum of six (6) credits.	Assessed per semester.  Contact Business Services for current rate
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.	\$14.95 up to 6 credits, \$28.20 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, learning management system, course enhanced software, wiring, switching) as well as provide staff support for these critical instructional/administrative services. The UMW administration and ASUMW Student Senate agree to expenditure budget for these fees each year.	\$4.50/credit up to 12 credits
Transportation Fee	Applied to InterCap Loan Payment for new vehicles necessary to replace 12-passenger vans.	\$7.50 up to 6 credits \$15.00 at 7 credits or more per semester
Tuition Fees	Applied to instructional costs; varies by student classification and number of credits taken.	Varies
Fees Assessed at the 7 <sup>th</sup> Credit		
Athletic Fee	Helps to support intercollegiate athletic programs and comply with gender equity laws. Students can attend all UMW sporting events, except tournaments, at no additional charge.	\$35/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.	\$57/semester with 7 or more credits
Recycling Fee	Student-initiated fee supports the campus recycling program.	\$2/semester with 7 or more credits

## Special/Other Fees

Auditor Tuition Fee	Students auditing courses are assessed the same fees as courses taken for credit.	Varies
Bulldog ID Card Fee & Replacement Fee	Cost of original ID and replacement of official university ID	\$15
Cooperative Student/Internship Fee	Per credit hour.	\$10 Maximum
Course Fees/Field Trip Fees <sup>1</sup>	Variable.	Varies
Deferred Payment Service Charge	To set up a deferred student installment plan.	\$30
Distance Learning Fee – ECE Sites	Per credit hour.	\$15
Certification Fee	Per credit hour.	\$20 Maximum
Distributed Online Learning Fee	Per credit hour.	\$45
E-Commerce Fee	Per transaction fee charged to persons making online payments to UMW via credit card.	\$10 Maximum
Key Replacement Fee	Replacement fee for lost dormitory room key.	\$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 Fee	Maximum of two fees may be charged per semester.	\$40
Graduation Fee	Per degree.	\$30
Graduation/Program Completion Audit Fee	Per degree audit.	\$10
Out-of-State Student Teaching Fee	Fee to cover expenses for out-of-state student teaching.	\$100 Minimum
Placement Charge	Varies according to service requested to cover postage, copying, etc.	Varies
Returned Check Fee	Fee for checks returned for non-payment.	\$25
Single Admissions File Fee	Administrative fee for students transferring to another institution	\$8
Summer/Continuing Education Fee	Published in current Outreach Bulletins.	Varies; \$80 Minimum/ Credit Hour
Testing Fee	Variable	Varies
Transcript Fee	Per copy; one official copy at no charge.	\$3

<sup>1</sup> The Board of Regents may approve additional fees at the request of campuses. Fees frequently are assessed for selected courses such as science course fees, art materials, and health & human performance course costs. Course-related fees are listed on fee statements, which are mailed to all registered students prior to the start of a regular semester, or may be viewed and printed from the website at <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.

## Costs of On Campus Services

### On Campus Housing

#### 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 is married or a parent with child custody.
- Student is 20 years of age or older.

#### HOUSING DEPOSIT

Students applying for on-campus housing are required to pay a \$200 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 \$200 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.

#### RESIDENCE HALL ROOM & BOARD RATES

In addition to the room and board rates listed below, students in the residence halls are charged an additional \$15 per semester residence hall activities fee to defray the cost of activities in the residence halls and a \$50 per semester telecommunications fee, which is charged to all 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.

For the 2015-16 academic year, UMW will continue to offer a seven-day meal plan. This plan costs \$2211 per semester and allows students all day access to the dining hall. In addition, \$130 of that amount is applied to a cash flex plan at the Bark-n-Bite convenience store. This allows students to dine at a time that fits into their schedule. There is no carryover of unused funds to the next semester.

2015-16 Residence Hall Rates for the Semester		2015-16 Meal Plan Per Semester	Additional Charges Per Semester
Regular Double Room	\$1,286	\$2,211	\$15 Residence Hall Activities Fee
Regular Single Room	1,402		
Large Single Room	1,507		
2-Room Apt (as a Double)	1,402		
Suite (as a Double)	1,354		
Suite (as a Single)	1,656		\$50 Telecommunications Fee

#### FAMILY HOUSING RATES

Low-cost housing is available on a first-come, first-served basis to families with members attending Montana Western. The living accommodations include units with one and two bedrooms. Rental rates include utilities and cable television connections. Tenants pay a \$200 damage deposit when they move into Family Housing. In addition, a \$50 per semester telecommunications fee is charged to all residents to defray a portion of the fixed costs of the telephone, network, and internet service. Contact the Residence Life Office for information and applications.

2015-16 Family Housing Rates Per Month		Additional Charges Per Semester
1-Bedroom Apartment	\$433	\$50 Telecommunications Fee
2-Bedroom Apartment	486	
South Campus Housing, Suites A, B	320	
South Campus Housing Suite C	373	

#### VEHICLE REGISTRATION

Students receive a vehicle hanger decal at no charge when they register their vehicle at Business Services. 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. Regular parking decals that allow faculty and staff to park on campus are \$60 for the year. Reserved parking is available on a first-come, first-served basis for \$180 a year. There is a \$7.50 replacement fee for all decals lost or stolen.

#### OTHER SERVICES

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

## Refund of Fees

The withdrawal process begins and ends at the Registrar's Office. The \$30 Registration Fee, \$30 Admissions Application Fee, and \$75 Orientation Fee are non-refundable.

### Refund for Withdrawal from the University

Students who withdraw or drop below full-time status during a regular 16-week semester will receive a refund based on 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. The date used in determining the amount credited to the student's account is the official withdrawal date as recorded by the UMW 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 de-



ducted from any refund due the student. For further information, contact Business Services.

### Refund of Fees – for Dropped Courses

The refund of fees for dropped courses is computed in accordance with the University's regular fee schedule. No refund or credit is given for drops occurring after the 15th instructional day during a standard academic semester or the pro-rated equivalency during a shorter term.

### Refund of Fees for Withdrawal from UMW – Regular Semester

Fees are refunded to students on a prorated basis in accordance with Montana Board of Regents and federal regulations for those who officially withdraw from UMW or drop below full-time status. The amount of fees refunded is based upon the date 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.

#### WITHDRAWAL DATE FOR REGULAR SEMESTER

Note: Refund percentages shown below do not include any nonrefundable fees. The "Day of Instruction" pertains to the instructional day of the term as determined by the Academic Calendar (usually the first day of the first block of the semester).

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

### Refund of Fees for Withdrawal from UMW Time-Shortened Terms (Summer Session)

Students withdrawing from UMW 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.

Time-Shortened Course Withdrawal Date	Refund %
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%

Time-Shortened Course Withdrawal Date	Refund %
More than 18.75% Instruction Days of Term Completed	0%

### Return of Federal Aid Funds

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.

### Refund of Room & Board Charges

Fees paid for room and board charges are refunded on a prorated 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 prorated basis for students officially withdrawing from UMW. 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 UMW by the published deadline for withdrawal.

### Medical 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.

### Outreach/Extension Withdrawal

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

# Description of Academic Degrees

## 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. Generally, all classes required for a certificate must be completed at UMW because of the specialized nature of 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. Montana Western offers associate of arts, associate of science, and associate of applied science 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, and Bachelor of Science degrees in Biology, Business Administration, Early Childhood Education, Environmental Interpretation, Environmental Science, Health & Human Performance, Mathematics, and Natural Horsemanship. The University System requires a minimum of 128 credit hours for the Bachelor of Science degree in Elementary Education and the Secondary Education content area and BA/BS double major with Secondary Education degrees at UMW.

The baccalaureate degree is conferred upon satisfactory completion of the designated curriculum and all general degree requirements. 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 UMW. 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. An Application for Graduation or Program Completion form must be filed with the Registrar's Office at least one semester before graduation.

## 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 UMW 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. UMW can provide comprehensive preparation in a four-year program with its BS: Biology degree. 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 UMW and should consult with representatives at the degree-granting institution regarding proper course selection at UMW.

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

Students planning to pursue careers in engineering should be able to satisfy the mathematics, physics, and chemistry requirements at UMW 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. Students should consult with a faculty advisor at the transfer institution to develop a program of study for engineering.

# Certificates and Degrees

## Certificate Programs

Early Childhood Education  
Farrier Science  
Animal Grooming

## Associate Degrees

Associate of Arts  
Associate of Science

### Associate of Applied Science

Business  
Early Childhood Education  
Education Studies  
Equine Studies  
Natural Horsemanship

## Bachelor Degrees

Bachelor of Applied Science

### Bachelor of Arts

Anthropology and Sociology  
English  
English and Secondary Education Double Major  
Global Politics  
Interdisciplinary Social Science  
Interdisciplinary Social Science and Secondary Education Double Major  
Modern History  
Modern History and Secondary Education Double Major  
Psychology  
Visual Arts Option

### Bachelor of Science

Art Education K-12  
Biology  
Biology and Secondary Education Double Major  
Business Administration  
Business & Computer Applications Education  
Early Childhood Education  
Early Childhood Education: Pre-Kindergarten through Grade 3  
Earth Science and Secondary Education Double Major  
Elementary Education  
Environmental Interpretation  
Environmental Science  
General Science Broadfield and Secondary Education Double Major  
Health and Human Performance  
Mathematics  
Mathematics and Secondary Education Double Major  
Music Education K-12  
Natural Horsemanship  
Physical Education and Health K-12

# General Education

All associate and baccalaureate degree seeking students at the University of Montana Western complete a program called "General Education". Montana Western's general education program is based on the Essential Learning Outcomes developed for general education by the Liberal Education for America's Promise (LEAP) program of the Association of American Colleges and Universities (AAC&U).

## Philosophy Statement

Through this program and continuing at successively higher levels across their university studies, students should prepare for twenty-first century challenges by gaining:

- Knowledge of Human Cultures and the Physical and Natural World:
  - Through study in the sciences and mathematics, social sciences, humanities, histories, languages and the arts. Focused by engagement with the big questions, both contemporary and enduring.
- Intellectual and Practical Skills, including:
  - Inquiry and analysis;
  - Critical and creative thinking;
  - Written and oral communication;
  - Quantitative literacy;
  - Information literacy; and
  - Teamwork and problem solving. Practiced extensively, across the curriculum in the context of progressively more challenged problems, projects, and standards for performance.
- Personal and Social Responsibility, including:
  - Civic knowledge and engagement—local and global;
  - Intercultural knowledge and competence;
  - Ethic reasoning and action; and
  - Foundation and skills for lifelong learningAnchored through active involvement with diverse communities and real-world challenges.
- Integrative and Applied Learning, including:

- Synthesis and advanced accomplishment across general and specialized studies
- Demonstrated through application of knowledge, skills, and responsibility to new settings and complex problems.

In keeping with its Mission Statement, UMW 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. The 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 of communication the result 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 freshmen 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 student's intellectual and communication skills.

Montana Western students are encouraged to work closely with a faculty advisor to select courses that focus on developing their individual qualities and interests.

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

The UMW General Education program is consistent with the Montana University System General Education Standards.

## Montana University System General Education Core Curriculum

New students transferring to UMW from any of the units of the Montana University System have three options for transferring general education core requirements.

### Option 1: Complete a specific campus's lower-division general education requirements

Students complete all lower division courses of a campus-specific general education program prior to transferring. Students may still be required to take additional general education coursework at the upper-division level at the new campus.

### Option 2: Complete the MUS Core general education curriculum

Students can complete a set of courses known as the MUS Core transferable general education curriculum (MUS Core) consisting of 30 lower-division credits distributed across six categories. Students may still be required to take additional general education coursework at the upper-division level.

### Option 3: Obtain an AA or AS

An Associate of Arts (AA) or an Associate of Science (AS) degree indicates that students have completed the general education program of their specific two-year campus.

## General Education Code in Course Descriptions

Courses whose primary designation is for general education purposes are designated with the following codes in the course description. While other courses can apply towards general education, these courses are generally used to meet these requirements.

Code	Category Group	Credits Required
Writ/Oral Comm	Written & Oral Communication	4
Math	Mathematics	4
Behv/Soc Sci	Behavioral Social Science	4
Hist	History	4
Exp/Art	Humanities: Expressive Arts	4
Lit/Art	Humanities; Literary Arts	4
Nat Sci	Natural Sciences	8
General Education Total Credits		31-32

# Credit Summary: General Education

## General Requirement

For all programs each course used to satisfy the General Education Program must be completed with a grade of C- or better. Elementary 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.

Whenever possible, freshman students should complete foundational courses, WRIT 101 and Mathematics (M/STAT), during their first year of enrollment. Transfer courses used to substitute for any UMW General Education core class must be taken from an ACE accredited institution and approved in advanced by the appropriate academic department.

## Credit Requirements

### WRITTEN AND ORAL COMMUNICATION

WRIT 101 College Writing I

### MATHEMATICS

Any 100-level or higher M (math) or STATS course

### BEHAVIORAL & SOCIAL SCIENCES

Select 1 course from the following:

Any 100 or 200 level course from ANTY/GPHY/ISSS/PSCI/PSYX//SOCI

ECNS 201 Principles of Microeconomics

ECNS 202 Principles of Macroeconomics

ECNS 203 Principles of Micro & Macro Economics

EDEC 247 Child & Adolescent Growth/Development

HTH 220 Human Sexuality

### HISTORY

Any 100 or 200 level HSTA or HSTR course

### HUMANITIES: EXPRESSIVE ARTS

Select 4 credits from the following:

Any 100 or 200 level ARTZ course

THTR 101 Introduction to Theatre

THTR 120 Introduction to Acting I

THTR 276 Play Production and introduction to Directing

THTR 205 Theatre Workshop

CRWR 240 Introduction to Creative Writing Workshop

MUSI 103 Fundamentals of Musical Creation

MUSI 114 Band: UMW Concert Band

MUSI 147 Choral Ensemble: UMW

MUSI 152 Voice in Class

### HUMANITIES: LITERARY & ARTISTIC STUDIES

Select 1 course from the following

ARTH 200 Art of World Civilization I

ARTH 201 Art of World Civilization II

Any 100 or 200 level LIT course

COMX 217 Oral Interpretation of Literature

PHL 241 History & Philosophy of Science

ARTH 160 Global Visual Culture

MUS 143 History of Rock & Roll (4)

MUS 202 Introduction to Music Literature (4)

PHL 101 Introduction to Philosophy: Reason & Reality (4)

### NATURAL SCIENCES 4

Select 2 courses/8 credits from the following:

Two 100 or 200 level courses from two of the following categories: ASTR; BIO-; CHMY; GEO; PHSX; WILD; or ENVS 180. (8)

### GENERAL EDUCATION TOTAL CREDITS 31-32

## Montana University System Common Core Cultural Diversity Component

The following courses meet the General Education requirement for the Montana University System Core Curriculum Cultural Diversity Component (CD) as outlined in BOR Policy 301.10 <http://www.mus.edu/borpol/bor300/301-10.pdf>. The listed courses also meet course requirements for UMW programs or degrees which requires a cultural diversity component.

ANTY 220 Culture & Society

GPHY 121 Human Geography

GPHY 246 Geography of North America

HSTA 101 American History I

HSTA 102 American History II

HSTA 215 Post-World War II America

HSTR 101 Western Civilization I

HSTR 102 Western Civilization II

HSTR 255 History of the Far East

HSTR 260 Africa & the Middle East

HSTR 274 World History

PSCI 210 Introduction to American Government

ISSS 202 Political Geography of the Rocky Mountain West

MUSI 202 Introduction to Music Literature

PHL 101 Introduction to Philosophy: Reason & Reality

PSCI 250 Introduction to Political Theory

PSYX 100 Introduction to Psychology

PSYX 230 Developmental Psychology

PSYX 280 Fundamentals of Memory & Cognition

SOCI 101 Introduction to Sociology

SOCI 201 Social Problems

## Native American Content

The following courses meet the course requirements of BOR Policy 303.5 <http://www.mus.edu/borpol/bor300/303-5.pdf>.

GPHY 121 Human Geography

GPHY 246 Geography of North America

HSTA 101 American History I

HSTA 102 American History II

HSTA 215 Post-World War II America

PSCI 210 Introduction to American Government

ISSS 202 Political Geography of the Rocky Mountain West

LIT 285 Mythologies

PHL 101 Introduction to Philosophy: Reason & Reality

PSCI 250 Introduction to Political Theory



# Certificate Programs

Montana Western offers three certificate programs: Early Childhood Certificate; Small Animal Grooming Certificate; and Farrier Science Certificate. The certificate programs are generally two semesters of academic work that lead to a certificate of completion in the program area. Contact the appropriate department for further information on these programs. Generally, all classes required for a certificate must be completed at UMW or in the case of the Early Childhood Certificate an approved UMW field site (Billings, Bozeman, Butte, Great Falls, Helena, and Missoula).

## Early Childhood Certificate Credit Requirements

EDEC 210 Meeting the Needs of Families	2
EDEC 211 Meeting the Needs of Families Lab	1
EDEC 220 Creating an Environment for Learning EC	2
EDEC 221 Creating an Environment for Learning EC Lab	1
EDEC 230 Positive Child Guidance and Management	4
EDEC 247 Child & Adolescent Growth & Development	3
EDEC 248 Child & Adolescent Growth & Development Lab	1
EDEC 265 Leadership & Professionalism in ECE	2
EDEC 266 Leadership & Professionalism in ECE Lab	1
EDEC 281 Early Childhood Curr. Design & Implement I	2
EDEC 282 Early Childhood Curr. Design & Implement I Lab	1
EDEC 283 Early Childhood Curr. Design & Implement II	2
EDEC 284 Early Childhood Curr. Design & Implement II Lab	1
Select 3 credits of Professional Elective	3
Select 4 credits of electives from any college-level course	4
<b>EARLY CHILDHOOD CERTIFICATE TOTAL CREDITS</b>	<b>30</b>

## Small Animal Grooming Certificate Credit Requirements

EQUUS 110 Grooming Basics	4
EQUUS 111 Grooming Intermediate	4
EQUUS 112 Grooming Advance	4
EQUUS 113 Animal Behavior, Safety & Handling	4
BMGT 210 Small Business Entrepreneurship	4
EQUUS 115 Comparative animal Anatomy & Physiology	4
<b>SMALL ANIMAL GROOMING CERTIFICATE TOTAL CREDITS</b>	<b>24</b>

## Farrier Science Certificate Credit Requirements

EQUUS 120 Farrier Science: Theory of Trimming	3
EQUUS 121 Farrier Science: Trimming	3
EQUUS 122 Farrier Science: Theory of Horse Shoeing	3
EQUUS 123 Farrier Science: Horse Shoeing	3
EQUUS 202 Equine Science I	4
EQUUS 113 Animal Behavior, Safety & Handling	4
BMGT 210 Small Business Entrepreneurship	4
<b>FARRIER SCIENCE CERTIFICATE TOTAL CREDITS</b>	<b>24</b>

# Associate of Arts

Associate of Arts (AA) degree is a two-year general transfer degree. It is recommended for students who expect to transfer to a four-year program and work toward a Bachelor of Arts (BA) degree. It may also be used for students who do not expect to work toward a baccalaureate degree but who wish an extension of their general education that is recognized by the award of a two-year college degree. A student in good standing in the Associate of Arts degree program may transfer to a Bachelor's degree program at Montana Western or other institution with little, if any, loss of time.

Students are encouraged to plan their program carefully to avoid taking coursework that will not count toward their intended ultimate undergraduate degree. If transferring to another institution, students should obtain the degree requirements from that institution and plan their coursework at Montana Western accordingly. The courses to be included in the AA program must be chosen carefully by the individual in consultation with and approval by the Montana Western advisor and the appropriate staff of the institution to which the student will transfer, if applicable. Students planning on transferring into a Montana Western baccalaureate degree program should work with their advisors to complete degree completion checklists for both degrees. All courses taken for the AA should double count as meeting the requirements of the desired baccalaureate degree.

## Credit Requirements

<b>GENERAL EDUCATION</b>	<b>31-32</b>
<b>OTHER CREDITS</b>	<b>28-29</b>
Should be chosen to meet the requirements of the desired B.A. Or other degree major. NOTE: For Social Science, student select From the following academic rubric area: ANTY; HSTA; HSTR: ISSS; PHL, PSCI, PSYX, and SOCI	
<b>TOTAL CREDITS REQUIRED</b>	<b>60</b>

# Associate of Science

The Associate of Science (AS) degree is a two-year general transfer degree. It is recommended for students who expect to transfer to a four-year program and work toward a Bachelor of Science (BS) degree. It may also be used for students who do not expect to work toward a baccalaureate degree but who wish an extension of their general education that is recognized by the award of a two-year college degree. A student in good standing in the AS degree program may transfer to a Bachelor's degree program at Montana Western or other institution with little, if any, loss of time.

Students are encouraged to plan their program carefully to avoid taking coursework that will not count toward their intended ultimate undergraduate degree. If transferring to another institution, students should obtain the degree requirements from that institution and plan their coursework at Montana Western accordingly. The courses to be included in the AS program must be chosen carefully by the individual in consultation with and approval by the Montana Western advisor and the appropriate staff of the institution to which the student will transfer, if applicable. Students planning on transferring into a Montana Western baccalaureate degree program should work with their advisors to complete degree completion checklists for both degrees. All courses taken for the AS should double count as meeting the requirements of the desired baccalaureate degree.

## Credit Requirements

<b>GENERAL EDUCATION</b>	<b>31-32</b>
<b>OTHER CREDITS</b>	<b>28-29</b>
Should be chosen to meet the requirements of the desired B.S. Or other degree major. NOTE: For Social Science, student select From the following academic rubric area: ANTY; HSTA; HSTR: ISSS; PHL, PSCI, PSYX, and SOCI	
<b>TOTAL CREDITS REQUIRED</b>	<b>60</b>

# Associate of Applied Science: Business

## Program Mission Statement

The AAS: Business degree provides a variety of program options to suite the student's career plan. The broadly based program provides the opportunity to develop, improve, or update knowledge and skills, as well as specialize in a select area. This is an articulated degree through Tech Prep.

## Graduate Outcomes

Program graduates:

- Can define and create a business plan, define the concepts of entrepreneurship, and 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 expending businesses.
- Understand and apply fundamental accounting principles, skills, and processes.
- 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 microeconomics theory to personal and business decision making.

## Assessment

The graduate outcomes for the AAS: Business 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 is available at <http://www.umwestern.edu/accreditation.html#umw-tabbed-iacbe>

## Credit Requirement

<b>GENERAL EDUCATION</b>	<b>16</b>
Written & Oral Communication	4
Mathematics	4
Natural Sciences	4
Economics	4
<b>BUSINESS CORE</b>	<b>29</b>
ACTG 201 Principles of Financial Accounting	4
ACTG 202 Principles of Managerial Accounting	4
BGEN 235 Business Law	4
BGEN 253 Business Statistics & Research	4
BUS 217 Business & Electronic Communications	4
CAPP 131 Basic Microsoft Office	4

BGEN 291A Job Shadow	1
<i>Select 1 course/4 credits from the following rubrics:</i>	
BUS/CAPP/COMS/ECNS/ITS	4
<b>OPTION AREA</b>	<b>24</b>
<i>Select one of the following Option Areas</i>	
Fitness Specialist Option	
Management Specialist Option	
Office Systems Technology Option	
<b>AAS: BUSINESS TOTAL CREDITS REQUIRED</b>	<b>69</b>

## AAS: Business Option Areas Course Summary

<b>FITNESS SPECIALIST OPTION</b>	<b>24</b>
AHAT 210 Prevention & Care of Athletic Injuries	4
KIN 221 Health Anatomy & Physiology	4
HEE 410 Organization & Administration in Sport Fitness	4
KIN 205 Foundations in HHP	4
KIN 320 Exercise Physiology	4
NUTR 411 Nutrition for Sports and Exercise	4
<b>MANAGEMENT SPECIALIST OPTION</b>	<b>24</b>
BMGT 335 Management & Organization	4
BMKT 325 Principles of Marketing	4
BUS 304 Leadership	4
<i>Select 1 course/4 credits from the following:</i>	
BMIS 311 MIS Foundation of Business	(4)
CAPP 251 Advanced Microsoft Office	(4)
<i>Select 1 course/4 credits from the following:</i>	
BMGT 327 Risk Management & Insurance	(4)
BMGT 329 Human Resource Management	(4)

<i>Select 1 course/4 credits from the following rubrics:</i>	
BUS/CAPP/COMS/ECNS/ITS	4
<b>OFFICE SYSTEMS TECHNOLOGY OPTION</b>	<b>24</b>
BMIS 311 MIS Foundation of Business	4
CAPP 251 Advanced Microsoft Office	4
COMS 212 Intro to Web Design	4
COMS 235 Video/Audio Design	4
COMS 242 Digital Print Media	4
ITS 205 Computer Hardware & Software Management	4

# Associate of Applied Science: Early Childhood Education

## Program Mission Statement

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, preschools, 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. See BS: Early Childhood Education (page 117) for an advanced educational opportunity in early childhood. An EC Rural model is also available that combines coursework with short intensives.

## Graduate Outcomes

Program graduates will:

- Know and understand young children’s characteristics and needs.
- Know and understand the multiple influences on development and learning.
- Use developmental knowledge to create healthy, respectful, supportive, and challenging learning environments.
- Know about and understand family and community characteristics.
- Support and empower families and communities through respectful, reciprocal relationships.
- Involve families and communities in their children’s development and learning.
- Understand the goals, benefits, and uses of assessment.
- Know about and use observation, documentation, and other appropriate assessment tools and approaches.
- Understand and practice responsible assessment.
- Know about assessment partnerships with families and other professionals.
- Know, understand, and use positive relationships and supportive interactions.
- Know and understand the importance, central concepts, inquiry tools, and structures of content areas or academic disciplines.
- Use own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum to promote positive outcomes.
- Identify and involve themselves with the early childhood field.
- Know about and uphold ethical standards and other professional guidelines.
- Engage in continuous, collaborative learning to inform practice.
- Integrate knowledgeable, reflective, and critical perspectives on early education.

## Assessment

The graduate outcomes for the AAS: Early Childhood Education are assessed through employer surveys,

alumni surveys, student exit surveys, review of portfolio artifacts, observations of students in practicum sites, early childhood content structured oral comprehensive interview, program self-study, and reports from external reviews. The assessment plan for the AAS: Early Childhood Education is available on the web at <http://my.umwestern.edu/administration/vcaa/accreditation/accaasece/>.

## General and Credit Requirements

Students must complete the General Education Core; Early Childhood Core, and Professional Electives

Students must maintain a 3.00 GPA in the following Early Childhood Education Core courses with no grade lower than a “C-”. Students must maintain a B- or higher in Early Childhood Specialty courses.

Students may re-take required Early Childhood Specialty courses one time only.

Beginning in fall 2015, campus based students must begin the early childhood core on odd number years to complete the AAS degree in two years (i.e. 2015, 2017).

<b>GENERAL EDUCATION</b>	<b>13-17</b>
Written & Oral Communication	3-4
Mathematics	3-4
Behavioral & Social Sciences	3-4
Natural Sciences	3-4
CAPP 100 Short Courses: Computer Literacy	1
<b>EARLY CHILDHOOD CORE</b>	<b>32-33</b>
EDEC 210 Meeting the Needs of Families	2
EDEC 211 Meeting the Needs of Families Lab	1
EDEC 220 Creating an Environment for Learning EC	2
EDEC 221 Creating an Environment for Learning EC Lab	1
EDEC 230 Positive Child Guidance and Management	4
EDEC 247 Child & Adolescent Growth & Development	3
EDEC 248 Child & Adolescent Growth & Development Lab	1
EDEC 265 Leadership & Professionalism in ECE	2
EDEC 266 Leadership & Professionalism in ECE Lab	1
EDEC 281 Early Childhood Curr. Design & Implement I	2
EDEC 282 Early Childhood Curr. Design & Implement I Lab	1
EDEC 283 Early Childhood Curr. Design & Implement II	2
EDEC 284 Early Childhood Curr. Design & Implement II Lab	1
EDEC 345 Creative Curriculum and Development for Y. Child	3
Health, Safety, Nutrition Elective	3-4
Cultural Diversity course –see page 65 for list	3
<b>PROFESSIONAL ELECTIVES</b>	<b>10-15</b>
<i>Complete 9-14 credits from the following (other courses may apply-contact Adviser):</i>	
EDEC 249 Infant/Toddler Development & Group Care	(4)
EDEC 298 Early Childhood Internship	(1-6)
EDEC 340 Practicing Inclusion in Preschool Programs	(3)
EDEC 452 Exploring Reggio Emilia & The Project Approach	(3)
<b>AAS: EARLY CHILDHOOD EDUCATION TOTAL CREDITS</b>	<b>60</b>

# Associate of Applied Science: Education Studies

## Program Mission Statement

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

A bachelor's degree in education is required to be eligible for a teaching license. The AAS degree is an excellent halfway point to a bachelor's degree. With careful planning with faculty advisors, courses in this degree can be applied to a BS degree in Elementary Education, Secondary Education, or K-12 Education.

## Graduate Outcomes

Program graduates will:

- Become proficient in reading, writing, and content area skills.
- Understand and recognize individual learning differences.
- Understand and acknowledge the differences in development and characteristics of learners.
- Use a variety of instructional strategies to encourage students' development.
- Create learning environments that encourage positive social interaction.
- Plan instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
- Understand assessment strategies.
- Understand how to use reflection to evaluate the effects of his/her choices and actions on others.

## Assessment

The graduate outcomes for the AAS: Education Studies are assessed through students' discipline-specific knowledge, skills, and abilities in their courses in at least one of the following ways: portfolio, presentation, exams, and assignments. The assessment plan for the AAS: Education Studies is available on the web at <http://www.umwestern.edu/accreditation.html#umw-tabbed-ncate-caep>

## Credit Requirements

### AAS: Education Studies (Pre-Elementary Education)

<b>GENERAL EDUCATION</b>	<b>16</b>
WRIT 101 College Writing I	4
Any M/Stats course 100 level or above	4

Select 1 course/4 credits from the following:

ARTZ 101 Art Fundamentals	(4)
MUSI 103 Fundamentals of Musical Creation	(4)

THTR 101 Introduction to Theatre	(4)
----------------------------------	-----

Select 1 course/4 credits from the following:

BIOB 101 Discover Biology	(4)
CHMY121 Introduction to General Chemistry	(4)
GEO 101 Introduction to Physical Geology	(4)
PHSX 103 Our Physical World	(4)

### PRE-ELEMENTARY EDUCATION CORE 28-32

Pass the Technology and Information Literacy Exam (students may take COMS 115 to assist in passing the exam). 0-4

EDU 201 Introduction to Education with Field Experience	4
EDU 222 Education Psychology & Child Development	4
EDU 233 Literacy, Language, & Texts	4
EDU 234 Reading & Writing Connections for all Learners K-8	4
EDU 334 Children's & Young Adult Literature	4
EDU 382 Assessment, Curriculum, & Instruction	4
HEE 340 Methods of Health Education	4

### PROFESSIONAL ELECTIVES 12-16

Students may wish to consult with their faculty advisor to select courses that apply toward the BS: Elementary Education.

### AAS: EDUCATION (PRE-ELEMENTARY) TOTAL CREDITS 60

### AAS: Education Studies (Pre-Secondary or Pre K-12 Education)

### GENERAL EDUCATION 16

WRIT 101 College Writing I	4
Any M/Stats Course 100 level or above	4
Humanities: Expressive Arts or Literary & Artistic Studies	4
Natural Sciences	4

### PRE-SECONDARY OR PRE-K-12 EDUCATION CORE 16-20

Pass the Technology and Information Literacy Exam (students may take COMS 115 to assist in passing the exam.) 0-4

EDU 201 Introduction to Education with Field Experience	4
EDU 222 Education Psychology & Child Development	4
EDU 382 Assessment, Curriculum & Instruction	4

Select 1 course/4 credits from the following

HEE 340 Methods of Health Education	(4)
HTH 220 Human Sexuality	(4)

### PROFESSIONAL ELECTIVES 24-28

Students may wish to consult with their faculty advisor to select Major and/or Professional Education courses that apply toward a Bachelor's degree in Secondary Education or K-12 Education.

### AAS: EDUCATION (PRE-SECONDARY K-12) TOTAL CREDITS 60



# Associate of Applied Science: Equine Studies

## Program Mission Statement

The mission of the AAS: Equine Studies 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 horse-person. Montana Western's experiential approach and broad-based curriculum allows the successful graduate to pursue a wide range of equine-related professions.

## Program Information

Students in the AAS: Equine Studies will have an emphasis in Management, which prepares students for running an equine-related business. Students interested in continuing into the BS: Natural Horsemanship degree program in the Science or Psychology Options are encouraged to take electives in those subject areas.

## 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 collegiately 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 able to recognize common disease problems in horses.
- Understand and evaluate the effectiveness of equine preventative health programs

## Assessment

The graduate outcomes for the AAS: Equine Studies 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 is available on the web at <http://my.umwestern.edu/administration/vcaa/accreditation/accaasequine/>.

## Credit Requirements

<b>GENERAL EDUCATION</b>	<b>16</b>
WRIT 101 College Writing I	4
Any M/STAT course 100 level or higher	4

*Select 1 course/4 credits from the following:*

ECNS 203 Principles of Microeconomics or Macroeconomics	(4)
PSYX 100 Introduction to Psychology	(4)

*Select 1 course/4 credits from the following:*

BIOB 101 Discovery Biology	(4)
BIOB 160 Principles of Living Systems	(4)

<b>EQUINE STUDIES CORE</b>	<b>28</b>
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EQUUS 101 Introduction to Equine Studies	4
EQUUS 102 Equine Selection & Judging	4
EQUUS 201 Basic Horse Care & Nutrition	4
EQUUS 202 Equine Science I	4
EQUUS 203 Equine Science II	4
EQUUS 204 Equine Facilities Management	4
EQUH 298 Internship	4

<b>EQST: MANAGEMENT OPTION</b>	<b>20</b>
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ACTG 201 Principles of Financial Accounting	4
BGEN 235 Business Law	4
BMGT 210 Small Business Entrepreneurship	4

*Professional Electives: Select 8 credits from the following:*

ACTG 202 Principles of Managerial Accounting	(4)
BGEN 253 Business Statistics and Research	(4)
BUS 217 Business & Electronic Communication	(4)
CAPP 131 Basic Microsoft Office	(4)
ECNS 203 Principles of Microeconomics & Macroeconomics	(4)
Any EQUUS course not taken in Equine Studies Core	(4)

<b>AAS: EQUINE STUDIES TOTAL CREDITS</b>	<b>64</b>
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# Associate of Applied Science: Natural Horsemanship

## Program Mission Statement

The mission of the AAS: Natural Horsemanship 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 horse-person. Montana Western's experiential approach and broad-based curriculum allows the successful graduate to pursue a wide range of equine-related professions.

## Program Information

In addition to general admission to UMW, students interested in the Natural Horsemanship Program must apply by March 1st for the introductory Natural Horsemanship classes that will start that fall (August). 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. Application forms for the program are available from the Admissions Office or through the UMW Natural Horsemanship website at [http://my.umwestern.edu/shares/bus\\_share/eq.html](http://my.umwestern.edu/shares/bus_share/eq.html).

Natural Horsemanship students must provide their own horse. Housing and feed for that horse will be provided by the university in collaboration with the Montana Center for Horsemanship. UMW natural horsemanship instructors will determine the ultimate suitability of the horse; stallions or untrained horses are not acceptable.

Natural Horsemanship program students are assessed a program tuition charge each semester. Montana 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 taking a class overload maintain a B average. Therefore, a goal of academic excellence is a "must" for the interested participant. See BS: Natural Horsemanship

To ensure that the 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 are 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 collegiately 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 preventative health programs.

## Assessment

The graduate outcomes for the AAS: Natural Horsemanship 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 is available on the web at <http://my.umwestern.edu/administration/vcaa/accreditation/accaasnatural/>

## Credit Requirements

<b>GENERAL EDUCATION</b>	<b>16</b>
WRIT 101 College Writing I	4
Any M/STAT course level 100 or higher	4

Select 1 course/4 credits from the following:

ECNS 203 Principles of Microeconomics and Macroeconomics	(4)
PSYX 252 Fundamentals of Comparative Psychology	(4)

Select 1 course/4 credits from the following:

BIOB 101 Discover Biology	(4)
BIOB 160 Principles of Living Systems	(4)

<b>NATURAL HORSEMANSHIP CORE</b>	<b>37</b>
EQUUS 101 Introduction to Equine Studies	4
EQUH 155 Introduction to NH: Gaining Confidence & Respect	4
EQUH 298 Internship	4
EQUUS 201 Basic Horse Care & Nutrition	4
EQUUS 202 Equine Science I	4
EQUUS 203 Equine Science II	4
EQUUS 204 Equine Facilities Management	4
EQUH 252 NH: Building a Relationship	3
EQUH 254 NH: Harmony with Your Horse I	3
EQUH 255 NH: Harmony with Your Horse II	3
<b>NH: MANAGEMENT OPTION</b>	<b>20</b>
ACTG 201 Principles of Financial Accounting	4
BMGT 210 Small Business Entrepreneurship	4
BGEN 235 Business Law	4
<i>Professional Electives: Select 8 credits from the following:</i>	
ACTG 202 Principles of Managerial Accounting	(4)
BGEN 253 Business, Statistics, and Research	(4)
BUS 217 Business and Electronic Communication	(4)
CAPP 131 Basic Microsoft Office	(4)
Any EQUUS/EQUH course not taken in Natural Horsemanship Core	(4)
<b>AAS: NATURAL HORSEMANSHIP TOTAL CREDITS</b>	<b>73</b>

# 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 the AAS degrees at UMW 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.

## Credit Requirements

**ASSOCIATE OF APPLIED SCIENCE** **60**

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

**GENERAL EDUCATION** **16-32**

Complete any general education not fulfilled through the AAS degree. Completion of UMW's General Education Program or completion of the MUS General Education Program or 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.

**OPTION AREA** **20-28**

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 following areas:

*Choose one of the following Option Area*

Fine Arts & Humanities

(art, drama, English, foreign language, humanities, music, philosophy)

Business

(business, computer science, economics, tourism & recreation)

Early Childhood Education

Health & Human Performance

Industrial Technology

Mathematics

Natural Science

(biology, chemistry, geology, physics)

Social & Behavioral Science

(anthropology, geography, history, political science, psychology, sociology)

Interdisciplinary Core

(Approved by student's advisor)

**ELECTIVES** **0-24**

Select any college level courses to bring the degree to a total of 120 credits.

**BAS TOTAL CREDITS** **120**

# Bachelor of Arts: English

## Program Mission Statement

The BA: English degree offers students the opportunity 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 difference. 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 course 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: English degree 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 Montana Western's goal to teach "writing for life" encouraging writers to apply their craft for both self-articulation and for occupational purposes. Montana 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 demonstrate:

- Define, identify, and describe primary literary theories that shape literature.
- Interpret and evaluate texts (poetry, fiction, non-fiction, drama, etc).
- Reproduce appropriate applications of current discipline-specific conventions in research and writing.
- Describe and evaluate key concepts of literary analysis and evaluation.
- Engage in and produce original critical research, activities, or texts.

## Assessment

The graduate outcomes for the BA: English degree 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: English is available on the web at <http://my.umwestern.edu/administration/vcaa/accreditation/accliterature/>.

## Required Credits

<b>GENERAL EDUCATION</b>	<b>31-32</b>
<b>ENGLISH MAJOR CORE</b>	<b>48</b>
LIT 110 Introduction to Literature	4
LIT 300 Literary Criticism	4
<i>Select 2 course/8 credits from the following:</i>	
LIT 210 American Literature I	(4)
LIT 264 American Romance	(4)
LIT 265 Realists, Naturalists, Modernists	(4)
LIT 266 Generations and Conflict	(4)
<i>Select 2 course/8 credits from the following:</i>	
LIT 221 British Literature: Enlightenment to Romantic	(4)
LIT 222 British Literature: Victorian to Contemporary	(4)
LIT 273 Oral Literature	(4)
LIT 274 Geoffrey Chaucer and the Manuscript Tradition	(4)
<i>Select 3 courses/12 credits from the following:</i>	
LING 301 History of English Language	(4)
LIT 302 Literature in Translation	(4)
LIT 327 Shakespeare	(4)
LIT 335 Women & Literature	(4)
LIT 339 Literary Regions	(4)
WRIT 305 Advanced Essay Writing	(4)
<i>Select 2 courses/8 credits from the following:</i>	
LIT 494 Seminar: Literary Periods	(4)
LIT 494 Seminar: Genre	(4)
LIT 494 Seminar: Major Authors	(4)
<i>Complete 4 credits from the following Capstone options:</i>	
LIT 498 Internship/Cooperative Education	(4)
WRIT 498 Internship Cooperative Education	(4)
LIT 499 Senior Project/Thesis	(4)
WRIT 499 Senior Project/Thesis	(4)
<b>ENGLISH MINOR</b>	<b>28</b>
Creative Writing Minor	
Professional Communication Minor	
Select any one BA: Minor or Related Area (English or other program). Students may also opt to take no Minor/Related Area and instead take 40 total elective credits with at least 8 upper level elective credits.	
Note: Some Major and Minor/Related Area combinations will require completion of additional prerequisites for some classes.	
<b>ELECTIVES</b>	<b>12-13</b>
<i>Choose elective credits from any college-level catalog courses to bring the degree to a total of 120 credits</i>	



## BA: ENGLISH TOTAL CREDITS

### English Minors Course Summary

#### CREATIVE WRITING MINOR

CRWR 240 Introduction to Creative Writing Workshop  
CRWR 310 Intermediate Fiction Workshop  
CRWR 311 Intermediate Poetry Workshop  
CRWR 312 Intermediate Nonfiction Workshop

*Select 2 courses/8 credits from the following:*

CRWR 410 Advanced Fiction Workshop  
CRWR 411 Advanced Poetry Workshop  
CRWR 412 Advanced Nonfiction Workshop

*Select 1 course/4 credits from the following:*

LIT 494 Seminar: Genre  
WRIT 313 Writing for Publication  
WRIT 321 Advanced Technical Writing  
WRIT 429 Professional Writing

#### LITERATURE MINOR

*Not to be taken with the BA: English major*

*Select 4 courses/16 credits from the following:*

LIT 210 American Literature I  
LIT 221 British Literature: Enlightenment to Romantic  
LIT 222 British Literature: Victorian to Contemporary  
LIT 264 American Romance  
LIT 265 Realists, Naturalists, Modernists  
LIT 266 Generations & Conflicts  
LIT 273 Oral Literature  
LIT 274 Geoffrey Chaucer and the Manuscript Tradition  
LIT 285 Mythologies

*Select 2 courses/8 credits from the following:*

LING 301 History of English Language  
LIT 300 Literary Criticism  
LIT 302 Literature in Translation  
LIT 327 Shakespeare  
LIT 335 Women & Literature  
LIT 339 Literary Regions

*Select 1 course/4 credits from the following:*

LING 301 History of the English Language  
LIT 327 Shakespeare  
LIT 494 Seminar: Literary Period  
LIT 494 Seminar: Genre  
LIT 494 Seminar: Major Authors

#### PROFESSIONAL COMMUNICATION MINOR

CRWR 312 Intermediate Nonfiction Workshop  
CRWR 412 Advanced Nonfiction Workshop  
WRIT 313 Writing for Publication  
WRIT 321 Advanced Technical Writing  
WRIT 429 Professional Writing

120

WRIT 430 Technological Literacy  
WRIT 498 Cooperative Education/Internship

4  
4

28

### Recommended Four Year Course Sequence

This list includes the major, minor, and option core classes as guidelines to complete in four years. It is one example of how the program can be completed in four years; faculty advisors assist students in choosing among the options in a given semester to insure progress towards completion of the program. Students should complete general education and elective requirements while working with these guidelines.

#### FRESHMEN YEAR ENGLISH COURSES

WRIT 101 College Writing  
LIT 110 Introduction to Literature

#### SOPHOMORE YEAR ENGLISH COURSES

*Select 2 course/8 credits from the following:*

LIT 210 American Literature I  
LIT 264 American Romance  
LIT 265 Realists, Naturalists, Modernists  
LIT 266 Generations and Conflict

*Select 2 course/8 credits from the following:*

LIT 221 British Literature: Enlightenment to Romantic  
LIT 222 British Literature: Victorian to Contemporary  
LIT 273 Oral Literature  
LIT 274 Geoffrey Chaucer and the Manuscript Tradition

#### JUNIOR YEAR ENGLISH COURSES

*Select 3 courses/12 credits from the following:*

LING 301 History of English Language  
LIT 302 Literature in Translation  
LIT 327 Shakespeare  
LIT 335 Women & Literature  
LIT 339 Literary Regions  
WRIT 305 Advanced Essay Writing  
LIT 300 Literary Criticism

#### SENIOR YEAR ENGLISH COURSES

*Select 2 courses/8 credits from the following:*

LIT 494 Seminar: Literary Periods  
LIT 494 Seminar: Genre  
LIT 494 Seminar: Major Authors

*Complete 4 credits from the following Capstone options:*

LIT 498 Internship/Cooperative Education  
WRIT 498 Internship Cooperative Education  
LIT 499 Senior Project/Thesis  
WRIT 499 Senior Project/Thesis

28

4  
4  
4  
4  
4

# Bachelor of Arts: English and Secondary Education Double Major

## Program Information

Refer to pages 123-129 for information on applying for admission to the Teacher Education Program and other program requirements. The UMW Depart of Education strongly recommends that candidates seek licensure in more than one subject area (by combining one teaching major with at least one other teaching major or minor) to increase their hiring options. A Coaching Option is also available with any teaching major, but does not lead to licensure.

## Credit Requirements

### GENERAL EDUCATION

31-32

#### ENGLISH MAJOR CORE

44

LIT 110 Introduction to Literature	4
CRWR 240 Introduction to Creative Writing Workshops	4
LIT 285 Mythologies	4
LIT 300 Literary Criticism	4
LIT 327 Shakespeare	4
LING 301 History of the English Language	4

Select 2 courses/8 credits from the following

LIT 210 American Literature I	(4)
LIT 264 American Romance	(4)
LIT 265 Realists, Naturalists, Modernists	(4)
LIT 266 Generations & Conflict	(4)

Select 2 courses/8credits from the following

LIT 221British Literature: Enlightenment to Romantic	(4)
LIT 222 British Literature: Victorian to Contemporary	(4)
LIT 273 Oral Literature	(4)
LIT 274 Geoffrey Chaucer and the Manuscript Tradition	(4)

Select 1course/4 credits from the following:

LIT 494 Seminar: Literary Period	(4)
LIT 494 Seminar: Genre	(4)
LIT 494 Seminar: Major Authors	(4)

#### PROFESSIONAL EDUCATION CORE

40

see page 134 for recommended course sequence

EDU 201 Intro to Education w/Field Experience	4
EDU 222 Educational Psychology & Child Development	4
EDU 306 School Law & Advocacy for all K-12 Learners	4
EDU 311 Cultures, Diversity, & Ethics in Global Education	4
EDU 382 Assessment, Curriculum & Instruction	4
EDU 371 Foundation of Edu Technology for Secondary Schools	2
EDU 481 Content Area Literacy	2
EDU 444 Classroom Management in Secondary Schools	4

Take both EDU497L and EDU 497C in the same semester

EDU 497L Methods: 5-12 Integrated Lit & Composition	4
EDU497C Methods: 5-12 Integrated Lit & Composition II	4

Select 1 course/4 credits from the following

HEE 340 Methods of Health Education	4
HTH 220 Human Sexuality	4

#### STUDENT TEACHING

8

EDU 495S Student Teaching: 5-12	8
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#### ELECTIVES

4-5

Choose elective credits from any college-level catalog courses to bring degree total to 128.

<b>BA: ENGLISH &amp; SECONDARY ED TOTAL CREDITS</b>	<b>128</b>
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## Additional English and Secondary Education Degree and Course Information

Information & Technology Exam Requirement: If a student does not pass the UMW Information & Technology Exam upon entrance to UMW, the student will take COMS 115 Computer Basics for Educators (4) to assist in passing the exam. The exam must be passed prior to admission to the Teacher Education Program (TEP).

The following additional courses are strongly recommended for Secondary Education

EDU 334 Children & Young Adult Literature	(4)
THTR 276 Play Production & Intro to Directing	(4)
WRIT 321 Advanced Technical Writing	(4)

Students are strongly encouraged to take ANTY 220 as an elective prior to enrolling in EDU 311.

Students in an internship program (e.g. Class 5 teachers) will substitute EDU 498 Internship for EDU 495. Consult with the Director of Field Experiences to determine appropriate number of credits.

A recent certificate of first aid & safety (including child and adult CPR and ARD, & infant CPR) is required for all education majors prior to student teaching. ECP100 is recommended to fulfill this requirement.

# Bachelor of Arts: Interdisciplinary Social Sciences (ISS) Majors

## Program Mission Statement

The mission of the BA degree programs in the Interdisciplinary Social Sciences is to establish an integrated, multidisciplinary foundation for more focused study in one of the Major Areas offered by the department. Together, a departmental Major and Minor Area or the Interdisciplinary Social Science Major are intended to prepare students for entry into graduate or professional programs.

## Graduate Outcomes

### ANTHROPOLOGY & SOCIOLOGY MAJOR

- 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 Anthropology & Sociology Major.
- 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.

### INTERDISCIPLINARY SOCIAL SCIENCE MAJOR

- Graduates possess written and oral communication skills necessary to demonstrate problem-solving and technological skills consistent with the objectives of the Interdisciplinary Social Science Major.
- 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.

### MODERN HISTORY MAJOR

- 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.
- Graduates possess written and oral communication skills necessary to demonstrate problem-solving and technological skills consistent with the objectives of the Modern History Major.
- 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.

### PSYCHOLOGY MAJOR

- Graduates demonstrate an understanding of the basic history, theories, and research methods of psychology as the scientific study of the thoughts and actions of individuals.
- Graduates possess written and oral communication skills necessary to demonstrate problem-solving and technological skills consistent with

the objectives of the Psychology Major.

- Graduates can demonstrate the ability to carry out independent, 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 degree programs in the Interdisciplinary Social Sciences are assessed through the graduation/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 plans for the BA degrees in the Interdisciplinary Social Sciences are available on the web at <http://my.um-western.edu/administration/vcaa/accreditation/accsocial/>.

# Bachelor of Arts: Anthropology and Sociology Major

## Credit Requirements

### GENERAL EDUCATION

31-32

*Highly Recommended General Education Courses*

PHL 101 Intro to Philosophy: Reason & Reality

(4)

STAT 121 Probability

(4)

### ANTHROPOLOGY AND SOCIOLOGY MAJOR

40

ANTY 403 Ethics and Anthropology\*

4

ANTY 427 Anthropology and Gender\*

4

GPHY 433 Cultural Ecology\*

4

ISSS 425 Montana Indian Sovereignty

4

SOCI 325 Social Stratification\*

4

SOCI 485 Political Sociology\*

4

*Select 1 course/4credits from the following:*

ISSS 222 Qualitative Research Methods for Social Science

(4)

SOCI 203 Qualitative Methods for Social Science\*

(4)

*Select 1 course/4credits from the following:*

ANTY 220 Culture & Society

(4)

SOCI 101 Introduction to Sociology

(4)

*Select 1 course/4 credits from the following:*

ANTY 494 Seminar/Workshop

(4)

SOCI 494 Seminar/Workshop

(4)

*Select 1 course/4 credits from the following Capstone options:*

ANTY 498 Internship/Cooperative Education

(4)

SOCI 498 Internship/Cooperative Education

(4)

ANTY 499 Senior Project/Thesis

(4)

SOCI 499 Senior Project/Thesis

(4)

HPSS rubric 494 Seminar/Workshop

(4)

HPSS Depart rubrics include: ANTY/GPHY/HSTA/HSTR/ISSS/PHL/PSCI/PSYX/SOCI

### ANTHROPOLOGY AND SOCIOLOGY MINORS

24

ISS Minors for the Anthropology and Sociology Major. See page 98-99 for course requirements of the ISS Minors.

Government

(24)

Legal Studies

(24)

Modern History

(24)

Psychology

(24)

Systems of Thought

(24)

### ELECTIVES

24-25

*Choose elective credits from any college-level catalog courses to bring degree total to 120*

### ANTHROPOLOGY & SOCIOLOGY TOTAL CREDITS

120

## Recommended Four Year Course Sequence

This list includes the major, minor, and option core classes as guidelines to complete in four years. It is one example of how the program can be completed in four years; faculty advisors assist students in choosing among the options in a given semester to insure progress towards completion of the program. Students should complete general education and elective requirements while working with these guidelines.

### FRESHMEN YEAR ANTHROPOLOGY AND MINOR COURSES

SOCI 101 or ANTY 220 as part of General Education courses

### SOPHOMORE YEAR ANTHROPOLOGY AND MINOR COURSES

SOCI 203 Qualitative Methods for Social Sciences or ISSS 222 Qualitative Research Methods for Social Science

SOCI 485 Political Sociology

GPHY 433 Cultural Ecology

3 course from selected minor

### JUNIOR YEAR ANTHROPOLOGY AND MINOR COURSES

ISSS 425 Montana Indian Tribal Sovereignty

SOCI 325 Social Stratification

ANTY 427 Anthropology of Gender

SOCI 494 Sociology Seminar

2 courses from selected minor

### SENIOR YEAR ANTHROPOLOGY AND MINOR COURSES

ANTY 403 Ethics and Anthropology

SOCI/ANTY 498/499 Internship or Theses

\*Courses were previously listed in the ISSS course rubrics. Please see their course description for previous listing.

# Bachelor of Arts: Interdisciplinary Social Science Major

## Credit Requirements

### GENERAL EDUCATION

31-32

*Highly Recommended General Education Courses*

PHL101 Intro to Philosophy: Reason & Reality (4)

STAT 121 Probability (4)

### INTERDISCIPLINARY SOCIAL SCIENCE MAJOR & MINOR 76-84

*Select 3 from the following ISS Minors; or 2 from the following ISS Minors and 1 non-ISS Minor from another department (more than 1 non-ISS Minor by departmental permission only); or the Secondary Education Professional Core. For secondary education major see pages 98-99.*

Anthropology (24)

Government (24)

Legal Studies (24)

Modern History (24)

Psychology (24)

Sociology (24)

Systems of Thought (24)

*Select 1 Capstone/4 credits from one of the selected Minors (in non-ISS Minor by Department permission only)*

HPSS rubric 494 Seminar/Workshop (4)

HPSS rubric 498 Internship (4)

HPSS rubric 499 Senior Project/Thesis Capstone (4)

HPSS rubrics include: ANTY/GPHY/HSTA/HSTR/ISSS/PHL/PSCI/PSYX/SOCI

### ELECTIVES

4-13

*Choose elective credits from any college-level catalog courses to bring degree total to 120.*

### BA: INTERDISCIPLINARY SOCIAL SCIENCE TOTAL CREDITS 120



# Bachelor of Arts: Modern History Major

## Credit Requirements

### GENERAL EDUCATION 31-32

*Highly Recommended General Education Courses*

PHL101 Intro to Philosophy: Reason & Reality (4)

STAT 121 Probability (4)

### MODERN HISTORY MAJOR 40

Any 2 courses from 300 or 400 level History (8)

*Select 1 course/4 credits from the following:*

HSTR 200 Introduction to Historical Methods\* (4)

ISSS 222 Qualitative Research Methods for Social Science (4)

*Select 3 courses/12 credits from the following:*

HSTA 101 American History I (4)

HSTA 102 American History II (4)

HSTR 101 Western Civilization 1 (4)

HSTR 102 Western Civilization II (4)

*Select 1 course/4 credits from the following:*

HSTR 230 Colonial Latin America (4)

HSTR 231 Modern Latin America (4)

HSTR 255 History of the Far East (4)

HSTR 260 Africa and the Middle East (4)

HSTR 274 World History (4)

HSTR 294 Seminar/Workshop (4)

*Select 1 course/4 credits from the following:*

HSTA 412 American Thought & Culture (4)

HSTR 423 European Intellectual History (4)

HSTR 422 Philosophies of History (4)

*Select 1 course/4 credits from the following:*

HSTA 494 Seminar/Workshop (4)

HSTR 494 Seminar/Workshop (4)

*Select 1 course/4 credits from the following Capstone options:*

HSTA 498 Internship/Cooperative Education (4)

HSTA 499 Senior Project/Thesis Capstone (4)

HSTR 498 Internship/Cooperative Education (4)

HSTR 499 Senior Project/Thesis Capstone (4)

HPSS rubric 494 Seminar/Workshop (4)

HPSS department rubrics include: ANTY/GPHY/HSTA/HSTR/ISSS/PHL/  
PSCI/PSYX/SOCI

### MODERN HISTORY MINORS 24

Select any one from the following ISS Minors. Students may select a non-ISS Minor by department permission only. See page 98-99 for course requirements of the ISS Minors.

Anthropology (24)

Legal Studies (24)

Psychology (24)

Sociology (24)

Systems of Thought (24)

### ELECTIVES 24-25

*Choose elective credits from any college-level catalog courses to bring degree total to 120.*

\*Courses were previously listed in the ISSS course rubrics. Please see their course description for previous listing.

## Recommended Four Year Course Sequence

This list includes the major, minor, and option core classes as guidelines to complete in four years. It is one example of how the program can be completed in four years; faculty advisors assist students in choosing among the options in a given semester to insure progress towards completion of the program. Students should complete general education and elective requirements while working with these guidelines.

### FRESHMEN YEAR MODERN HISTORY AND MINOR COURSES

HSTA 101, PHIL 101, and STAT 101 as part of General Education courses  
Behavioral and Social Science General Education selection

### SOPHOMORE YEAR MODERN HISTORY AND MINOR COURSES

HSTR 200 Introduction to Historical Methods

HSTR 101 Western Civilization 1

1 Non-Western/World History course

HSTA 102 American History II

2 courses from selected minor

### JUNIOR YEAR MODERN HISTORY AND MINOR COURSES

Any 2 courses from 300 or 400 level History

HSTR/HSTA 494 Seminar

2 courses from selected minor

### SENIOR YEAR MODERN HISTORY AND MINOR COURSES

1 course from HSTA 412, HSTR 422 or HSTR 423

HSTA/HSTR Capstone

1 course from selected minor

# Bachelor of Arts: Interdisciplinary Social Science & Secondary Education Double Major

Refer to pages 123-129 for information on apply for admission to the Teacher Education Program and other program requirements. The Interdisciplinary Social Science Major enables teachers to teach multiple subjects in secondary schools. The UMW Department of Education strongly recommends that candidates seek licensure in more than one subject area (by combining one teaching major with at least one other teaching major or minor) to increase their hiring options. The Modern History Major is recommended. A Coaching Option is also available with any teaching major, but does not lead to licensure.

## Credit Requirements

### GENERAL EDUCATION

31-32

*Highly Recommended General Education Courses*

PHL101 Intro to Philosophy: Reason & Reality (4)  
STAT 121 Probability (4)

### INTERDISCIPLINARY SOCIAL SCIENCES MAJOR

52

*ISS & Secondary Education Double Majors must take the Government Minor and the Modern History Minor. Modern History Minor must include 1 non-American History course and HSTA 355.*

#### GOVERNMENT MINOR

*Select 1 course/4 credits from the following:*

ISSS 222 Qualitative Research Methods for Social Science (4)  
HSTR 200 Introduction to Historical Methods\* (4)

*Select 1 course/4 credits from the following:*

PSCI 210 Introduction to American Government\* (4)  
PSCI 220 Introduction to Comparative Government (4)  
PSCI 250 Introduction to Political Theory (4)

*Select 1 course/4 credits from the following:*

ANTY 220 Culture & Society (4)  
SOCI 101 Introduction to Sociology (4)

*Select 1 course/4 credits from the following:*

ECNS 202 Principles of Macroeconomics (4)  
ECNS 203 Principles of Microeconomics & Macroeconomics (4)

*Select 2 courses/8 credits from the following:*

ECNS 431 International Trade (4)  
ENVS 381 Natural Resource Law (4)  
HSTA 380 Problems in American Constitutional History (4)  
PSCI 421 Comparative Legal Systems (4)  
PSCI 434 International Law (4)  
PSCI 471 American Constitutional Law (4)

#### MODERN HISTORY MINOR

HSTA 355 Montana & American West 4

*Select 1 course/4 credits from the following:*

ISSS 222 Qualitative Research Methods for Social Science (4)  
HSTR 200 Introduction to Historical Methods\* (4)

*Select 2 courses/8 credits from the following:*

HSTA 101 American History I (4)  
HSTA 102 American History II (4)  
HSTA 215 Post-World War II America (4)  
HSTR 101 Western Civilization I (4)  
HSTR 102 Western Civilization II (4)  
HSTR 255 History of the Far East (4)  
HSTR 260 Africa & The Middle East (4)  
HSTR 274 World History (4)  
HSTR 294 Seminar/Workshop (4)

*Select 1 courses/4 credits from the following:*

Any one 4-credit 300 or 400 level HSTA or HSTR (4)

*Select 1 course/4 credits from the following*

HSTA 494 Seminar/Workshop (4)  
HSTR 494 Seminar/Workshop (4)

#### CAPSTONE

*Select 1 Capstone option from one of the selected Minors*

HPSS rubrics 494 Seminar/Workshop (4)  
HPSS rubrics 498 Internship (4)  
HPSS rubrics 499 Senior Project/Thesis/Capstone (4)

HPSS rubrics include: ANTY/GPHY/HSTA/HSTR/ISSS/PHL/PSCI/PSYX/SOCI

### EDUCATION PROFESSIONAL CORE

36

*See page 134 for recommended course sequence*

EDU 201 Intro to Education with Field Experience 4  
EDU 222 Educational Psychology & Child Development 4  
EDU 306 School Law & Advocacy for all K-12 Learners 4  
EDU 311 Cultures, Diversity, & Ethics in Global Education 4  
EDU 371 Foundation of Edu Technology for Secondary Schools 2  
EDU 382 Assessment, Curriculum & Instruction 4  
EDU 444 Classroom Management in Secondary School 4  
EDU 481 Content Area Literacy 2  
EDU 497H Methods: 5-12 Social Studies 4

*Select 1 course/4 credits from the following*

HEE 340 Methods of Health Education (4)  
HTH 220 Human Sexuality (4)

### STUDENT TEACHING

8

EDU 495S Student Teaching: 5-12 8

### ELECTIVES

0-1

*Choose elective credits from any college-level catalog courses to bring degree total to 128.*

### ISS AND SECONDARY EDUCATION TOTAL CREDITS

128

\*Courses were previously listed in the ISSS course rubrics. Please see their course description for previous listing.

## Additional ISS and Secondary Education Degree and Course Information

Information & Technology Exam Requirement: If a student does not pass the UMW Information & Technology Exam upon entrance to UMW, the student will take COMS 115 Computer Basics for Educators (4) to assist in passing the exam. The exam must be passed prior to admission to the Teacher Education Program (TEP).

Students are strongly encouraged to take ANTY 220 as an elective prior to enrolling in EDU 311.

Students in an internship program (e.g. Class 5 teachers) will substitute EDU 498 Internship for EDU 495. Consult with the Director of Field Experiences to determine appropriate number of credits.

A recent certificate of first aid & safety (including child and adult CPR and AED, & infant CPR) is required for all education majors prior to student teaching. ECP100 is recommended to fulfill this requirement.

## Recommended Four Year Course Sequence

This list includes the major, minor, and option core classes as guidelines to complete in four years. It is one example of how the program can be completed in four years; faculty advisors assist students in choosing among the options in a given semester to insure progress towards completion of the program. Students should complete general education and elective requirements while working with these guidelines.

### FRESHMEN YEAR ISS AND SECONDARY EDUCATION COURSES

HSTA 101 and PSCI General Education Courses  
HSTR 200 Introduction to Historical Methods  
PSCI 250 introduction to Political Theory

### SOPHOMORE YEAR ISS AND EDUCATION COURSES

EDU 201 Intro to Education w/Field Experience  
EDU 222 Educational Psychology & Child Development  
HTH 220 Human Sexuality or HEE 340 Methods of Health Education  
One course from 300 or 400 from the Government Minor  
One course from 100 or 200 level Modern History Minor  
One course from HSTA/HSTR or PSCI 494 Seminar

### JUNIOR YEAR ISS AND EDUCATION COURSES

HSTA 355 Montana & the American West  
One course from 300 or 400 from the Government Minor  
One course from 300 or 400 level Modern History Minor  
One course from HSTA/HSTR or PSCI 494 Seminar  
Capstone course from HPSS rubrics  
EDU 371 Foundation of Edu Technology for Secondary Schools  
EDU 481 Content Area Literacy

### SENIOR YEAR MODERN HISTORY AND MINOR COURSES

EDU 497H Methods: 5-12 Social Studies

EDU 306 School Law & Advocacy for all K-12 Learners  
EDU 444 Classroom Management in Secondary Schools  
EDU 495S Student Teaching: 5-12  
EDU 382 Assessment, Curriculum & Instruction  
EDU 311 Cultures, Diversity, & Ethics in Global Education

# Bachelor of Arts: Modern History and Secondary Education Double Major

Refer to pages 123-129 for information on apply for admission to the Teacher Education Program and other program requirements. The UMW Department of Education strongly recommends that candidates seek licensure in more than one subject area (by combining one teaching major with at least one other teaching major or minor) to increase their hiring options. It is strongly recommended that Modern History Majors also complete the Interdisciplinary Social Science Major. A Coaching Option is also available with any teaching major, but does not lead to licensure.

## Credit Requirements

### GENERAL EDUCATION

31-32

*Highly Recommended General Education Courses*

PHL101 Intro to Philosophy: Reason & Reality (4)

STAT 121 Probability (4)

GPHY 246 Geography of North America (4)

### MODERN HISTORY MAJOR

40

*Select 1 course/4 credits from the following:*

ISSS 222 Qualitative Research Methods for Social Science (4)

HSTR 200 Introduction to Historical Methods\* (4)

*Select 3 courses/12 credits from the following:*

HSTA 101 American History I (4)

HSTA 102 American History II (4)

HSTR 101 Western Civilization 1 (4)

HSTR 102 Western Civilization II (4)

*Select 1 course/4 credits from the following:*

HSTR 230 Colonial Latin America (4)

HSTR 231 Modern Latin America (4)

HSTR 255 History of the Far East (4)

HSTR 260 Africa and the Middle East (4)

HSTR 274 World History (4)

HSTR 294 Seminar/Workshop (4)

*Select 1 course/4 credits from the following*

HSTA 412 American Thought & Culture (4)

HSTR 423 European Intellectual History (4)

HSTR 422 Philosophies of History (4)

*Select 1 course/4 credits from the following*

HSTA 494 Seminar/Workshop (4)

HSTR 494 Seminar/Workshop (4)

*Select HSTA 355 and 1 other 300-400 level History course*

HSTA 355 Montana & the American West (4)

Any 1 courses from 300 or 400 level HSTA or HSTR (4)

*Select 1 course/4 credits from the following Capstone options:*

HSTA 498 Internship/Cooperative Education (4)

HSTA 499 Senior Project/Thesis Capstone (4)

HSTR 498 Internship/Cooperative Education (4)

HSTR 499 Senior Project/Thesis Capstone (4)

HPSS rubric 494 Seminar/Workshop (4)

HPSS department rubrics include: ANTY/GPHY/HSTA/HSTR/ISSS/PHL/PSCI/PSYX/SOCI

### EDUCATION PROFESSIONAL CORE

36

See page 134 for recommended course sequence

EDU 201 Intro to Education w/Field Experience 4

EDU 222 Educational Psychology & Child Development 4

EDU 306 School Law & Advocacy for all K-12 Learners 4

EDU 311 Cultures, Diversity, & Ethics in Global Education 4

EDU 371 Foundation of Edu Technology for Secondary Schools 2

EDU 382 Assessment, Curriculum & Instruction 4

EDU 444 Classroom Management in Secondary Schools 4

EDU 481 Content Area Literacy 2

EDU 497H Methods: 5-12 Social Studies 4

*Select 1 course/4 credits from the following*

HEE 340 Methods of Health Education 4

HTH 220 Human Sexuality 4

### STUDENT TEACHING

8

EDU 495S Student Teaching: 5-12 8

### ELECTIVES

12-13

*Choose elective credits from any college-level catalog courses to bring degree total to 128.*

### MODERN HISTORY AND SECONDARY EDUCATION TOTAL CREDITS

128

\*Courses were previously listed in the ISSS course rubrics. Please see their course description for previous listing.

## Additional Modern History and Secondary Education Degree and Course Information

Information & Technology Exam Requirement: If a student does not pass the UMW Information & Technology Exam upon entrance to UMW, the student will take COMS 115 Computer Basics for Educators (4) to assist in passing the exam. The exam must be passed prior to admission to the Teacher Education Program (TEP).

Students are strongly encouraged to take ANTY 220 as an elective prior to enrolling in EDU 311.

Students in an internship program (e.g. Class 5 teachers) will substitute EDU 498 Internship for EDU 495. Consult with the Director of Field Experiences to determine appropriate number of credits.

A recent certificate of first aid & safety (including child and adult CPR and AED, & infant CPR) is required for all education majors prior to student teaching. ECP100 is recommended to fulfill this requirement.

## Recommended Four Year Course Sequence

This list includes the major, minor, and option core classes as guidelines to complete in four years. It is one example of how the program can be completed in four years; faculty advisors assist students in choosing among the options in a given semester to insure progress towards completion of

the program. Students should complete general education and elective requirements while working with these guidelines.

#### FRESHMEN YEAR MODERN HISTORY AND EDUCATION COURSES

HSTA 101, PHIL 101, GPHY 246 and STAT 101 as part of General Education courses

#### SOPHOMORE YEAR MODERN HISTORY AND EDUCATION COURSES

HSTR 200 Introduction to Historical Methods\*

HSTR 101 Western Civilization 1

One Non-Western/World History course

HSTA 102 American History II

EDU 201 Intro to Education w/Field Experience

EDU 222 Educational Psychology & Child Development

HTH 220 Human Sexuality or HEE 340 Methods of Health Education

EDU 311 Cultures, Diversity, & Ethics in Global Education

#### JUNIOR YEAR MODERN HISTORY AND EDUCATION COURSES

HSTA 355 Montana & the American West

Any one courses from 300 or 400 level HSTA or HSTR

HSTR/HSTA 494 Seminar

EDU 371 Foundation of Edu Technology for Secondary Schools

EDU 481 Content Area Literacy

EDU 382 Assessment, Curriculum & Instruction

#### SENIOR YEAR MODERN HISTORY AND EDUCATION COURSES

HSTA 412, HSTR 422, or HSTR 423

HSTA/HSTR Capstone

EDU 497H Methods: 5-12 Social Studies

EDU 444 Classroom Management in Secondary Schools

EDU 306 School Law & Advocacy for all K-12 Learners

EDU 495S Student Teaching: 5-12



# Bachelor of Arts: Psychology

## Credit Requirements

### GENERAL EDUCATION 31-32

#### *Highly Recommended General Education Courses*

BIOB 160 Principles of Living Systems	(4)
CHMY 141 College Chemistry I	(4)
PHL101 Intro to Philosophy: Reason & Reality	(4)
PSYX 100 Introduction to Psychology	(4)

### PSYCHOLOGY MAJOR 40

STAT 121 Probability	4
PSYX 322 Quantitative Research Methods for the Behavioral Sci.	4

#### *Select 1 course/4 credits from the following:*

STAT 217 Intermediate Statistical Concepts	(4)
STAT 233 Biostatistics	(4)

#### *Select 6 courses/24 credits from the following:*

PSYX 230 Developmental Psychology	(4)
PSYX 280 Fundamentals of Memory & Cognition	(4)
PSYX 340 Abnormal Psychology & Research	(4)
PSYX 356 Human Neuropsychology	(4)
PSYX 360 Social Psychology	(4)
PSYX 375 Behavior Modification	(4)
PSYX 385 Psychology of Personality	(4)

#### *Select 1 course/4 credits from the following Capstones:*

PSYX 494 Seminar/Workshop	(4)
PSYX 498 Internship/Cooperative Education	(4)
PSYX 499 Senior Thesis/Capstone	(4)
HPSS rubric 494 Seminar/Workshop	(4)

HPSS department rubrics include: ANTY/GPHY/HSTA/HSTR/ISSS/PHL/  
PSCI/PSYX/SOCI

### PSYCHOLOGY MINORS 24

Select any one from the following ISS Minors. Students may select a non-ISS Minor by department permission only. See page 98-99 for course requirements of the ISS Minors.

Anthropology	(24)
Government	(24)
Legal Studies	(24)
Modern History	(24)
Sociology	(24)
Systems of Thought	(24)

### ELECTIVES 24-25

Choose elective credits from any college-level catalog courses to bring degree total to 120.

### PSYCHOLOGY TOTAL CREDITS 120

# Interdisciplinary Social Sciences Minor

## Course and Credit Requirements for ISS Minors

### ANTHROPOLOGY MINOR

Select 1 course/4 credits of the following:

ISSS 222 Qualitative Research Methods for Social Science

SOCI 203 Qualitative Methods for Social Science\*

ANTY 220 Culture & Society

ANTY 494 Seminar/Workshop

GPHY 433 Cultural Ecology\*

ISSS 425 Montana Indian Sovereignty

Select 1 course/4 credits from the following:

HSTR 255 History of the Far East

HSTR 260 Africa & the Middle East

### GOVERNMENT MINOR

Select 1 course/4 credits of the following:

ISSS 222 Qualitative Research Methods for Social Science

SOCI 203 Qualitative Methods for Social Science\*

Select 1 course/4 credits from the following:

PSCI 210 Introduction to American Government

PSCI 220 Introduction to Comparative Government

PSCI 250 Introduction to Political Theory

Select 1 course/4 credits from the following:

ANTY 220 Culture & Society

SOCI 101 Introduction to Sociology

Select 1 course/4 credits from the following:

ECNS 202 Principles of Macroeconomics

ECNS 203 Principles of Microeconomics & Macroeconomics

Select 2 courses/8 credits from the following:

ECNS 431 International Trade

ENVS 381 Natural Resource Law

HSTA 380 Problems in American Constitutional History

PSCI 421 Comparative Legal Systems

PSCI 434 International Law

PSCI 471 American Constitutional Law

### LEGAL STUDIES MINOR

PSCI 250 Introduction to Political Theory

Select 1 course/4 credits of the following:

ISSS 222 Qualitative Research Methods for Social Science

PHL 122 History and Philosophy of Social Science\*

Select 2 courses/8 credits from the following:

BGEN 235 Business Law

CJUS 121 Introduction to Criminal Justice

HSTA 111 American Civil Rights Movement

PSCI 210 Introduction to American Government

PSCI 220 Introduction to Comparative Government

Select 2 courses/8 credits from the following:

ENVS 381 Natural Resource Law

PSCI 421 Comparative Legal Systems

PSCI 434 International Law

PSCI 471 American Constitutional Law

### MODERN HISTORY MINOR

Select 1 course/4 credits of the following:

ISSS 222 Qualitative Research Methods for Social Science

HSTR 200 Introduction to Historical Methods\*

Select 2 courses/8 credits from the following:

HSTA 101 American History I

HSTA 102 American History II

HSTA 215 Post-World War II America

HSTR 101 Western Civilization I

HSTR 102 Western Civilization II

HSTR 255 History of the Far East

HSTR 260 Africa & The Middle East

HSTR 274 World History

HSTR 294 Seminar/Workshop

Select 2 courses/8 credits from the following:

Any two 4-credit 300 or 400 level HSTA or HSTR

Select 1 course/4 credits from the following

HSTA 494 Seminar/Workshop

HSTR 494 Seminar/Workshop

### PSYCHOLOGY MINOR

Select 1 course/4 credits from the following:

PSYX 203 Introduction to Social Science Research Methods

STAT 217 Intermediate Statistic Concepts

PHL 241 History & Philosophy of Science

PHL 122 History & Philosophy of the Social Sciences

Select 5 courses/20 credits from the following:

PSYX 230 Developmental Psychology

PSYX 252 Fundamentals of Comparative Psychology

PSYX 280 Fundamentals of Memory & Cognition

PSYX 340 Abnormal Psychology & Research

PSYX 360 Social Psychology

PSYX 375 Behavior Modification

### SOCIOLOGY MINOR

ISSS 425 Montana Indian Sovereignty

SOCI 101 Introduction to Sociology

SOCI 494 Seminar/Workshop

ISSS 222 Qualitative Research Methods for Social Science (4)  
SOCI 203 Qualitative Methods for Social Science (4)

ANTY 403 Ethics and Anthropology	(4)
ANTY 427 Anthropology and Gender	(4)
GPHY 433 Cultural Ecology	(4)
SOCI 325 Social Stratification	(4)
SOCI 485 Political Sociology	(4)

## ISSS 222 Qualitative Research Methods for Social Science 4

PHL 101 Intro to Philosophy: Reason & Reality	(4)
PHL 122 History & Philosophy of the Social Sciences	(4)
PHL 241 History & Philosophy of Science	(4)
PSCI 250 Introduction to Political Theory	(4)

HSTA 412 American Thought & Culture	(4)
HSTR 423 European Intellectual History	(4)
HSTR 422 Philosophies of History	(4)
LIT 300 Literary Criticism	(4)
PSCI 494 Seminary/Workshop	(4)
SOCI 455 Classical Sociological Theory	(4)

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# 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.

## Graduates 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 <http://my.umwestern.edu/administration/vcaa/accreditation/accvisual/>

## Credit Requirements

### GENERAL EDUCATION 31-32

*It is recommended to complete ART rubric courses to fulfill both General Education Humanities categories in this Option.*

### VISUAL ARTS CORE 44

ARTH 200 Art of World Civilization I	4
ARTH 201 Art of World Civilization II	4
ARTZ 105 Visual Language- Drawing	4
ARTZ 106 Visual Language- 2-D Foundations	4
ARTZ 108 Visual Language- 3-D Foundations	4

*Select two 2-D courses/8 credits, one 3-D course/4 credits, and one additional 200 level/4 credit studio elective from the following:*

PHOT 154 Introduction to Photography	(4)
ARTZ 221 Painting I	(4)
ARTZ 224 Watercolor I	(4)
ARTZ 231 Ceramics I	(4)
ARTZ 241 Glass I	(4)
ARTZ 267 Fiber Arts I	(4)
ARTZ 271 Printmaking I	(4)
ART 270 Photography	(4)
MART 226 Introduction to Digital media 2-D	(4)

Select 2 courses/8 credits from the following

Any two 300-level ARTZ ARTH, ART courses (8)

### INTERNSHIP/THESIS 4-12

ARTZ 499A Senior Exhibit & Thesis 4

*Students may additionally complete:*

ARTZ 498 Internship/Cooperative Experience (1-8)

ARTZ 499 Senior Project/Thesis (1-8)

### RELATED AREA 20-28

Select any one BA: Visual Arts Option Related Area. Some Related Area combinations will require completion of additional prerequisites for some classes.

Visual Arts Option Related Area

Business Related Area (28)

Illustration Related Area (20)

Pre-Art Therapy Related Area (20)

Studio Art Related Area (20)

### ELECTIVES 4-21

*Select any college-level courses from the catalog. Courses must have advisor's approval*

### BA: VISUAL ARTS OPTION TOTAL CREDITS 120

## Related Area Course Summary

### BUSINESS RELATED AREA 28

ACTG 201 Principles of Financial Accounting 4

BGEN 235 Business Law 4

BMGT 210 Small Business Entrepreneurship 4

BUS 217 Business and Electronic Communication 4

CAPP 131 Basic Microsoft Office 4

ECNS 201 Principles of Microeconomics 4

BMKT 325 Principles of Marketing 4

### ILLUSTRATION RELATED AREA 20

ART 328 Illustration 4

ART 428 Advanced Studio: Illustration 4

BMGT 210 Small Business Entrepreneurship 4

MART 226 Introduction to Digital Media 2-D 4

MART 326 Intermediate Digital Media 2-D 4

### PRE-ART THERAPY RELATED AREA 20

PSYX 230 Developmental Psychology 4

PSYX 280 Fundamentals of Memory & Cognition 4

PSYX 360 Social Psychology 4

PSYX 385 Psychology of Personality 4

PSYX 340 Abnormal Psychology and Research 4

### STUDIO ART RELATED AREA 20

*In consultation with your advisor, select 20 credits from the following courses, including at least 12 credits in Advanced Studio/Directed Study.*

ARTZ 211 Drawing I (4)

ARTZ 251 Sculpture I (4)

ARTZ 311 Drawing II (4)

ARTZ 321 Painting II (4)

ARTZ 331 Ceramics II	(4)
ARTZ 341 Glass II	(4)
ARTZ 367 Fibers Art II	(4)
ARTZ 371 Printmaking II	(4)
ARTZ 481 Computer Art II	(4)
ARTZ 490 Directed Study courses	(1-4)
MART 326 Intermediate Digital Media 2-D	(4)



# Bachelor of Arts: Other Available Related Areas

The following related areas are available for selection in addition to the minors/related areas associated with the Bachelor degrees. Check with an advisor to make sure that the related area applies to a degree of interest.

## DRAMA RELATED AREA

28

*General Education Humanities: Literary & Artistic Studies*

*Select 1 course/4 credits from the following:*

ARTH 160 Global Visual Culture	(4)
THTR 101 Introduction Theatre	(4)
THTR 120 Introduction to Acting	(4)

Drama Related Area Credits

THTR 205 Theatre Workshop	4
THTR 276 Play Production/Introduction to Directing	4
THTR 202 Stagecraft 1	4
THTR 203 Stagecraft 2	4
LIT 441 Drama History and Literature Genre*	4

\*this course is no longer available, see adviser for substitution

*Select 8 elective credits from the following with the approval of your drama advisor:*

Any 8 credits from ARTH/ARTZ/LIT/MUSI/THTR or BUS	(8)
---	-----

## EQUINE STUDIES RELATED AREA

28

EQUUS 101 Introduction to Equine Studies	4
EQUUS 102 Equine Selection & Judging	4
EQUUS 201 Basic Horse Care & Nutrition	4
EQUUS 202 Equine Science I	4
EQUUS 203 Equine Science II	4
EQUUS 204 Equine Facilities Management	4
EQUUS 425 Advanced Horse Care & Nutrition	4

## MUSIC RELATED AREA

24

MUSI 107 Music Theory I & Aural Perception	4
MUSI 109 Music Theory II & Aural Perception	4
MUSI 152 Voice in Class	4
MUSI 160 Beginning Guitar	2
MUSI 202 Introduction to Music Literature	4
MUS 461 Music History	4

*Select 2 credits from the following:*

MUSI 312 Choir III: UMW	(1)
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This course is repeatable

MUS 314 Band III: UMW Concert Band	(1)
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This course is repeatable

## VISUAL ARTS RELATED AREA

20

*This related area cannot be taken with the BA: Visual Arts Option*

ARTZ 106 Visual Language 2-D Foundations	4
--	---

*Select 1 course/4 credits from the following:*

ARTH 200 Art of World Civilization I	(4)
ARTH 201 Art of World Civilization II	(4)

*In consultation with your advisor select 1 course/4 credits from the following:*

ARTZ 105 Visual Language- Drawing	(4)
ARTZ 108 Visual Language- 3-D Foundation	(4)
ARTZ 221 Painting I	(4)
ARTZ 224 Watercolor I	(4)
ARTZ 231 Ceramics I	(4)
ARTZ 241 Glass I	(4)
ARTZ 267 Fibers Arts I	(4)
ARTZ 271 Printmaking	(4)
MART 226 Introduction to Digital Media	(4)
PHOT 154 Introduction to Photography	(4)

*Select 1 course/4 credits from the following:*

300 level studio course in same medium selected in previous section	4
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*Select 1 course/4credits from the following:*

400 level Advanced Studio course in same medium selected in the previous sections	4
---	---

# Bachelor of Science: Biology

## Program Mission Statement

The mission of the Department of Biology is to provide students an outstanding and comprehensive undergraduate education in the life sciences. We strive to provide our students a fundamental understanding of the processes that govern living systems and the techniques necessary to study them. We prepare students to pursue careers in the life sciences, to understand complex biological issues, and to use scientific thinking throughout their lives. Student development occurs through a rigorous course of study that emphasizes interdisciplinary, experience-based classes and research projects. Faculty accessibility to students is a priority; therefore, we endeavor to offer small classes with integrated labs and research experiences that promote student and faculty interaction. Students gain work experience through thesis research and/or internships that are supervised by faculty and/or professional mentors. The Department serves the campus through (1) supporting the General Education program; (2) providing the scientific content that contributes to the certification of pre-service teachers; and (3) offering a Bachelor of Science degree, which includes various areas of focus or specialization.

## Program Information

Students graduating with this degree will be extremely well prepared to compete with peers for careers in many areas of the 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, wildlife law enforcement, 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 medicine, medical school, dental school, pharmacy school, physician assistant, physical therapy, nursing, sports medicine, athletic training, and many others.

The Option Areas listed for the BS: Biology degree are designed to allow the student 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 Ecology Option Area is designed 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 begin a professional wildlife biology career. Job opportunities for students in this option include careers in the private sector with environmental consulting firms and laboratories, in state fish, wildlife and ecology departments, federal land and wildlife management agencies, or with non-governmental organizations working in fields of conservation and management of fish and wildlife. The Molecular Bioscience Option Area is perfect for students interested in many aspects of biomedical science including those interested in careers in the pharmaceutical industry, biotechnology, forensics, and research labs, as well as for those who wish to pursue advanced degrees in the biomedical sciences, including Ph.D., M.D., and D.V.M., or in many of the professional health sciences fields such as physical therapy, pharmacy, physician assistant, occupational therapy, sports medicine, athletic training, nursing, and more. The Molecular Bioscience Option Area is especially appropriate for students who want to continue on to veterinary school and is the only degree that contains all the prerequisite

courses for acceptance into most veterinary schools. Finally, the Integrative

Biology Option Area is designed for students who want more flexibility in the coursework required for their BS: Biology degree. This degree is especially appropriate for students who transfer to Montana Western with science courses that are not perfect equivalents of our required courses, and for students who would like to take courses from across different scientific disciplines.

All degree programs within the BS: Biology require students to complete an internship or senior thesis as part of their educational experience. This internship/thesis component is an especially important aspect of this degree, providing students with 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, Montana Western's active faculty members provide students with a variety of 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 interesting and novel questions in biology, which can form the basis of a senior thesis project. In total, the Biology degree enables our students to gain both depth and breadth in preparation for their professional careers.

## Graduate Outcomes

Program graduates will:

- Display an understanding of basic concepts in the diverse fields of biology including cell biology, zoology, ecology, molecular biology, genetics, and evolution.
- Demonstrate an ability to use the scientific method to ask biological-related questions and formulate testable questions.
- Demonstrate the ability to read and understand primary scientific literature.
- Acquire practical experience with research methods in the biological sciences by mastering basic laboratory and field techniques.
- Acquire skills and methods necessary to collect, assess, and analyze biological data.
- Acquire writing skills and analytical methods necessary to effectively present biological data.
- Exhibit the ability to write a research paper using a format that conforms to published scientific journal articles.
- Demonstrate effective oral communication for interaction with profession colleagues and the community.
- Develop skills to participate in research both independently and as a member of a team.
- Critically evaluate contemporary issues and debates within the biological sciences, including the ethical dimensions of those issues.
- Acquire real-world experience in biology through an internship or a senior thesis project.

## Assessment

The graduate outcomes for the BS: Biology degree 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 is available on the web at <http://my.um-western.edu/administration/vcaa/accreditation/accbiology/>.

## Credit Requirements

### GENERAL EDUCATION

31-32

Select the following 2 courses/8 credits for Natural Science

BIOB 160 Principles of Living Systems

4

CHMY 141 College Chemistry I

4

Select the following course/4 credits for Mathematics

STAT 121 Probability

4

### BIOLOGY MAJOR CORE

52

BIOB 170 Principles of Biological Diversity

4

BIOB 260 Cellular & Molecular Biology

4

BIOB 375 General Genetics

4

BIOB 420 Evolution

4

BIOE 370 General Ecology

4

BIOO 220 General Botany

4

CHMY 143 College Chemistry II

4

CHMY 321 Organic Chemistry I

4

CHMY 323 Organic Chemistry II

4

Select 1 course/4 credits from the following:

M161 Survey of Calculus

(4)

M171 Calculus I

(4)

Select 2 courses/8 credits from the following:

PHSX 220 Physics I

(4)

PHSX 222 Physics II

(4)

PHSX 224 Physics III

(4)

Select 1 course/4 credits from the following:

STAT 217 Intermediate Statistical Concepts

(4)

STAT 233 Biostatistics

(4)

### INTERNSHIP

4

BIOB 494P Seminar: Public Presentation

1

Select 1 course/3 credits from the following:

KIN 498 Internship/Cooperative Education

(3)

BIOB 498 Internship/Cooperative Education

(3)

BIOB 499 Senior Thesis/Capstone

(3)

### OPTION AREAS

24

Select any one BS: Biology Option Area

Integrative Biology

(24)

Molecular Bioscience

(24)

Wildlife Ecology

(24)

### ELECTIVES

8-9

Select any college-level courses from the catalog to bring degree total to 120 credits

### BS: BIOLOGY TOTAL CREDITS

120

## Biology Option Areas Course Summary

### INTEGRATIVE BIOLOGY OPTION

24

Select 2 courses/8 credits at the 200-400 level from these rubrics

(only 1 may be 200-level):

2 courses/8 credits 200-400 level from

BIOB/BIOE/BIOH/BIOM/BIOO/WILD

8

Select 4 elective courses/16 credits at the 300-400 level from these rubric or other courses rubrics approved by a Biology advisors:

4 courses/16 credits 300-400 level from

AHAT/BIOB/BIOE/BIOH/BIOM/BIOO/CHMY/ENSC/EQUS/GEO /KIN/M/NUTR/

PHSX/STAT/WILD

16

### MOLECULAR BIOSCIENCE OPTION

24

BIOB 425 Advanced Cell & Molecular Biology

4

BIOM 260 General Microbiology

4

CHEM 441 Biochemistry

4

Select 3 courses/12 credits from the following

BIOE 250 Conservation Biology

(4)

BIOH 365 Human Anatomy & Physiology I for Health Professional

(4)

BIOH 370 Human Anatomy & Physiology II for Health Professional

(4)

BIOM 427 General Parasitology

(4)

BIOO 450 Vertebrate Zoology

(4)

M 414 Deterministic Models

(4)

PHSX 224 Physics III

(4)

STAT 331 Bioinformatics

(4)

STAT 335 Advanced Field Statistics

(4)

STAT 433 Stochastic Modeling

(4)

WILD 471 Wildlife Ecology and Management

(4)

WILD 473 Fisheries Ecology and Management

(4)

### WILDLIFE ECOLOGY OPTION

24

BIOE 250 Conservation Biology

4

BIOO 435 Plant Systematics

4

WILD 471 Wildlife Ecology and Management

4

Select 2 courses/8 credits from the following:

BIOO 470 Ornithology

(4)

BIOO 475 Mammalogy

(4)

WILD 473 Fisheries Ecology and Management

(4)

Select 1 course/4 credits from the following

BIOB 425 Advanced Cell/Molecular Biology

(4)

BIOE 425 Wetlands Ecology

(4)

BIOM 427 General Parasitology

(4)

BIOO 262 Introduction Entomology

(4)

BIOO 450 Vertebrate Zoology

(4)

BIOO 470 Ornithology

(4)

BIOO 475 Mammalogy	(4)
M 414 Deterministic Models	(4)
STAT 335 Advanced Field Statistics	(4)
STAT 433 Stochastic Modeling	(4)
WILD 473 Fisheries Ecology & Management	(4)

\*For Biology teaching licensure, see BS: Biology & Secondary Education  
Double Major (page...)

# Bachelor of Science: Biology & Secondary Education Double Major

Refer to pages 123-129 for information on applying for admission to the Teacher Education Program and other program requirements. The UMW Department of Education strongly recommends that candidates seek licensure in more than one subject area (by combining one teaching major with at least one other teaching major or teaching minor) to increase their hiring options. For Biology majors, adding the General Science Broadfield Major is recommended. A Coaching Option is also available with any teaching major, but does not lead to licensure.

## Credit Requirements

### GENERAL EDUCATION

31-32

Select the following 2 courses/8 credits for Natural Science

BIOB 160 Principles of Living Systems	4
CHMY 141 College Chemistry I	4

Select the following course for Humanities: Literary & Artistic Studies

PHL 241 History of Philosophy and Science	4
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Select the following course/4 credits for Mathematics

STAT 121 Probability	4
----------------------	---

### BIOLOGY MAJOR CORE

52

BIOB 170 Principles of Biological Diversity	4
BIOB 260 Cellular & Molecular Biology	4
BIOB 375 General Genetics	4
BIOB 420 Evolution	4
BIOE 370 General Ecology	4
BIOO 220 General Botany	4
CHMY 143 College Chemistry II	4
CHMY 321 Organic Chemistry I	4
CHMY 323 Organic Chemistry II	4
M171 Calculus I	4

Select 2 courses/8 credits from the following:

PHSX 220 Physics I	(4)
PHSX 222 Physics II	(4)
PHSX 224 Physics III	(4)

Select 1 course/4 credits from the following:

STAT 217 Intermediate Statistical Concept	(4)
STAT 233 Biostatistics	(4)

### EDUCATION PROFESSIONAL CORE

36

See page 134 for recommended course sequence

EDU 201 Intro to Education with Field Experience	4
EDU 222 Educational Psychology & Child Development	4
EDU 306 School Law & Advocacy for all K-12 Learners	4
EDU 311 Cultures, Diversity, & Ethics in Global Education	4
EDU 382 Assessment, Curriculum & Instruction	4
EDU 371 Foundation of Edu Technology in Secondary Schools	2
EDU 481 Content Area Literacy	2
EDU 444 Classroom Management in Secondary Schools	4
EDU 497S Methods: 5-12 Science	4

Select 1 course/4 credits from the following

HEE 340 Methods of Health Education	4
HTH 220 Human Sexuality	4

### STUDENT TEACHING

8

EDU 495S Student Teaching: 5-12	8
---------------------------------	---

### ELECTIVES

0-1

Choose elective credits from any college-level catalog courses to bring degree total to 128.

**BS: BIOLOGY AND SECONDARY ED TOTAL CREDITS 128**

## Additional Biology and Secondary Education Degree and Course Information

Information & Technology Exam Requirement: If a student does not pass the UMW Information & Technology Exam upon entrance to UMW, the student will take COMS 115 Computer Basics for Educators (4) to assist in passing the exam. The exam must be passed prior to admission to the Teacher Education Program (TEP).

The following additional courses are strongly recommended for Secondary Education

BIOH 365 Human Anatomy & Physiology I Health Professional	(4)
BIOH 370 Human Anatomy & Physiology II Health Professional	(4)
BIOM 260 General Microbiology	(4)

Students are strongly encouraged to take ANTY 220 as an elective prior to enrolling in EDU 311.

Students in an internship program (e.g. Class 5 teachers) will substitute EDU 498 Internship for EDU 495. Consult with the Director of Field Experiences to determine appropriate number of credits.

A recent certificate of first aid & safety (including child and adult CPR and ARD, & infant CPR) is required for all education majors prior to student teaching. ECP100 is recommended to fulfill this requirement.

# Bachelor of Science: Business Administration

## Program Mission Statement

Offering a unique combination of traditional business courses and options that incorporate technology, problem-based learning, and hands-on and team-based projects, the BS: Business Administration degree is designed to challenge students to acquire the practical, intellectual, technological, problem-solving, and communications skills necessary for successful participation in a diverse, dynamic, and global society. While the program is delivered using a small business, rural context, graduates are well prepared for joining a large corporation as well as pursuing a master's degree in business administration.

## Graduate Outcomes

Program graduates demonstrate:

- Understand and apply fundamental concepts and practices of business administration, primarily management, marketing, finance, and operations.
- Understand and apply economic principles.
- Develop an ability to identify problems, collect and assess data, and present solutions using innovation and organizational skills.
- Utilize computer software and hardware tools for problem-solving, decision-making, and communication.
- Exhibit effective oral and written communications skills for successful interactions in business settings.
- Demonstrate creative, ethical behavior in individual and team-based projects while learning to stay focused and use personal initiative to accomplish established goals.
- Recognize and respect the diversity implicit in global society.

## Assessment

The University of Montana Western has received specialized accreditation for its Bachelor of Science and Bachelor of Applied Science degree programs in Business through the International Assembly for Collegiate Business Education (IACBE), Olathe, Kansas.

Graduate outcomes are assessed using both direct and indirect measures: oral/written communications skills assessed at beginning, midpoint, and end of the BS: Business Administration program, nationally recognized and normed standardized exam administered to all senior students, internship evaluation from supervisors, exit interviews with graduating seniors, alumni surveys, and cumulative evaluation of faculty performance. An assessment plan can be obtained from the Department of Business & Technology.

## Credit Requirements

### GENERAL EDUCATION

31-32

Select the following course for Behavior & Social Sciences

ECNS 201 Principles of Microeconomics 4

### BUSINESS ADMINISTRATION CORE

50

ACTG 201 Principles of Financial Accounting 4

ACTG 202 Principles of Managerial Accounting 4

BFIN 322 Business Finance 4

BGEN 235 Business Law 4

BMGT 322 Operations Management 4

BMGT 335 Management & Organizations 4

BMGT 499 Capstone 4

BMKT 325 Principles of Marketing 4

BUS 217 Business & Electronic Communication 4

CAPP 131 Basic Microsoft Office 4

BGEN 498 Internship 6

Select 1 course/4 credits from the following:

BGEN 253 Business Statistics and Research (4)

STAT 216 Intermediate Statistical Concepts (4)

### OPTION AREAS 32

Select one of the following option areas:

Equine Management (32)

Health & Fitness Management (32)

Small Business Management (32)

Web & Digital Media (32)

Other Options (34 minimum)

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:

BMGT 210 Small Business Entrepreneurship 4

BMGT 499 Capstone 4

### ELECTIVES 6-7

Select from any general education category for which prerequisites have been met to bring degree total to 120 credits. (must be non-business courses. The following rubrics shall not be used to meet this requirement:

ACTG/CAPP/COMS/EDU/EQUH/EQUS/HHP/HTR/IT)

**BS: BUSINESS ADMINISTRATION TOTAL CREDITS 120**

## Business Administration Option Course Summary

### EQUINE MANAGEMENT OPTION 32

BMGT 210 Small Business Entrepreneurship 4

BMGT 499 Capstone 4

EQUS 101 Introduction to Equine Studies 4

EQUS 102 Equine Selection and Judging 4

EQUS 201 Basic Horse Care and Nutrition 4

EQUS 202 Equine Science I 4

EQUS 203 Equine Science II 4

EQUS 204 Equine Facilities Management 4

### HEALTH AND FITNESS MANAGEMENT OPTION 32

AHAT 210 Prevention and Care of Athletic Injury 4

HEE 410 Organization & Administration in Sport Fitness 4

KIN 205 Foundation in Health & Human Performance 4

KIN 221 Health Anatomy & Physiology 4

KIN 320 Exercise Physiology 4

KIN 325 Biomechanics 4

KIN 410 Advanced Strength Training & Conditioning 4

NUTR 411 Nutrition for Sports & Exercise 4



**SMALL BUSINESS MANAGEMENT OPTION**

BMGT 327 Risk Management and Insurance	4
BMGT 329 Human Resource Management	4
BMGT 448 Entrepreneurship	4
BMKT 337 Consumer Behavior	4
BUS 304 Leadership	4
ECNS 332 Economics of Natural Resources	4

Select 1 course/4 credits from the following:

BMIS 311 Management Information Systems	(4)
CAPP 251 Advanced Microsoft Office	(4)

Select from any 4 credits from general education category for which prerequisites have been met to bring degree total to 120 credits. (must be non-business courses. The following rubrics shall not be used to meet this requirement: ACTG/BUS/CAPP/COMS/EDU/EQUH/EQUS/HHP/HTR/IT)

Management Option Elective credit	4
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**WEB & DIGITAL MEDIA OPTION**

BMIS 311 Management Information Systems	4
ITS 205 Computer Hardware/Software Management	4
COMS 212 Introduction to Web Design	4
COMS 235 Video/Audio Design	4
COMS 242 Digital Print Media	4
COMS 325 Digital Graphics/Animation Design	4
COMS 335 Advanced Web Design	4
COMS 410 Capstone Project	4

**OTHER CREDITS**

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:

BMGT 210 Small Business Entrepreneurship	4
BMGT 499 Capstone	4

## Additional Requirements

Business major students are required to take the Information Technology Literacy Exam as part of their CAPP 131 course requirement. If the IT Literacy Exam is not passed in this course, the student is required to pass the exam prior to graduation.

## Secondary Education

Secondary Business Education Teaching Option: Student who have completed the BS: Business Administration and would like to obtain a teaching license in business education must complete Secondary Education requirement.

## Recommended Four Year Course Sequence

This list includes the major, minor, and option core classes as guidelines to complete in four years. It is one example of how the program can be

completed in four years; faculty advisors assist students in choosing among the options in a given semester to insure progress towards completion of the program. Students should complete general education and elective requirements while working with these guidelines.

**FRESHMEN YEAR BUSINESS ADMINISTRATION COURSES**

ECNS 201 Principles of Microeconomics  
BUS 217 Business and Electronic Communication  
CAPP 131 Basic Microsoft Office

**SOPHOMORE YEAR BUSINESS ADMINISTRATION COURSES**

BGEN 235 Business Law  
ACTG 201 Principles of Financial Accounting  
ACTG 202 Principles of Managerial Accounting  
BMGT 322 Business Finance  
3 courses from selected Business Option (or General Education)

**JUNIOR YEAR BUSINESS ADMINISTRATION COURSES**

BMKT 325 Principles of Marketing  
BMGT 335 Management & Organizations  
BGEN 253 Business Statistics and Research  
BMGT 322 Operations Management  
2 courses from selected option (or General Education)

**SUMMER BETWEEN JUNIOR AND SENIOR YEAR**

*Students may want to consider doing their internship during this summer term*

**SENIOR YEAR BUSINESS ADMINISTRATION COURSES**

BMGT 499 Capstone  
Any remaining option area courses  
BGEN 499 Internship

# Information for Business and Computer Application for Educator's Licensure

(for students who have a Bachelor's Degree in Business and are seeking a teaching license)

Refer to pages 123-129 for information on applying for admission to the Teacher Education Program and other program requirements. The UMW Department of Education strongly recommends that candidates seek licensure in more than one subject area (by combining one teaching major with at least one other teaching major or minor) to increase their hiring options. A Coaching Option is also available with any teaching major, but does not lead to licensure.

Required:

1. Bachelor's degree in Business.
2. Must meet the following minimum requirements for entrance into the Teacher Education Program (TEP):
  - Overall GPA in undergraduate Business degree program, with no grade lower than C- in courses required for the major.
  - Completion of the TEP application form.
3. Must complete all requirements of TEP, including successful completion of Gateways 1, 2, and 3 of the TEP evaluation process.
4. Must pass a criminal background check prior to being admitted to the field experiences for the professional education classes and prior to student teaching.
5. Contact the Director of Field Experiences for licensure information.

Following is the class layout for those students who already have obtained a BS: Business Administration and would like to get their teaching certification.

## REQUIRED COURSES

BUS 351 Methods & Materials in Business Theory Subjects	2
BMIS 397 Method & Materials in Computer Applications	2
EDU 201 Introduction to Education w/Field Experience	4
EDU 222 Educational Psychology & Child Development	4
EDU 306 School Law & Advocacy for all K-12 Learners	4
EDU 311 Cultures, Diversity & Ethics in Global Education	4
EDU 382 Assessment, Curriculum, & Instruction	4
EDU 481 Content Area Literacy	2
EDU 444 Classroom Management in Secondary Schools	4
EDU 495S Student Teaching 5-12	8

Select 1 course/4 credits from the following:

HEE 340 Methods of Health Education	(4)
HTH 220 Human Sexuality	(4)

## ADDITIONAL COURSES

Students may also be required to take additional computer application courses depending up on the courses they have previously taken:

BMIS 311 Management Information Systems	(4)
CAPP 131 Basic Microsoft Office	(4)
CAPP 251 Advanced Microsoft Office	(4)
CAPP 258 Advanced Microsoft Access	(3)
COMS 212 Introduction to Web Design	(4)
ITS 205 Computer Hardware & Software Management	(4)

## For Those Who Already Hold a Teaching License

For individuals who already hold a teaching license in another secondary education content area, adding a new content area endorsement in Business & Computer Applications Education requires completion of appropriate content coursework, including COMS 351 (BMIS 397) and BUS 351. Some professional education courses may be waived. These individuals are not required to complete student teaching (ED 473/EDU 495S) or an internship, unless seeking an additional degree. Individuals with an elementary education license must complete a teaching internship in an appropriate secondary classroom (4 credits of supervised internship for at least two semesters).

# Bachelor of Science: Environmental Interpretation

## Program Mission Statement

The mission of the BS: Environmental Interpretation degree 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 informal 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.

## Program Information

The BS: Environmental Interpretation degree is designed to prepare students to pursue career opportunities as environmental interpreters, naturalists, informal science educators, and conservation enforcement officers. The intellectual foundation of the Environmental Interpretation degree is a strong background in the field-based natural sciences in combination with courses that focus on 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.

The University of Montana 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 UMW. UMW also holds institutional membership with the National Association for Interpretation (NAI) and offers students the opportunity to take part in the Certified Interpretive Guide (CIG) curriculum and certification process as part of the BS program curriculum.

## 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.
- Demonstrate knowledge of the concepts central to his/her field of study.

## Assessment

The graduate outcomes for the BS: Environmental Interpretation degree 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: Environmental Interpretation is available on the web at <http://my.umwestern.edu/administration/vcaa/acc-creditation/accenviroint/>.

## Credit Requirements

### GENERAL EDUCATION

31-32

*Select the following course for Behavior & Social Science*

PSYX 100 Introduction to Psychology 4

*Select the following course for Mathematics*

STAT 121 Probability 4

*Select the following course as one of the Natural Science requirements*

BIOB 160 Principles of Living Systems 4

### ENVIRONMENTAL INTERPRETATION MAJOR CORE

52

ANTY 220 Culture and Society 4

BIOB 170 Principles of Biological Diversity 4

BIOO 120 Introduction to Ethnobotany 4

BIOO 220 General Botany 4

CHMY 121 Introduction to Chemistry 4

ENST 275 Environmental Interpretation I 4

ENST 391 Environmental Policy 4

ENST 475 Environmental Interpretation II 4

ENVS 260 Wildlands Skills: Night Sky 2

ENVS 269 Wildlands Skills: Map/Comp/GPS 2

GEO 103 Intro to Environmental Geology 4

GEO 230 Geology of American West 4

NRSM 441 Sustainable Resource Management 4

*Select 1 course/4 credits from the following:*

STAT 217 Intermediate Statistical Concepts (4)

STAT 233 Biostatistics (4)

### INTERNSHIP

4

ENSC/ENST 494P Seminar: Public Presentation 1

*Select 3 credits from the following:*

ENSC/ENST 498 Internship/Cooperative Education (3)

ENSC/ENST 499 Senior Thesis/Capstone (3)

### ENVIRONMENTAL INTERPRETATION OPTIONS

24

*Select 1 option from the following:*

Biological Naturalist (24)

Geological Naturalist (24)

### ELECTIVES

8-9

*Select any college-level catalog courses to bring degree total to 120 credits.*

### BS: ENVIRONMENTAL INTERPRETATION TOTAL CREDITS

120

## Environmental Interpretation Options Course Summary

### BIOLOGICAL NATURALIST OPTION

24

BIOE 250 Conservation Biology 4

BIOE 370 General Ecology 4

BIOO 435 Plant Systematics 4

ENSC 429 Environmental Field Studies 4

*Select 2 courses/8 credits from the following:*

BIOE 425 Wetlands Ecology	(4)
BIOO 470 Ornithology	(4)
BIOO 475 Mammalogy	(4)
WILD 471 Wildlife Ecology and Management	(4)
WILD 473 Fisheries Ecology and Management	(4)

**GEOLOGICAL NATURALIST OPTION** **24**

GEO 226 Rocks, Minerals, and Resources	4
GEO 309 Sedimentation and Stratigraphy	4
GEO 315 Structural Geology	4
GEO 378 Surficial Processes	4

*Select 2 courses/8 credits from the following:*

ENSC 348 Soil Science	(4)
ENSC 429 Environmental Field Studies	(4)
GEO 421 Hydrology	(4)
GEO 491 Geological Research and Writing	(4)

# Bachelor of Science: Environmental Science

## Program Mission Statement

The mission of the BS: Environmental Science degree 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.

## Program Information

Many careers for those with BS: Environmental Science 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 degree 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 their 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.

## Assessment

The graduate outcomes for the BS: Environmental Science degree 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: Environmental Science degree is available on the web at <http://my.umwestern.edu/administration/vcaa/acc-creditation/accenviro/>.

## Credit Requirements

### GENERAL EDUCATION

31-32

Select the following course for Mathematics

STAT 121 Probability 4

Select the following courses for Natural Science

BIOB 160 Principles of Living Systems 4

GEO 103 Introduction to Environmental Geology 4

### ENVIRONMENTAL SCIENCE MAJOR CORE

48

BIOB 170 Principles of Biological Diversity 4

BIOO 220 General Botany 4

CHMY 141 College Chemistry I 4

CHMY 143 College Chemistry II 4

ENVS 269 Wildlands Skills: Map, Compass, and GPS 2

ENSC 348 Soil Science 4

ENSC 394 Geographic Information Systems Seminar 2

ENSC 429 Environmental Field Studies 4

GEO 226 Rocks, Minerals, and Resources 4

NRSM 441 Sustainable Natural Resource Management 4

Select 1 course/4 credits from the following:

M 161 Survey of Calculus (4)

M 171 Calculus (4)

Select 1 course/4 credits from the following:

PHSX 220 Physics I (4)

PHSX 222 Physics II (4)

PHSX 224 Physics III (4)

Select 1 course/4 credits from the following:

STAT 217 Intermediate Statistical Concepts (4)

STAT 233 Biostatistics (4)

### INTERNSHIP

4

ENSC/ENST 494P Seminar: Public Presentation 1

Select 3 credits from the following:

ENSC/ENST 498 Internship/Cooperative Education (3)

ENSC/ENST 499 Senior Thesis/Capstone (3)

### ENVIRONMENTAL SCIENCE OPTION

28

Select 1 option from the following:

Geology (28)

Sustainable Natural Resource Management (28)

Wetlands Management (28)

### ELECTIVES

4

Select any college-level catalog courses to bring degree total to 120 credits.

Note: Students seeking federal employment or graduate school in the sciences should take the following: M172 Calculus II; and either PHSX 222 Physics II or PHSX 224 Physics III.

### BS: ENVIRONMENTAL SCIENCE TOTAL CREDITS

120

## Environmental Science Options Course Summary

### GEOLOGY OPTION

28

GEO 230 Geology of American West 4

GEO 309 Sediment & Stratigraphy 4

GEO 315 Structural Geology 4

GEO 378 Surficial Processes 4

GEO 421 Hydrology 4

GEO/CHMY 431 Environmental Geochemistry 4

GEO 491A Geological Research and Writing	4
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**SUSTAINABLE NATURAL RESOURCES MANAGEMENT OPT    28**

BIOO 120 Introduction to Ethnobotany	4
BIOO 435 Plant Systematics	4
ENST 391 Environmental Policy	4
ENVS 180 Applied Sustainable Landscape Horticulture	4
GEO 421 Hydrology	4

*Select 2 course/8 credits from the following:*

ENST 275 Environmental Interpretation I	(4)
GEO 315 Structural Geology	(4)
GEO 378 Surficial Processes	(4)

**WETLANDS MANAGEMENT OPTION    28**

BIOE 425 Wetlands Ecology	4
BIOO 435 Plant Systematics	4
GEO 309 Sedimentation & Stratigraphy	4
GEO 378 Surficial Processes	4
GEO 421 Hydrology	4
GEO/CHMY 431 Environmental Geochemistry	4

*Select 1 course/4 credits from the following:*

ENST 391 Environmental Policy	(4)
ENVS 180 Applied Sustainable Landscape Horticulture	(4)

## Secondary Education Information

For Earth Science Teaching licensure, see Advising Protocol BS: Environmental Science & Secondary Education.



# Advising Information for Environmental Science & Secondary Education

Students planning to obtain a BS: Environmental Science, with a Geology Option, who also wish to teach in secondary schools (grades 5-12), may wish to simultaneously pursue the double major in Earth Science & Secondary Education. (Note: students cannot apply for a major in Earth Science alone—it must be awarded in conjunction with the Major in Secondary Education; see page 134))

Admission to the Teacher Education Program (TEP) and completion of all requirements of the Teacher Education Program are required (see page 123-129).

Students pursuing the BS: Environmental Science, Geology Option, would complete the following additional coursework to pursue the additional Double Major in Earth Science & Secondary Education.

## Credit Requirements

<b>ADDITIONAL GENERAL EDUCATION</b>	<b>12</b>
ASTR 110 Introduction to Astronomy	4
PHL 241 History and Philosophy of Science	4
PHSX 249 Physical Meteorology	4
<b>PROFESSIONAL EDUCATION CORE</b>	<b>36</b>
<i>See page 134 for recommended course sequence</i>	
EDU 201 Introduction to Education with Field Experience	4
EDU 222 Educational Psychology & Child Development	4
EDU 306 School Law & Advocacy for all K-12 Learners	4
EDU 311 Cultures, Diversity, & Ethics in Global Education	4
EDU 382 Assessment, Curriculum & Instruction	4
EDU 371 Foundation of Edu Technology for Secondary Schools	2
EDU 481 Content Area Literacy	2
EDU 444 Classroom Management in Secondary Schools	4
EDU 497S Methods: 5-12 Science	4
<i>Select 1 course/4 credits from the following</i>	
HEE 340 Methods of Health Education	4
HTH 220 Human Sexuality	4
<b>STUDENT TEACHING</b>	<b>8</b>
EDU 495S Student Teaching: 5-12	8

## Additional Secondary Education Major and Course Information

Students are strongly encouraged to take ANTY 220 as an elective prior to enrolling in EDU 311.

Students in an internship program (e.g. Class 5 teachers) will substitute EDU 498 Internship for EDU 495. Consult with the Director of Field Experiences to determine appropriate number of credits.

A recent certificate of first aid & safety (including child and adult CPR and ARD, & infant CPR) is required for all education majors prior to student teaching. ECP100 is recommended to fulfill this requirement.

# Bachelor of Science: Health & Human Performance

## Program Mission Statement

The mission of the BS: Health & Human Performance (HHP) degree is to provide students with an in-depth understanding of the nutritional, physiological, biomechanical, psycho-social, artistic, and recreational dimensions of human activity and health, and to prepare them with the skills to successfully apply this knowledge to graduate study or professional careers in the field. Through extensive hands-on and authentic field research and experiences, students will become critical thinkers capable of applying knowledge, evaluating complex issues in the field of health and human performance, and creating new relevant knowledge based on their own investigations.

## Program Information

The BS: Health & Human Performance program provides preparation for students planning to pursue graduate studies or employment in the rapidly expanding fields of personal/corporate fitness and wellness programming, public health, exercise science, and exercise prescription. Students who wish to become teachers should refer to the BS: Physical Education & Health K-12 degree program (page 144).

The degree includes extensive coursework in the health and human performance field along with courses from business, communications, and leisure services. In addition, the HHP degree enables students to select 10-11 elective credits in order to further specialize their degree to match their career or graduate school goals. Since this degree is a subject area degree rather than an education degree, it would also facilitate admission to graduate studies in the field or to post-baccalaureate or graduate level teacher licensure programs requiring an undergraduate major in a specific subject area. Students currently pursuing the Physical Education & Health K-12 teaching degree can easily transition into the BS: HHP degree if they decide not to seek teacher licensure, and students in the BS: HHP degree could easily transfer into the BS: Physical Education & Health K-12 degree if they decide they do want to teach.

## Graduate Outcomes

Program graduates will:

- Demonstrate, apply, and communicate knowledge about factors affecting and enhancing human health and physical performance.
- Demonstrate the skills and dispositions necessary to collect, analyze, and communicate information relevant to human health and physical performance
- Demonstrate the skills and dispositions necessary to work and communicate effectively with peers, clients, and the community.

## Assessment

Graduate outcomes for the BS: Health & Human Performance degree are assessed through continuous student performance assessments and feedback, graduate/exit surveys, employer/graduate major professor surveys, alumni surveys, program self-study, and accreditation reviews. An assessment plan can be obtained from the Department Chair of Health & Human Performance.

## Credit Requirements

<b>GENERAL EDUCATION</b>	<b>31-32</b>
<b>HEALTH &amp; HUMAN PERFORMANCE MAJOR CORE</b>	<b>68</b>
AHAT 210 Prevention & Care of Athletic Injuries	4
BUS 304 Leadership	4
CAPP 100 Short Courses: Computer Literacy	1
DANC 285 Dance & Rhythm Methods & Techniques I	1
DANC 286 Dance & Rhythm Methods & Techniques II	1
ECP 100 First Aid & CPR	1
HEE 304 Methods of Team Sports	4
HEE 303 Methods of Lifetime Fitness Activities	4
HEE 340 Methods of Health Education	4
HEE 410 Organization & Administration in Sport Fitness	4
HTH 220 Human Sexuality	4
HTR 240 Leisure Services	4
KIN 205 Foundation in Health and Human Performance	4
KIN 221 Health Anatomy & Physiology	4
KIN 320 Exercise Physiology	4
KIN 325 Biomechanics	4
KIN 330 Motor Learning & Control	4
KIN 410 Advanced Strength Training & Conditioning	4
NUTR 411 Nutrition for Sports & Exercise	4
<i>Select 1 course/4 credits from the following:</i>	
AHAT 330 Advanced Techniques in Sports Medicine	(4)
COA 305 Coaching: Pedagogy, Administration, & Ethics	(4)
<b>INTERNSHIP</b>	<b>10</b>
<i>Complete 10 credits from the following:</i>	
KIN 498 Internship/Cooperative Education	(10)
KIN 499 Senior Thesis/Capstone	(10)
<b>ELECTIVES</b>	<b>10-11</b>
<i>Select any college-level catalog courses to bring degree total to 120 credits</i>	
<b>HEALTH &amp; HUMAN PERFORMANCE TOTAL CREDITS</b>	<b>120</b>

## Recommended Four Year Course Sequence

This list includes the major, minor, and option core classes as guidelines to complete in four years. It is one example of how the program can be completed in four years; faculty advisors assist students in choosing among the options in a given semester to insure progress towards completion of the program. Students should complete general education and elective requirements while working with these guidelines.

### FRESHMEN YEAR HHP COURSES

KIN 205 Foundations in HHP  
DANC 285 Dance & Rhythm Methods & Techniques I  
CAPP 100 Short Courses: Computer Literacy  
DANC 286 Dance & Rhythm Methods & Techniques II  
KIN 221 Health Anatomy & Physiology

#### SOPHOMORE YEAR HHP COURSES

AHAT 210 Prevention & Care of Athletic Injuries

HEE 303 Methods of Lifetime Fitness Activities

HEE 304 Methods of Team Sports

HEE 340 Methods of Health Education

HTH 220 Human Sexuality

#### JUNIOR YEAR HHP COURSES

KIN 320 Exercise Physiology

KIN 330 Motor Learning & Control

KIN 498 Internship/Cooperative Education (4 credits)

AHAT 330 Advanced Techniques in Sports Medicine or

COA 305 Coaching: Pedagogy, Administration, & Ethics

BUS 304 Leadership

KIN 325 Biomechanics

ECP 100 First Aid & CPR

#### SENIOR YEAR HHP COURSES

HEE 410 Organization & Administration in Sport Fitness

NUTR 411 Nutrition for Sports & Exercise

KIN 498 Internship/Cooperative Education (6 credits)

KIN 410 Advanced Strength Training & Conditioning

# Bachelor of Science: Mathematics

## Program Mission Statement

The mission of the Department of Mathematics is to prepare students for professional work or postgraduate study in mathematics or mathematics education by both developing their competencies with core mathematical concepts and providing them with the experience of engaging in mathematical research.

## Graduate Outcomes

Program graduates:

- Display an understanding of basic concepts in the diverse fields of either pure or applied mathematics.
- Acquire practical experience with research techniques and methods in the mathematical sciences by mastering basic analytical, logical, and/or computational techniques commonly used in asking and answering mathematical questions.
- Demonstrate ability to read and understand primary scientific literature in their discipline.
- Exhibit ability to write a basic scientific paper.
- Demonstrate a broad knowledge of the general variety of mathematical fields that are pursued by mathematicians and, at the same time, acquire a focused understanding of at least one specific area of pure or applied mathematics.
- Demonstrate mastery of oral communication for effective interaction with colleagues and the community.
- Demonstrate ability to conduct research, both independently and as a team.

## Assessment

The graduate outcomes for the BS: Mathematics degree are assessed at various stages of the students' development within the program. In general, this means that the students' research and scientific communication skills will be assessed both near the beginning and end of their academic careers. In addition, all students pursuing a BS: Mathematics degree are assessed in their mastery of computational skills drawing from algebra, trigonometry, and calculus midway through their academic career (typically during their Calculus II course). The details of these assessment activities may be found in the program assessment plan, which may be obtained from the Department of Mathematics.

Note: In order to receive credit toward a BS: Mathematics Major, students must earn a B- or higher in STAT 121 Probability and all courses listed in the Major Core.

## Credit Requirements

### GENERAL EDUCATION

31-32

Select the following course for Mathematics

STAT 121 Probability 4

### MATHEMATICS MAJOR

48

M 171 Calculus I 4

M 172 Calculus II 4

M 210 Introduction to Math Software 4

M 221 Introduction to Linear Algebra 4

M 273 Multivariable Calculus 4

M 274 Introduction to Differential Equations 4

M 329 Modern Geometry 4

M 343 Foundations of Mathematics 4

Select 1 course/4 credits from the following:

STAT 217 Intermediate Statistical Concepts (4)

STAT 233 Biostatistics (4)

STAT 422 Mathematical Statistics (4)

Select 3 courses/12 credits from the following (at least one must be M414 or STAT 433):

M 414 Deterministic Models (4)

M 435 Advanced Calculus I (4)

M 472 Introduction to Complex Analysis (4)

M 431 Abstract Algebra (4)

M 444 Advanced Number Theory (4)

M 494 Seminar/Workshop (4)

M 499 Senior Project/Thesis (4)

STAT 433 Stochastic Modeling (4)

### OPTION AREAS/ELECTIVES

28

In addition to completing the core mathematics courses, BS: Mathematics students have three paths available to them:

- Elect to complete one of the three Option Areas available; any remaining credits required to achieve 120 credits may be filled with any college-level catalog course.
- Elect to double major with Secondary Education (p114/141).
- Elect to use all remaining credits to either construct their own course of study in the mathematical sciences or to pursue other interests.

Mathematical Biology Option (28)

Mathematical Ecology Option (28)

Mathematical Geology Option (28)

### ELECTIVES

12-13

Choose elective credits from any college-level catalog courses to bring degree total to 120.

### BS: MATHEMATICS TOTAL CREDITS

120

## Mathematics Options Course Summary

### MATHEMATICAL BIOLOGY OPTION

28

Choose the following courses in General Education: Natural Sciences

BIOB 160 Principles of Living Systems (4)

CHMY 141 College Chemistry I (4)

Option Courses

BIOB 260 Cellular & Molecular Biology 4

BIOB 375 General Genetics 4

BIOB 420 Evolution 4

CHMY 143 College Chemistry II 4

CHMY 321 Organic Chemistry I 4

Select 2 courses/49credits from the following:

BIOB 425 Advanced Cell & Molecular Biology  
 BIOM 260 General Microbiology  
 CHEM 441 Biochemistry  
 CHMY 323 Organic Chemistry II  
 STAT 331 Bioinformatics

#### MATHEMATICAL ECOLOGY OPTION

Choose the following in General Education: Natural Sciences

BIOB 160 Principles of Living Systems  
 CHMY 141 College Chemistry I

#### Option Courses

BIOB 170 Principles of Biological Diversity  
 BIOB 260 Cellular & Molecular Biology  
 BIOB 375 General Genetics  
 BIOB 420 Evolution  
 BIOE 370 General Ecology  
 STAT 335 Advanced Field Statistics

Select 1 course/4 credits from the following:

BIOE 222 Invasive Species  
 BIOE 250 Conservation Biology  
 BIOE 425 Wetlands Ecology  
 BIOM 427 General Parasitology  
 BIOO 262 Introduction to Entomology  
 BIOO 435 Plant Systematics  
 BIOO 450 Vertebrate Zoology  
 BIOO 470 Ornithology  
 BIOO 475 Mammalogy  
 WILD 471 Wildlife Ecology and Management  
 WILD 473 Fisheries Ecology and Management

#### MATHEMATICAL GEOLOGY OPTION

Choose the following in General Education: Natural Sciences

CHMY 141 College Chemistry

Select 1 course/4 credits from the following:

GEO 101 Introduction to Physical Geology  
 GEO 103 Introduction to Environmental Geology

#### Option Courses

CHMY 143 College Chemistry II  
 GEO 226 Rocks, Minerals, & Resources  
 GEO 309 Sediment & Stratigraphy  
 GEO 315 Structural Geology  
 GEO 421 Hydrology  
 GEO/CHMY 431 Environmental Geochemistry

Select 1 course/4 credits from the following:

ENSC 429 Environmental Field Studies  
 GEO 378 Surficial Processes

## Recommended Four Year Course Sequence

This list includes the major, minor, and option core classes as guidelines to complete in four years. It is one example of how the program can be completed in four years; faculty advisors assist students in choosing among the options in a given semester to insure progress towards completion of the program. Students should complete general education and elective requirements while working with these guidelines.

28

#### FRESHMEN YEAR MATHEMATICS COURSES

M 112 Trigonometry & Complex Numbers  
 STAT 121 Probability  
 M 171 Calculus I  
 M 172 Calculus II  
 STAT 217 Intermediate Statistical Concepts  
 M 273 Multivariable Calculus

#### SOPHOMORE YEAR MATHEMATIC COURSES

M 210 Introduction to Mathematical Software  
 M 329 Modern Geometry  
 M 343 Foundations of Mathematics

(4)

(4)

(4)

(4)

(4)

(4)

(4)

(4)

(4)

(4)

(4)

28

*In the Sophomore and Junior Year select 3 of the following courses*

One or two 400-level Mathematics courses  
 M 414 Deterministic Modeling  
 STAT 433 Stochastic Modeling

*These courses should be taken during either the Sophomore or Junior Year depending on availability.*

M 221 Introduction to Linear Algebra  
 M 274 Introduction to Ordinary Differential Equations

#### JUNIOR YEAR MATHEMATIC COURSES

*These courses should be taken during either the Sophomore or Junior Year depending on availability.*

M 221 Introduction to Linear Algebra  
 M 274 Introduction to Ordinary Differential Equations

(4)

(4)

*In the Sophomore and Junior Year select 3 of the following courses*

One or two 400-level Mathematics courses  
 M 414 Deterministic Modeling  
 STAT 433 Stochastic Modeling

4

4

4

4

4

4

#### SENIOR YEAR MATHEMATIC COURSES

Option or elective courses

# Bachelor of Science: Mathematics and Secondary Education Double Major

Note: In order to receive credit toward a BS: Mathematics Major, students must earn a B- or higher in STAT 121 Probability and all courses listed in the Major Core. Refer to pages 123-129 for information on applying for admission to the Teacher Education Program and other program requirements. The UMW Department of Education strongly recommends that candidates seek licensure in more than one subject area (by combining one teaching major with at least one other teaching major or minor) to increase their hiring options. A Coaching Option is also available with any teaching major, but does not lead to licensure.

## Credit Requirement

### GENERAL EDUCATION

31-32

Select the following course for Mathematics

STAT 121 Probability 4

### MATHEMATICS MAJOR CORE

48

M 171 Calculus I 4

M 172 Calculus II 4

M 210 Introduction to Math Software 4

M 221 Introduction to Linear Algebra 4

M 273 Multivariable Calculus 4

M 274 Introduction to Differential Equations 4

M 329 Modern Geometry 4

M 343 Foundations of Mathematics 4

Select 1 course/4 credits from the following:

STAT 217 Intermediate Statistical Concept (4)

STAT 233 Biostatistics (4)

STAT 422 Mathematical Statistics (4)

Select 3 courses/12 credits from the following (at least one must be M414 or STAT 433):

M 414 Deterministic Models (4)

M 435 Advanced Calculus I (4)

M 472 Introduction to Complex Analysis (4)

M 431 Abstract Algebra (4)

M 444 Advanced Number Theory (4)

M 494 Seminar/Workshop (4)

M 499 Senior Project/Thesis (4)

STAT 433 Stochastic Modeling (4)

### PROFESSIONAL EDUCATION CORE

36

See page 134 for recommended course sequence

EDU 201 Intro to Education with Field Experience 4

EDU 222 Educational Psychology & Child Development 4

EDU 306 School Law & Advocacy for all K-12 Learners 4

EDU 311 Cultures, Diversity, & Ethics in Global Education 4

EDU 382 Assessment, Curriculum & Instruction 4

EDU 371 Foundation of Edu Technology for Secondary Schools 2

EDU 481 Content Area Literacy 2

EDU 444 Classroom Management in Secondary Schools 4

EDU 497M Methods: 5-12 Mathematics 4

Select 1 course/4 credits from the following

HEE 340 Methods of Health Education 4

HTH 220 Human Sexuality 4

### STUDENT TEACHING 8

EDU 495S Student Teaching: 5-12 8

### ELECTIVES 4-5

Choose elective credits from any college-level catalog courses to bring degree total to 128.

### MATH AND SECONDARY EDUCATION TOTAL CREDITS\*\*\* 128

## Additional Mathematics and Secondary Education Degree and Course Information

Information & Technology Exam Requirement: If a student does not pass the UMW Information & Technology Exam upon entrance to UMW, the student will take COMS 115 Computer Basics for Educators (4) to assist in passing the exam. The exam must be passed prior to admission to the Teacher Education Program (TEP).

Students are strongly encouraged to take ANTY 220 as an elective prior to enrolling in EDU 311.

Students in an internship program (e.g. Class 5 teachers) will substitute EDU 498 Internship for EDU 495. Consult with the Director of Field Experiences to determine appropriate number of credits.

A recent certificate of first aid & safety (including child and adult CPR and ARD, & infant CPR) is required for all education majors prior to student teaching. ECP100 is recommended to fulfill this requirement.



# 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.

## Program Information

In addition to general admission to UMW, students interested in the Natural Horsemanship Program must apply by March 1st for the introductory Natural Horsemanship classes that will start that fall (August). The Natural Horsemanship Admissions Committee evaluates prospective students based on a combination of academic ability, horsemanship experience, natural horsemanship experience (if any), and student desire for participation in the program. Application forms for the program are available from the UMW Admissions Office or via the Natural Horsemanship website: [http://my.umw-western.edu/shares/bus\\_share/bsnathorse.html](http://my.umw-western.edu/shares/bus_share/bsnathorse.html).

Natural Horsemanship students must provide their own horse. Housing and feed for that horse will be provided by the university in collaboration with the Montana Center for Horsemanship. UMW natural horsemanship instructors will determine the ultimate suitability of the horse; stallions or untrained horses are not acceptable.

Natural Horsemanship program students are assessed a program tuition charge each semester. Montana 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 the 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 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 collegiately 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 able to recognize common disease problems in horses.
- Understand and evaluate the effectiveness of equine preventative health programs.

## Assessment

The graduate outcomes for the BS: Natural Horsemanship 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 is available on the web at <http://my.umwwestern.edu/administration/vcaa/accreditation/accnatural//>.

## Credit Requirements

### GENERAL EDUCATION

31-32

#### Natural Sciences

CHMY 121 Intro to General Chemistry  
(CHMY 141 for NH Science Option)

4

#### Select 1 course/4 credits from the following:

BIOB 101 Discover Biology

(4)

BIOB 160 Principles of Living Systems

(4)

#### Behavioral & Social Sciences

PSYX 100 Introduction to Psychology	4
HSTR 101 Western Civilization I or other HSTA/HSTR course	4

#### NATURAL HORSEMANSHIP MAJOR CORE

	<b>44</b>
EQUH 155 Introduction to NH: Gaining Confidence and Respect	3
EQUH 252 NH: Building a Relationship	3
EQUH 254 NH: Harmony with Your Horse I	3
EQUH 255 NH: Harmony with Your Horse II	3
EQUH 351 NH: Refining the Foundation I	4
EQUH 352 NH: Refining the Foundation II	4
EQUH 101 Introduction to Equine Science I	4
EQUH 201 Basic Horse Care and Nutrition	4
EQUH 202 Equine Science I	4
EQUH 203 Equine Science II	4
EQUH 204 Equine Facility Management	4

Select 1 course/4 credits from the following:

EQUH 453 Young Horse Starting & Development	(4)
EQUH 454 Equine Behavior	(4)

#### INTERNSHIP

	<b>6</b>
EQUH 498 NH Internship	4
EQUH 499 Senior Thesis/Capstone	2

#### OPTION AREA

	<b>32</b>
Select any one of the following options	
NH: Management	(32)
NH: Psychology	(32)
NH: Science	(32)

#### ELECTIVES

	<b>6-7</b>
Select any college-level courses from the catalog to bring degree total to 120 credits	

<b>BS: NATURAL HORSEMANSHIP TOTAL CREDITS</b>	<b>120</b>
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### Natural Horsemanship Option Course Summary

#### NH: MANAGEMENT OPTION

	<b>32</b>
ACTG 201 Principles of Financial Accounting	4
BGEN 235 Business Law	4
BMGT 210 Small Business Entrepreneurship	4
ECNS 203 Principles of Microeconomics and Macroeconomics	4
EQUH 404 Contemporary Issues & Ethics in the Equine Industry	4

Select 12 credits from the following:

ACTG 202 Principles of Managerial Accounting	(4)
BGEN 235 Business Statistics and Research	(4)
BUS 217 Business & Electronic Communication	(4)
CAPP 131 Basic Microsoft Office	(4)
Any EQUH/EQUH course not taken in Natural Horsemanship Core	

#### NH: PSYCHOLOGY OPTION

	<b>32</b>
Choose the following course for General Education: Mathematics	
STAT 121 Probability	(4)

#### Option Courses

EQUH 454 Equine Behavior	4
PSYX 230 Developmental Psychology	4
PSYX 252 Fundamentals of Comparative Psychology	4
PSYX 360 Social Psychology	4
PSYX 385 Psychology of Personality	4
PSYX 340 Abnormal Psychology and Research	4

Psychology Electives: Select 8 credits

Recommended electives	
EQUH 453 Young Horse Starting & Development	(4)
PSYX 203 Introduction to Social Science Research Methods	(4)
ISSS 122 Qualitative Research Methods in Social Science	(4)

#### NH: SCIENCE OPTION

Choose the following course for General Education: Mathematics and Natural Science

STAT 121 Probability	(4)
CHMY 141 College Chemistry I	(4)

#### Option Courses

BIOD 170 Principles of Biological Diversity	4
BIOD 260 Cellular & Molecular Biology	4
BIOD 375 General Genetics	4
CHMY 143 College Chemistry II	4

Professional Electives: Select 16 credits from the following: (16)

Any BIO/BIOD/BIOE/BIOH/BIOM/BIOO/CHEM/CHMY/EQST/EQUH/EQUH/M/  
PHYS/PHSX course not taken above

# Bachelor of Science: Early Childhood Education

## Program Mission Statement

Practitioners completing the BS: Early Childhood Education program 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.

## Program Information

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 Montana Western as well as other campuses within the Montana University System.

Early childhood core courses are included in Montana Western's AAS: Early Childhood Education degree program and are currently offered in Billings, Bozeman, Butte, Dillon, Great Falls, Helena, and Missoula. ECE professional core courses are offered through online and intensive (weekend, week long) coursework.

## Graduate Outcomes

Program graduates will:

- Know and understand young children's characteristics and needs.
- Know and understand the multiple influences on development and learning.
- Use developmental knowledge to create healthy, respectful, supportive, and challenging learning environments.
- Know about and understand family and community characteristics.
- Support and empower families and communities through respectful, reciprocal relationships.
- Involve families and communities in their children's development and learning.
- Understand the goals, benefits, and uses of assessment.
- Know about and use observation, documentation, and other appropriate assessment tools and approaches.
- Understand and practice responsible assessment.
- Know about assessment partnerships with families and other professionals.
- Know, understand, and use positive relationships and supportive interactions.
- Know and understand the importance, central concepts, inquiry tools, and structures of content areas or academic disciplines.
- Use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum to promote positive outcomes.
- Identify and involve themselves with the early childhood field.

- Know about and uphold ethical standards and other professional guidelines.
- Engage in continuous, collaborative learning to inform practice.
- Integrate knowledgeable, reflective, and critical perspectives on early education.
- Design and implement meaningful, research-based, content rich experiences and environments in early childhood settings in language and literacy, mathematics, physical development and health, social competence, science, and the creative arts.
- Utilize effective, developmental teaching methods that emphasize long-term, in-depth experiences based upon children's needs and interests.
- Implement family, staff, program, and individual and group child assessment strategies.
- Use knowledge of adult learning theory and teacher development to supervise and mentor adults and to develop effective adult workshops.
- Develop a related area in a specific area of emphasis based upon future career interests and goals.
- Apply environmental, curricular, and management strategies that will promote school success for students with special needs.
- Examine and apply research and theories on children, families, and communities including socioeconomic conditions, family structures, relationships, stressors, supports, home language, cultural values, and ethnicity.

## Assessment

The graduate outcomes for the BS: Early Childhood Education are assessed through employer surveys, alumni surveys, review of portfolio artifacts, observations of students in practicum sites, program self-study, and reports from external reviews. The assessment plan for the BS: Early Childhood Education is available on the web at <http://my.umwestern.edu/administration/vcaa/accreditation/accbsece/>.

## Credit Requirements

<b>GENERAL EDUCATION</b>	<b>31-32</b>
<b>EARLY CHILDHOOD CORE</b>	<b>23</b>
EDEC 210 Meeting the Needs of Families	2
EDEC 211 Meeting the Needs of Families Lab	1
EDEC 220 Creating an Environment of Learning Early Childhood	2
EDEC 221 Creating an Environment of Learning EC Lab	1
EDEC 230 Positive Child Guidance and Management	4
EDEC 247 Child & Adolescent Growth & Development	3
EDEC 248 Child & Adolescent Growth & Development Lab	1
EDEC 265 Leadership & Professionalism in Early Childhood Edu	2
EDEC 266 Leadership & Professionalism in Early Child Edu Lab	1
EDEC 281 Early Childhood Curriculum Design & Implement I	2
EDEC 282 Early Childhood Curriculum Design & Implement I Lab	1
EDEC 283 Early Childhood Curriculum Design & Implement II	2
EDEC 284 Early Childhood Curriculum Design & Implement II Lab	1

<b>EARLY CHILDHOOD SPECIALTY</b>	<b>47</b>	<b>GATEWAY 3</b>
EDEC 225 Ways of Knowing and Critical Thinking for EC Prof	3	Gateway 3 will be assessed at the completion of the Early Childhood Advanced Practicum
EDEC 249 Infant Toddler Development & Group Care	4	<ul style="list-style-type: none"> <li>• Successful completion of all specialty courses with a B- or better</li> <li>• Review of all key assessments</li> <li>• Disposition review</li> </ul>
EDEC 340 A Practicing Inclusion in Preschool Programs	3	
EDEC 345 Creative Curriculum and Development for Young Children	3	
EDEC 352 Math & Science for Early Childhood	3	
EDEC 353 Fostering Movement in Young Children	1	
EDEC 405 Assessment in Early Childhood	3	
EDEC 410 Families, Communities, Culture	3	
EDEC 430 Social/Emotional Development in Young Children	3	
EDEC 445 Child Development Research	3	
EDEC 450 Literacy in the Early Childhood Classroom	3	
EDEC 452 Exploring Reggio Emilia & Project Approach	3	
EDEC 460 Mentoring & Coaching in Early Childhood Education	3	
EDEC 495 Early Childhood Advanced Practicum	6	
Cultural Diversity Course-see page ____ for list	3	
<b>RELATED AREA</b>	<b>12</b>	
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 specific curriculum area such as math, science, social studies, languages, etc.)		
<b>ELECTIVES</b>	<b>6-7</b>	
Select college-level credits with input from a mentor to bring the degree total to 120 credits.		
<b>BS: EARLY CHILDHOOD EDUCATION TOTAL CREDITS</b>	<b>120</b>	

## Additional BS: Early Childhood Education Degree and Course Information

Students must maintain a 3.0 average in the Early Childhood Core with no grade lower than a C-. Students must maintain a B- or higher in Early Childhood Specialty courses.

Students may re-take required courses one time only.

## Program Gateways

### GATEWAY 1

Gateway 1 will be assessed at the completion of EDEC 225 Ways of Knowing and Critical Thinking for EC Professionals

- B- or better in EDEC 225 Ways of Knowing
- B- or better in all specialty courses taken to that point
- Successful completion of WRIT 101 and General Education Math
- Successful completion of writing assessment imbedded within EDEC 225 Ways of Knowing
- Successful completion of the disposition rubric imbedded within EDEC 225 Ways of Knowing

### GATEWAY 2

Gateway 2 will be assessed before students can complete the Early Childhood Advanced Practicum

- Successful completion of all specialty courses with a B- or better
- Disposition review of any reported disposition issues and outcomes
- Review of key assessments

# Bachelor Degrees in Education | Early Childhood Education: Pre-Kindergarten through Grade 3, Elementary Education, Secondary Education, and K-12 Education

## Program Vision, History, and Mission

### Vision

Our vision is to prepare courageous educators and scholarly innovators

### History

For over one hundred years, the education department at the University of Montana Western has been preparing teachers who are successful in all settings. As a premier program, the department is noted for producing outstanding teachers in the oldest teacher education program in the state of Montana.

### Mission

The mission of the University Of Montana Western Department Of Education is to prepare effective teachers who are education leaders for the twenty-first century. To that end, the department adopted motto is teaching tomorrow's leaders.

### Accreditation

The programs in Elementary, Secondary, and K-12 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.

### Commitments

Our faculty models the qualities that we strive to develop in our candidates. These are qualities that our candidates would strive to develop in their Pre-K-12 students.

Our candidates demonstrate the attributes of:

- Scholar;
- Reflective practitioner;
- Courageous innovators; and
- Global humanitarians.

## The Teacher Education Program (TEP)

All Elementary, Secondary, and K-12 Education majors must apply for and be accepted into the UMW Teacher Education Program (TEP) as part of their academic preparation. The TEP consid-

ers teacher preparation a learning process that includes field observations; close interactions with faculty; proficiency in writing, communication, and professional skills; and development of strong knowledge, skills, and dispositions that meet state and national standards for exemplary teaching. To maintain consistent growth as pre-professional, 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. Montana Western candidates are uniquely prepared to teach in multi-age classrooms located in rural school settings

### Assessment

#### TEP PROGRAM REQUIREMENTS

The graduate outcomes for the Elementary Education, Secondary Education, and K-12 programs are assessed through three Gateways 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 evaluation requirements to change during their time at UMW

#### MINIMUM GRADE REQUIREMENTS FOR TEACHER EDUCATION PROGRAM (TEP)

1. Candidates must maintain an overall 2.70 Grade Point Average (GPA).
2. Candidate must maintain a 2.70 GPA or above in Major and Minor content courses (for Elementary Education, "Major courses" refers to all required General Education and professional content courses), with no grade in required content courses below C-, including courses counted for General Education.
3. For Professional Education requirements (core) courses, candidates must complete courses with no grade below B-.
4. Candidates may re-take required Professional Education courses one time only

#### REQUIREMENTS FOR ADMISSION TO TEP, IN ADDITION TO GRADE REQUIREMENTS LISTED ABOVE

- Pass an extemporaneous essay (administered within EDU 201).
- Pass the UMW Information and Technology Literacy exam.
- Pass the Teacher Work Sample assignments completed within EDU 201 and EDU 222.
- Complete 80 hours of service learning, and submit a time log, a summary, and reflections.
- Apply for the criminal background check.
- Pass EDU 201 and EDU 222 (and EDU 234, if you are an elementary education major) with at least a B-.
- Pass WRIT 101, college-level mathematics or statistics, and at least 8 additional general education credits.
- Meet expectations for Professional Dispositions, Professional Skills, & Academic Performance; no "unacceptable" ratings on Observation or Professionalism forms.
- Candidate is not on departmental or university academic or behavioral probation.
- Pass a TEP Admissions Interview and Teaching Demonstration (interviews are held every block).
- Pass a vote of approval of the TEP program faculty.

(Refer to the most recent TEP Student Handbook for detailed explanations for each requirement. Work with an education faculty advisor to prepare all necessary documentation for admission to the TEP).

#### REQUIREMENTS FOR ADMISSION TO STUDENT TEACHING, IN ADDITION TO GRADE REQUIREMENTS LISTED ABOVE:

- Completion of an associate degree, when 60 credits are completed.
- Student teaching application packet completed.
- Student teaching placement request form completed.
- Recent Certificate of First Aid & Safety.
- Recent criminal background check.
- Successful completion of 100% of degree course requirements.



- Meet expectations for Professional Dispositions, Professional Skills, & Academic Performance; no “unacceptable” ratings on Observation or Professionalism forms.
- Candidate is not on departmental or university academic or behavioral probation
- Pass the review of Professional Packet (Resume; Service Learning Summary & Reflections; and Professional Goals Plan).
- Pass the Research Symposium presentation.

(Refer to the most recent TEP Student Handbook for detailed explanations for each requirement. Work with an education faculty advisor to prepare all necessary documentation).

#### REQUIREMENTS FOR PROGRAM COMPLETION

- Pass the Student Teaching or Internship Evaluations and Observations.
- Pass the Teacher Work Sample.
- Document attendance at a professional conference.
- Provide a letter of recommendation from your supervising teacher (or school administrator, in the case of internships).
- Pass the Defense of the Teacher Work Sample.
- Submit licensure application form.
- Pass PRAXIS II exams, prior to applying for licensure (almost all majors and minors require exams).

### Program and Graduate Outcomes

Student performance and program outcomes are evaluated throughout each teaching candidate's coursework, through a graduate/exit survey, employer survey, alumni survey, feedback from field experience supervisors and UMW faculty, and scores on PRAXIS II exams.

Upon graduation from UMW, the beginning teacher will demonstrate evidence toward completion of the following outcomes related to essential knowledge, performances, and critical dispositions. “Essential knowledge” refers to “knowing the content,” “performance” represents essential teaching skills, and “critical dispositions” refer to the human qualities inherent to ethical and reflective teaching. These graduate outcomes are evaluated throughout the candidate's coursework and at three Gateways: Gateway 1—admission to the Teacher Education Program; Gateway

2—admission to student teaching; and Gateway 3—completion of student teaching.

#### InTASC Standards and Indicators that define the Program Outcome for the University Of Montana Western Department Of Education

##### STANDARD #1: LEARNER DEVELOPMENT

The candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

##### PERFORMANCES

The candidate creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, needs, and ways of knowing.

##### ESSENTIAL KNOWLEDGE

The candidate understands that each learner's cognitive, linguistic, social, emotional, and physical development influences learning, and knows how to make instructional decisions that build on learners' strengths and needs.

##### STANDARD #2: LEARNING DIFFERENCES

The candidate uses understanding of individual differences and diverse cultures and communities, including American Indians and tribes in Montana, to ensure inclusive learning environments that enable each learner to meet high standards.

##### PERFORMANCES

- The candidate designs, adapts, and delivers instruction to differentiate instruction for all learners' diverse learning strengths and needs.
- The candidate creates opportunities for students to demonstrate their learning in different ways.
- The candidate incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency.

##### ESSENTIAL KNOWLEDGE

The candidate understands and identifies differences in approaches to learning and perfor-

mance, and knows how to design instruction that uses each learner's strengths to promote growth, including learners with disabilities and giftedness.

##### CRITICAL DISPOSITIONS

The candidate respects the rights of all students to equitable access to opportunities for learning, including students from diverse ethnic, cultural, linguistic or religious backgrounds, gender or sexual orientation, age, and socioeconomic status.

##### STANDARD #3: LEARNING ENVIRONMENTS

The candidate works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

##### PERFORMANCES

- The candidate collaborates with learners, families, colleagues, and communities, to build a safe, positive learning environment of openness, mutual respect, support, inquiry, and experiential/immersion learning.
- The candidate communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.

##### ESSENTIAL KNOWLEDGE

- The candidate understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning.
- The candidate collaborates with learners to establish and monitor a safe and productive learning environment including norms, expectations, routines, and organizational structures.

##### CRITICAL DISPOSITIONS

The candidate is committed to supporting learners as they participate in decision-making, and engage in exploration and invention, through both collaborative and independent work.

##### STANDARD #4: CONTENT KNOWLEDGE

The candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.



## PERFORMANCES

The candidate stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.

## ESSENTIAL KNOWLEDGE

The candidate brings multiple perspectives to major concepts, assumptions, debates, processes of inquiry, and culturally relevant ways of knowing that are central to the discipline.

## STANDARD #5: APPLICATION OF CONTENT

The candidate understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

## PERFORMANCES

- The candidate engages learners in inquiry, generating and evaluating new ideas and novel approaches, and seeking inventive solutions to problems.
- The candidate models effective written, verbal, and nonverbal communication.

## ESSENTIAL KNOWLEDGE

The candidate understands how elements of content knowledge and interdisciplinary themes connect, and knows how to weave those themes into relevant learning experiences.

## STANDARD #6: ASSESSMENT

The candidate understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the candidate's and learner's decision making.

## PERFORMANCES

The candidate balances the use of formative and summative assessment as appropriate to support, verify, and document learning.

## ESSENTIAL KNOWLEDGE

Both individually and collaboratively, the candidate analyzes and reflects on assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners.

## CRITICAL DISPOSITIONS

- The candidate is committed to the ethical use of multiple types of assessment processes to support, verify, and document

learning.

- The candidate is committed to making accommodations in assessments and testing conditions for gifted learners, with disabilities, and English language learners.

## STANDARD #7: PLANNING FOR INSTRUCTION

The candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

## ESSENTIAL KNOWLEDGE

- The candidate understands content and content standards and how these are organized in the curriculum.
- The candidate knows a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan and reflect on instruction that meets diverse learning needs.

## CRITICAL DISPOSITIONS

The candidate respects learners' diverse strengths and needs and is committed to using this information to plan effective instruction.

## STANDARD #8: INSTRUCTIONAL STRATEGIES

The candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

## PERFORMANCES

- The candidate varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.
- The candidate provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances and through engagement in inquiry.

## ESSENTIAL KNOWLEDGE

- The candidate understands the cognitive processes associated with various kinds of

learning (e.g., critical and creative thinking, problem framing and problem solving, invention, memorization and recall) and how these processes can be stimulated.

- The candidate knows how to use a wide variety of resources, including human and technological, to engage students in learning.

## STANDARD #9: PROFESSIONAL LEARNING AND ETHICAL PRACTICE

The candidate engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

## PERFORMANCES

- The candidate advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media.
- The candidate demonstrates mastery of professional writing skills, and is competent in the use of APA style as well as other professional writing styles that are specific to the candidate's discipline.

## CRITICAL DISPOSITIONS

- The candidate is committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families.
- The candidate understands the expectations of the profession, including codes of ethics, professional standards of practice, relevant law and policy, and commitment to social justice.

## STANDARD #10: LEADERSHIP AND COLLABORATION

The candidate seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

## PERFORMANCES

The candidate takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making.

## CRITICAL DISPOSITIONS

- The candidate initiates respectful cooperative relationships with all parents, guardians, and families, as well as the local community.
- The candidate demonstrates commitment to social justice by identifying social inequities and advocating for their remedy.
- The candidate takes responsibility for contributing to and advancing the profession.

## STANDARD # 11: INDIAN EDUCATION:

The candidate demonstrates understanding of and ability to integrate history, cultural heritage, and contemporary status of American Indians and tribes in Montana.

## 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 vary, 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 locations distant 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 EDU 311. 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 faculty. Students who have documented misconduct or background check discrepancies will be required to meet with an appropriate administrator or the Student Review Committee to discuss an appropriate plan of action. Background checks are an additional expense for teacher candidates and may be required multiple times.

## First Aid & CPR Requirement

Before student teaching, Elementary, K-12, and Secondary Education Majors are required to provide proof of certification in Adult, Child, and Infant CPR and First Aid to the Registrar's Office and the Office of Field Experience. This requirement may be satisfied by one of the following:

1. The student receiving a passing grade in ECP 100 has met these minimum requirements; or
2. The student may waive ECP 100 by submitting proof of current certification in Adult, Child, and Infant CPR and First Aid from a qualified agency such as the American Red Cross or the American Heart Association and a completed waiver form to the Registrar's Office.

## 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 in advance. The application has several general requirements and requires that the candidate be interviewed to demonstrate additional competencies 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:

EDU 495E Student Teaching K-8	Kindergarten through Grade 8
EDU 495S Student Teaching 5-12	Grades 5-12
EDU 495A Student Teaching K-12	Kindergarten through Grade 12

Student teaching assignments comprise 12-16 weeks of student teaching in a program designed with the advice of the Director of Field Experiences.

## Non-Standard Student Teaching Assignment

A non-standard student teaching assignment is an assignment that is outside Montana 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 placed outside a 250-mile radius of Dillon or placed out-of-state must pay the cost of additional expenses. Students within Montana, but outside the 250-mile radius of Dillon, pay \$1 per mile for every mile beyond a round-trip distance of 500 miles. To qualify for out-of-state or out-of-country placements, students must meet rigorous standards. 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 UMW. Candidates must initiate the process with forms available from the Licensure Officer. Any new regulations or interpretations made since the effective dates of the UMW 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 UMW graduates

usually find they are initially qualified to teach in states other than Montana.

## Post-Baccalaureate Protocol 1: Teachers Who Wish to Add an Endorsement

This protocol is for teachers applying to the University of Montana Western, **who already hold a Montana Class 1 or Class 2 license**, and who plan to add an additional teaching endorsement. **The Special Education Endorsement has specific requirements for the internship, please contact the UMW Special Education Program Coordinator for those requirements.**

Consult with both the UMW Licensure Officer and the UMW Post-baccalaureate Program Coordinator (see contact information below).

Endorsement: Refers to the content area(s) in which the teacher is qualified to teach (e.g., mathematics, history, special education, elementary education).

Level of endorsement: Refers to the grade levels the teacher is qualified to teach. (In Montana, an elementary endorsement includes grades K-8; a secondary endorsement includes grades 5-12; and a few content areas include K-12 endorsement).

For practicing teachers, who already hold a Montana Class 1 or Class 2 license, **who wish to add a new content area endorsement (not a UMW degree)**, or those wishing to add an additional endorsement level (such as teachers with an elementary endorsement who want to add a secondary endorsement, and vice versa):

- They must complete any additional content coursework or professional education courses required to meet both Montana Office of Public Instruction (OPI) and UMW requirements for the content area they are seeking. They must complete at least 12 credits, in content and/or professional education courses, from UMW to be eligible for a UMW endorsement.
- They are exempt from the UMW Teacher Education Program admission and exit requirements, but must successfully pass all required courses and a 4-credit EDU 498 internship. Contact the Director of Field Experiences, listed below, to establish the internship. The UMW Post-baccalaureate

Program Coordinator will assist you in determining which courses remain to be taken.

- Teachers with an elementary education endorsement who wish to add an endorsement in a secondary education content area or K-12 education content area must complete a 4 credit internship, typically during their final semester of coursework. The internship must be in an appropriate secondary classroom setting, or (in the case of K-12 endorsement) a combination of an elementary and secondary classroom setting.
- Teachers who already have either a secondary or K-12 endorsement, but wish to add an elementary education endorsement, must complete a 4-credit supervised internship in a self-contained K-8 classroom, typically during your final semester of UMW coursework.
- For teachers who are already hold an endorsement in a secondary education or K-12 education content area, adding a new secondary or K-12 content area endorsement requires completion of the appropriate content coursework and methods course(s). Some additional professional education courses may also be required. The individual will need to complete the equivalent of either a Major or a Minor in a subject area available at UMW. These individuals are not required to complete an internship or student teaching.
- For teachers who wish to complete a UMW bachelor's degree, along with the added endorsement, any waiver of credits must be approved by the UMW Department of Education. The individuals must meet all required course, GPA, and admissions and exit requirements for completion of the UMW degree, but are exempt from the TEP Gateway process. Depending on Montana OPI licensure requirements, these individuals may be required to obtain passing scores on the applicable PRAXIS II exam. To be eligible for a UMW degree, the student must complete a minimum of 15-credits for the Major Core, a 10-credit residency requirement for the Minor, and a total of 32 credits for the degree. Students also must complete their final 15 credits through UMW.
  - "Residency" means that students wishing to obtain a UMW bachelor's

degree must complete these credits from the University of Montana Western. Refer to the UMW catalog for additional academic residency requirements (additional residency requirements are typically met by the professional education course requirements).

## Montana OPI Internship applications

This internship is only available to those who are currently teaching in a Montana K-12 school and hold a Montana Class 1 or 2 teaching license. Contact the UMW Director of Field Experiences, listed below, if they plan to apply for an Internship through the Montana OPI. The UMW Director will assist them in applying for the internship, which has a three-year time-limit. This is a separate internship process from the 4-credit EDU 498 internship class they may have to sign up for during their UMW endorsement program.

## Endorsement applications

All candidates are responsible for submitting to the UMW Licensure Officer materials required for the application for the added endorsement. Contact the UMW Licensure Officer and refer to the Montana OPI website to obtain a list of required materials and forms.

## Post-Baccalaureate Protocol 2: Licensure Programs for students who do not already have a Montana Class 1 or Class 2 teaching license

This protocol is for students who already hold a bachelor's degree in an endorsable area, and who plan on earning an initial teaching license.

**For students seeking initial licensure, who do not wish to obtain a UMW education bachelor's degree:**

Consult with the UMW Post-baccalaureate Program Coordinator (see contact information below).

Candidates with bachelor's or master's degrees (non-education) with a major, or the equivalent of a major, in a subject area commonly taught in Montana, for which UMW has a licensure program, may enroll in a program leading to

educator licensure. The previous degree must be from an accredited college.

To be eligible for educator licensure, candidates must:

- Complete the Major content area course requirements (and, if applicable, courses for the Minor) with a 2.65 GPA and no grade lower than C-. NOTE: Classes that do not have a grade of C- or higher will not be used for any course in the degree.
- Complete Professional Education Core course requirements with no grade lower than B-.
- Complete the admissions and exit requirements for the UMW Teacher Education Program, including successful review at Gateways 1, 2, and 3, and either Student Teaching or Internship (see expedited TEP admissions process below). Refer to the latest UMW TEP Student Handbook for details.

For students seeking initial licensure who do wish to obtain a UMW education bachelor's degree:

Candidates must:

- Complete all UMW degree requirements (the UMW Advising Center will verify which previous courses may be applied to the UMW degree). NOTE: Classes that do not have a grade of C- or higher will not be used for any course in the degree.
- All general education requirements, except those for the Elementary Education degree or courses that serve as prerequisites for major courses, are satisfied by the previous degree. This is only true if the previous degree was earned from a school within the Montana University System. Otherwise the degree is subject to a course by course evaluation for the general education and core courses.
- Complete the Major content area and Minor content area course requirements with a grade no lower than C- and a GPA of at least 2.70, for each content area.
- Complete the Professional Education course requirements with no grade lower than B-.
- Complete the admissions and exit requirements for the UMW Teacher Education Program, including successful review at Gateways 1, 2, and 3, and either student teaching

or internship (see expedited TEP admissions process below). Refer to the latest UMW TEP Student Handbook for details.

- Complete at least 15 credits, in content and/or professional education courses, from UMW.

To be eligible for a UMW degree, UMW maintains a 15-credit residency requirement for the Major content area, and a 10-credit residency requirement for the Minor and a total of 32 credits for the degree. In addition the final 15 credits of the degree must be completed through UMW.

- "Residency" means that students wishing to obtain a UMW bachelor's degree must complete these credits from the University of Montana Western. Refer to the UMW catalog for additional academic residency requirements (additional residency requirements are typically met by the professional education course requirements).

### Expedited TEP admissions process:

**For students who hold a bachelor's degree from an accredited college, and do not already have a Montana Class 1 or Class 2 teaching license:**

Individuals seeking a Montana teaching license, and who hold at least a bachelor's degree in an endorsable subject-area, are eligible for expedited admission to the UMW Teacher Education Program (TEP). Upon completion of these requirements, you will pass through TEP Gateway 1.

Candidates must meet the following conditions, in addition to those listed above:

- Contact the UMW Post-baccalaureate Program Coordinator (see contact information below).
- Apply for admission to the University of Montana Western.
- As part of the UMW admissions process, provide official transcripts of all previous coursework, including transcripts showing degrees completed from an accredited college.
- Register for EDU 201 and EDU 222 during first semester or first year of attending UMW.
- Provide the following, after completion of, or during the semester you will complete EDU 201 and EDU 222:
- Two acceptable character reference letters from past employers, professors, supervi-

sors, teachers, or other non-family/friend professionals who have been in a position to evaluate the professional skills and dispositions of the candidate.

- Submit paperwork for a Criminal Background Check. Contact the UMW Director of Field Experiences (see contact information below), for appropriate paperwork to apply for the background check, or to request that a recent background check from an employer be sent to the UMW Office of Field Experiences.
- Complete the UMW Information & Technology Exam or take COMS 115 to assist in passing the exam (only required for students seeking a UMW degree).
- Contact the UMW Post-baccalaureate Program Coordinator, to complete the TEP Expedited Admissions Checklist/Application and to complete a required consultation.\*
- Post-baccalaureate students do not have to write the Extemporaneous Essay.

*\*It is required to have the consultation with the Post baccalaureate coordinator. This consultation may be conducted either in person or by phone, if you do not live in the Dillon area.*

*\*\*Those post-baccalaureate students that do not live in the Dillon and Butte areas are not required to attend the Research Symposium for TEP Gateway 2. They are encouraged to attend. Instead they will complete the research and conduct a phone interview with the Post-Bacc coordinator and a group of education faculty members about their research. The particular day and time will be determined by the Post-Bacc coordinator.*

NOTE: Service Learning Summary & Reflections: Students who already hold a bachelor's degree are exempt from service learning hours for TEP Gateway 1. TEP Gateway 2 service learning hours are waived for candidates who are already teaching. Other post-baccalaureate students must accumulate at least 15 service learning hours per semester before passing through TEP Gateway 2.

### Student Teaching or Internships:

#### STUDENT TEACHING

Student Teaching occurs during the final semester of UMW coursework. Post-baccalaureate candidates in the Dillon or Butte programs must attend all of a series of UMW Student Teaching meetings, during the semester prior to Student Teaching.

All candidates for Student Teaching must meet all deadlines for submitting paperwork, and are responsible for communicating with the UMW Director of Field Experiences regarding Student Teaching or Internship requirements and placements. Candidates who are teaching and thus are in the EDU 498 internship or at remote locations are not required to attend the face-to-face meetings in Dillon or Butte, but may do so at their discretion. Candidates at remote locations will obtain instructions for completing paperwork, via Moodle.

#### SENIOR SEMINAR

Post-baccalaureate candidates who are student teaching are required to attend Senior Seminar, an event held at the end of each UMW semester. Candidates who are already teaching and are in EDU 498 (Internship) are not required to attend.

#### LICENSURE APPLICATIONS

All candidates are responsible for submitting to the UMW Licensure Officer all materials required for the application for a teaching license. Contact the UMW Licensure Officer to obtain a list of required materials and forms.

#### CONTACT INFORMATION:

UMW Licensure Officer & Director of Field Experiences:

Mr. Mike Miller

University of Montana Western

710 S Atlantic

Dillon MT 59725

Office: Main Hall 221

Phone: 406-683-7636;

Email: [mike.miller@umwestern.edu](mailto:mike.miller@umwestern.edu)

# Bachelor of Science: Elementary Education

The BS: Elementary Education program 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.

Students majoring in Elementary Education may add the Early Childhood Education Minor or select from Secondary Education-approved Majors or Minors. In Montana, most Minors lead to licensure endorsements.

In addition, students pursuing the BS: Elementary Education may select an Option Area to further enhance their background and potentially improve their employability. Option Areas are available in Coaching, Special Education Concentration, and Middle School Options in Instructional Technology, Mathematics, Earth Science, Life Science, Physical Science, and Social Studies. Although these Options are not licensure endorsements, they show evidence of additional study in these areas.

Refer to pages 123-129 for information on applying for admission to the Teacher Education Program and for information regarding program requirements. The Education Department strongly recommends that candidates seek licensure in more than one subject area (by combining one teaching major with at least one teaching minor or additional major) to increase their hiring options. Also, consider adding the Early Childhood Education Minor, a Middle School Option, or the Coaching Option or Special Education Concentration (minors and options start on page 149).

## Additional Requirements for the Degree:

- Requirement & Introductory information on the BS: Elementary Education degree is begins on page 119.
- A grade of C- or higher is required in all General Education courses and all other degree requirements for non-Professional Education courses.
- A grade of B- or higher is required in all required Professional Education courses.
- Candidates must maintain at least a 2.70 GPA overall, and a 2.70 GPA for all content courses
- Information Technology Computer Literacy Exam

## Credit Requirements

### GENERAL EDUCATION

32

Grade of C- or higher is required in all courses

WRIT 101 College Writing I

4

Any M or Stats course 100 level or higher

4

Any 100 or 200 level HSTA course

4

Select one of the following for Behavioral & Social Science:

GPHY 121 Human Geography

(4)

GPHY 246 Geography of North America

(4)

PSCI 210 Introduction to American Government

(4)

PSCI 220 Introduction to Comparative Government

(4)

Select one of the following for Humanities: Expressive Art

ARTZ 105 Visual Language- Drawing

(4)

ARTZ 106 Visual Language- 2-D Foundation

(4)

MUSI 103 Fundamentals of Music Creation

(4)

THTR 101 Introduction to Theatre

(4)

Select one of the following for Humanities: Lit & Art Studies

ARTH 160 Global Visual Culture

(4)

ARTH 200 Art World Civilization I

(4)

ARTH 201 Art World Civilization II

(4)

Any 100 or 200 level LIT

(4)

COMX 217 Oral Interpretation/Literature

(4)

MUS 143 History of Rock & Roll

(4)

MUSI 202 Introduction to Music Literature

(4)

PHL 101 Intro to Philosophy: Reason and Reality

(4)

PHL 241 History of Philosophy and Science

(4)

Select two of the following for Natural Sciences:

BIOB 101 Discover biology

(4)

GEO 101 Introduction to Physical Geology

(4)

Or one of either

CHMY 121 Intro to General Chemistry

(4)

PHSX 103 Our Physical World

(4)

### PROFESSIONAL CONTENT MAJOR REQUIREMENTS

10-12

Grade of C- or higher is required in all courses

HEE 340 Methods of Health Education

4

Select 2-4 credits from the following: Cannot be a course chosen for General Education

ARTH 160 Global Visual Culture

(4)

ARTZ 105 Visual Language- Drawing

(4)

ARTZ 106 Visual Language- 2-D Foundation

(4)

DANC 285 Dance Rhythm Methods & Techniques I and

(1)

DANC 286 Dance & Rhythm Methods & Techniques II

(1)

MUSI 103 Fundamentals of Music Creation

(4)

THTR 101 Introduction to Theatre

(4)

Select 4 credits from the following Natural Sciences Cannot be a course chosen for General Education

BIOB 101 Discover Biology

(4)

GEO 101 Introduction to Physical Geology

(4)

Or one of either

CHMY 121 Intro to General Chemistry

(4)

PHSX 103 Our Physical World

(4)

### PROFESSIONAL EDUCATION

85

Grade of B- or higher is required in all courses

Freshmen Year Professional Education Courses

16

EDU 201 Introduction to Education with Field Experience

4

EDU 222 Education Psychology & Child Development

4

EDU 233 Literacy, Language, & Texts

4

EDU 234 Reading & Writing Connection for All Learners K-8

4

Sophomore Year Professional Education Courses

12



EDU 334 Children's & Young Adult Literature	4
EDU 382 Assessment, Curriculum, & Instruction	4
HEE 302 Methods of Instructional Strategies in Elementary PE	4
<i>Junior Year Semester A Professional Education Courses</i>	<i>17</i>
EDU 385 Mathematics for K-8 Schools with Pedagogy I	4
EDU 386 Mathematics for K-8 Schools with Pedagogy II	4
EDU 397L Methods: Lang Arts/Social Studies All Learners K-8	4
EDU 438 Literacy Assessment, Diagnosis & Instruction	4
ECP 100 First Aid & CPR	1
<i>Junior Year Semester B Professional Sequence Part 1 Courses</i>	<i>16</i>
EDU 370 Integrating Technology into Education	4
EDU 397A Methods: Integrating Arts All Learners K-8	4
EDU 397S Methods: K-8 Science & Mathematics Inquiry	4
EDU 306 School Law & Advocacy for all Learners K-8	4
<i>May be taken any time after admission to TEP</i>	
<i>Senior Year Semester A Professional Sequence Part 2 Courses</i>	<i>12</i>
EDU 344 Classroom Management in Elementary Schools	4
EDU 352 Field Experience K-8	4
EDU 311 Cultures, Diversity & Ethics in Global Education	4
<i>Senior Year Semester B Student Teaching</i>	<i>12</i>
EDU 495K Student Teaching K-8	8-12
<b>ELECTIVES</b>	<b>0-1</b>
Any college-level credits to bring degree total to 128 credits	
<b>BS: ELEMENTARY EDUCATION TOTAL CREDITS</b>	<b>128</b>

## Additional Program Information

### Information Technology Exam

\*Information & Technology Exam Requirement: If a student does not pass the UMW Information & Technology Exam upon entrance to UMW, the student will take COMS 115 Computer Basics for Educators (4) to assist in passing the exam. The exam must be passed prior to admission to the Teacher Education Program (TEP).

### Minors and Options

Many Elementary Education graduates teach in upper elementary (grades 4-8) or middle school (grades 7-8). Option Areas provide candidates with a greater depth of knowledge than can be attained within a broadfield Elementary Education Major alone. To increase their hiring options, the Education Department strongly recommends that all Elementary Education majors complete either an additional Major or a Minor which leads to licensure in Montana (pages 145-147), the Early Childhood Education Minor, or one of the Middle School Option Areas listed below. These Option Areas do not lead to licensure, and must be taken in conjunction with the Elementary Education Major. Education related minors and options are on pages 150-155.

# Bachelor of Science: Early Childhood Education: Pre-Kindergarten through Grade 3

## Program Mission Statement

The Bachelor of Science ECE: P-3 Program prepares preschool-3rd grade teachers. Through coursework and abundant field experiences in both preschool and elementary settings, teacher candidates are able to integrate developmentally appropriate curriculum, content knowledge, and pedagogy with emphasis on social-emotional, trauma informed practices.

## Program Information

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 Montana Western as well as other campuses within the Montana University System.

Early childhood core courses are included in Montana Western's AAS: Early Childhood Education degree program and are currently offered in Billings, Bozeman, Butte, Dillon, Great Falls, Helena, and Missoula. ECE: P-3 professional core courses are offered through online and intensive (weekend, week long) coursework.

## Graduate Outcomes

Program graduates will:

- Demonstrate an understanding of young children's (birth-age 8) characteristics and needs encompassing multiple, interrelated areas of children's development and learning including physical, cognitive, social, emotional, language, and aesthetic domains as well as learning processes and motivation to learn.
- Base their practice on coherent early childhood theoretical perspectives, current research about brain growth and development, and the importance of play.
- Apply their understanding of multiple influences on young children's development and learning including family, community, cultural, and linguistic contexts, temperament, approaches, and dispositions to learning (including initiative, self-direction, persistence, and attentiveness), motivation, attachment, economic conditions, health status, opportunities for play and learning, technology and media, and developmental variations.
- Understand the potential influence of early childhood programs, including early intervention, on short- and long-term outcomes for children.
- Demonstrate the ability to use developmental knowledge including strengths of families and children to create physically and psychologically safe learning environments that are healthy, respectful, supportive, and challenging for each child.
- Know about, understand, and value the complex characteristics and importance of children's families and communities including home language, cultural values, ethnicity, socioeconomic conditions, family structures, relationships, stresses, childhood trauma and adverse childhood experiences, supports, and community resources.
- Understand the effects of childhood trauma on social, emotional, physical, and behavioral development and be able to demonstrate trauma-informed classroom management strategies and demonstrate a knowledge of the implications of secondary trauma.
- Create respectful, reciprocal relationships with families using a range of formal and informal strategies such as home visits, parent-teacher conferences, family nights, and transition planning into and out of early childhood programs including kindergarten.
- Promote and encourage family involvement in all aspects of children's development and learning including assisting families to find and refer resources concerning parenting, mental health, health care, and financial assistance.
- Demonstrate essential knowledge and core skills in team building and in communicating with families and colleagues from other disciplines to encourage families participation in curriculum and program development as well as assessment of children's learning, including identification of children's strengths and needs.
- Recognize the goals of assessment and summarize, analyze, and use assessment information gathered through ongoing, systematic observations and other informal and formal assessments, including play-based assessments and developmental screenings to learn about children's unique qualities; guide instruction; and evaluate effective curriculum to maximize children's development and learning.
- Make ethical considerations when administering and interpreting assessments including: an understanding of family context and involving families in the assessment process; recognizing the importance of establishing positive conditions for assessment (in familiar settings with familiar people); and avoiding bias and using culturally sensitive assessments that have established reliability and validity.
- Create a caring community of learners that supports positive relationships; promotes the development of children's social, emotional, and friendship skills; and assists children in the development of security, self-regulation, responsibility, and problem solving.
- Utilize a broad repertoire of developmentally appropriate teaching skills and strategies supportive of young learners, such as integrating curricular areas; scaffolding learning; teaching through social interactions; providing meaningful child choice; implementing positive guidance strategies; and making appropriate use of technology.
- Provide curriculum and learning experiences that reflect the languages, cultures, traditions, and individual needs of diverse families and children, with particular attention to the cultures of the children and families in the classroom and to American Indians and tribes in Montana.
- Use a variety of learning formats and contexts to support young learners, including creating support for extended play, creating effective indoor and outdoor learning centers, teaching primarily through individual and small group contexts, and utilizing the environment, schedule, and routines as learning opportunities.
- Design, implement, and evaluate developmentally meaningful, integrated, and challenging curriculum for each child using professional knowledge, Montana's Early Learning Standards, Montana Content Standards (K-5), and Indian Education for All.
- Integrate and support in-depth learning using both spontaneous and planned curricula and teaching practices in each of the academic discipline content areas including language and literacy; science;

mathematics; social studies; the performing and visual arts; health and well-being; and physical development, skills, and fitness.

- Base curriculum planning on the understanding of the particular significance of social, emotional, and behavioral development as the foundation for young children's school readiness and future achievements.
- Uphold and use state and national codes of ethical conduct for the education of young children and other applicable regulations and guidelines to analyze, resolve, and discuss implications of professional ethical dilemmas with respect to the child, family, colleagues, and community.
- Collaborate with multiple stakeholders.
- Learning professional knowledge, reflection, collaborative relationships, and critical thinking to analyze and continuously improve professional practices with young children and their families.
- Identify and involve oneself with the distinctive history, values, knowledge base, and mission of the early childhood field.
- Engage in informed advocacy for young children and the early childhood profession.
- Demonstrate knowledge, skills, and dispositions during well-planned and sequenced clinical experiences working with children and families in two different age groups (3-5 and 5-8) and two types of the settings.

## Assessment

The graduate outcomes for the BS: P-3 Early Childhood Education are assessed through employer surveys, alumni surveys, review of portfolio artifacts, observations of students in practicum sites, program self-study, and reports from external reviews

## Credit Requirements

### GENERAL EDUCATION

31-32

Select the following for 4 credits of Behavioral and Social Sciences

EDEC 247 Child & Adolescent Growth and Development	3
EDEC 248 Child & Adolescent Growth and Development Lab	1

### EARLY CHILDHOOD EDUCATION CORE

31-32

EDEC 210 Meeting the Needs of Families	2
EDEC 211 Meeting the Needs of Families Lab	1
EDEC 220 Creating an Environment for Learning	2
EDEC 221 Creating an Environment for Learning Lab	1
EDEC 230 Positive Guidance and Management	4
EDEC 265 Leadership and Professionalism	2
EDEC 266 Leadership and Professionalism Lab	1
EDEC 281 Early Childhood Curriculum Design & Implementation I	2
EDEC 282 Early Childhood Curriculum Design & Implementation I Lab	1
EDEC 283 Early Childhood Curriculum Design & Implementation II	2
EDEC 284 Early Childhood Curriculum Design & Implementation II Lab	1

Select 1 course from the following

EDU 311 Cultures, Diversity & Ethics in Global Education	(4)
EDEC 291A Cultural Diversity in Early Childhood	(3)

Select 1 course from the following

EDU 397A Methods: K-8 Integrated Arts for All Learners	(4)
EDEC 345 Creative Curriculum and Development for Young Children	(3)

Select 1 course from the following

HEE 340 Methods of Health Education	(4)
EDEC 491 Health, Safety & Nutrition in Early Childhood	(3)

### P-3 PROFESSIONAL CORE

51

EDEC 340 Practicing Inclusion in Preschool Programs	3
EDEC 405 Assessment in Early Childhood	3
EDEC 430 Social/Emotional Development in Young Children	3
EDU 201 Introduction to Education with Field Experience	4
EDU 222 Educational Psychology & Child Development	4
EDU 233 Literacy, Language & Texts	4
EDU 234 Reading & Writing connections for All Learners K-8	4
EDU 334 Children's & Young Adult Literature	4
EDU 352 Field Experience K-8	4
EDEC 391A Integrating Technology into the ECE Classroom	2
EDU 382 Assessment, Curriculum, & Instruction	4
EDEC 391B Mathematics for Early Childhood (K-3)	3
EDEC 391C Science & Social Studies for Early Childhood (K-3)	4
EDEC 353 Fostering Movement in Young Children	1
EDU 438 Literacy, Assessment, Diagnosis & Instruction	4

### STUDENT TEACHING

12

EDEC 495 Student Teaching: K-3	12
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### ELECTIVES

0-2

Choose elective credits from any college-level catalog courses to bring degree total to 126.

### P-3 EARLY CHILDHOOD EDUCATION TOTAL CREDITS

126

## Additional BS: P-E Early Childhood Education Degree and Course Information

Students must maintain a 3.0 average in the Early Childhood Education Core with no grade lower than a C-. Students must maintain a B- or higher in the P-3 Professional Core.

Students may retake required courses one time only.

Students must complete the Information Technology Computer Literacy Exam.

# Bachelor of Science: Secondary Education and K-12 Education

Teacher education candidates in Secondary Education or K-12 Education must complete at least one Major or Broadfield Major in a subject that leads to licensure in Montana. Graduates with a Secondary Education major are prepared to teach grades 5-12. Graduates with a K-12 education major are prepared to teach grades K-12. Refer to pages 123-129 in this catalog, and the UMW Teacher Education Program Student Handbook, updated annually for further details on education program requirements, including grade and GPA requirements and other admission and retention requirements. For almost all majors and minors, student must obtain passing scores on the state-approved licensure exam (in Montana, the exams are part of the PRAXIS II series).

It is advantageous to the candidate to have multiple teaching areas (majors or minors), or a broadfield or interdisciplinary major that prepares them to teach multiple subjects, or a K-12 licensure area, especially for those who plan to teach in a rural state such as Montana. In Montana, teachers are licensed to teach in their Minor subject area if they have taken the appropriate methods course, carry out a student teaching experience in the specified area, and receive acceptable scores on the applicable PRAXIS II exams.

## Additional Requirements for the Degree

- A grade of C- or higher is required in all General Education courses and required courses in the content Major or Minor.
- A grade of B- or higher is required in all required Professional Education courses.
- Candidates must maintain at least a 2.70 GPA overall, and a 2.70 GPA for the content courses for each Major and Minor.
- All candidates must pass the UMW Information & Technology Literacy (computer competency) exam prior to admission to the Teacher Education Program
- All candidates must pass a recent federal and state Criminal Background Check prior to admission to the Teacher Education Program. This must be updated every two years.
- All candidates must have a recent Certificate of First Aid and Safety (including First Aid, Infant, Child, & Adult CPR, Child & Adult AED), prior to Student Teaching. ECP 100 fulfills this requirement

## Preferred Sequence of Education Courses and TEP Interviews

The following list is the recommended course sequence for Education courses and TEP Interviews.

### SOPHOMORE YEAR -

EDU 201 Introduction to Education  
EDU 222 Education Psychology & Child Development  
HTH 220 Human Sexuality OR  
HEE 340 Methods of Health Education  
TEP Gateway 1 interview & Teaching Demonstration

### JUNIOR YEAR

EDU 382 Assessment, Curriculum, and Instruction  
EDU 371 Foundation of Education Tech for Secd Ed Majors  
EDU 311 Cultures, Diversity & Ethics in Global Education

EDU 306 School Law & Advocacy for All K-12 Learners  
EDU 481 Content Area Literacy

### SENIOR YEAR

*Fall Semester*  
Methods Course (now or previous semester)  
EDU 444 Classroom Management in Secondary Education Schools  
PRAXIS II exams for each major and minor  
All documentation required for TEP Gateway 2 (Admission to Student Teaching.  
Mid-semester prior to Student Teaching

*Spring Semester*  
EDU 495 Student Teaching  
TEP Gateway 3 Defense of Teacher Work Sample

## Credit Requirements

The Secondary Education major is not a stand-alone major. It must be taken in combination with a major in a subject that leads to licensure in the state of Montana.

Any of the following Majors offered at the University of Montana Western may be combined with the Secondary Education major:

- BA: English
- BA: Interdisciplinary Social Science
- BA: Modern History
- BS: Biology
- BS: Earth Science

[Note: Earth Science is not a stand-alone major. It must be taken in conjunction with the Secondary Education major. Students completing the Earth Science program may also wish to consider completing the BS: Environmental Science, Geology Option]

- BS: General Science Broadfield
- [Note: General Science Broadfield is not a stand-alone major. It must be taken in conjunction with the Secondary Education major]
- BS: Mathematics

In addition, the following education majors also lead to licensure. These majors include the required Secondary Education or K-12 Education course sequence within the extended major:

- BS: Art Education K-12
- BS: Business & Computer Applications Education
- BS: Music Education K-12
- BS: Physical Education & Health K-12

PROFESSIONAL EDUCATION CORE	36
EDU 201 Introduction to Education with Field Experience	4
EDU 222 Education Psychology and Child Development	4
EDU 306 School Law & Advocacy for all K-12 Learners	4
EDU 311 Cultures, Diversity, & Ethics in Global Education	4

EDU 371 Foundations of Edu Technology for Secondary Schools	2
EDU 382 Assessment, Curriculum and Instruction	4
EDU 481 Content Area Literacy	2
EDU 444 Classroom Management in Secondary Schools	4
Methods: Courses (Varies by program)	4-8
<i>Select 1 course/4 credits from the following:</i>	
HEE 340 Methods of Health Education	(4)
HTH 220 Human Sexuality	(4)
<b>STUDENT TEACHING</b>	<b>8</b>
<i>Select 1 course/8 credits from the following</i>	
EDU 495S Student Teaching: 5-12	(8)
EDU495A Student Teaching K-12	(8)
<b>SECONDARY EDUCATION TOTAL CREDITS</b>	<b>42-46</b>

# Bachelor of Science: Art Education K-12 Major

Refer to pages 123-129 for information on applying for admission to the Teacher Education Program and other program requirements. The UMW Department of Education strongly recommends that candidates seek licensure in more than one subject area (by combining one teaching major with at least one other teaching major or minor) to increase their hiring options. A Coaching Option is also available with any teaching major, but does not lead to licensure

## Credit Requirements

### GENERAL EDUCATION

31-32

*Art Courses used for the major may also satisfy general education humanities requirements.*

### ART K-12 MAJOR CONTENT CORE

44

ARTH 200 Art/World Civilization I	4
ARTH 201 Art/World Civilization II	4
ARTZ 105 Visual Language-Drawing	4
ARTZ 106 Visual Language-2-D Foundation	4
ARTS 108 Visual Language 3-D Foundation	4

*Select two 2-D courses, one 3-D course and one additional 200 level studio elective course for a total of 16 credits from the following:*

PHOT 154 Introduction to Photography	(4)
ARTZ 221 Painting I	(4)
ARTZ 224 Watercolor I	(4)
ARTZ 231 Ceramics I	(4)
ARTZ 241 Glass I	(4)
ARTZ 267 Fibers Arts I	(4)
ARTZ 271 Printmaking I	(4)
MART 226 Introduction Digital Media 2D	(4)

*Select two courses/8 credits from the following:*

Any two, 300 level ARTZ, ARTH, ART course	(8)
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### PROFESSIONAL EDUCATION CORE

36

*See page 134 for recommended course sequence*

EDU 201 Introduction to Education with Field Experience	4
EDU 222 Educational Psychology & Child Development	4
EDU 306 School Law & Advocacy for all K-12 Learners	4
EDU 311 Cultures, Diversity, & Ethics in Global Education	4
EDU 382 Assessment, Curriculum & Instruction	4
EDU 371 Foundation of Edu Technology for Secondary Schools	2
EDU 481 Content Area Literacy	2
EDU 444 Classroom Management in Secondary Schools	4
ARTZ 403 Teaching Art II K-12	4

*Select 1 course/4 credits from the following*

HEE 340 Methods of Health Education	(4)
HTH 220 Human Sexuality	(4)

### STUDENT TEACHING\*\*\*

8

EDU 495A Student Teaching: K-12	8
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### ELECTIVES

8-9

*Choose elective credits from any college-level catalog courses to bring degree total to 128.*

### ART EDUCATION K-12 MAJOR TOTAL CREDITS

128

### Additional Art Education K-12 Major and Course Information

Information & Technology Exam Requirement: If a student does not pass the UMW Information & Technology Exam upon entrance to UMW, the student will take COMS 115 Computer Basics for Educators (4) to assist in passing the exam. The exam must be passed prior to admission to the Teacher Education Program (TEP).

Students are strongly encouraged to take ANTY 220 as an elective prior to enrolling in EDU 311.

Students in an internship program (e.g. Class 5 teachers) will substitute EDU 498 Internship for EDU 495. Consult with the Director of Field Experiences to determine appropriate number of credits.

A recent certificate of first aid & safety (including child and adult CPR and AED, & infant CPR) is required for all education majors prior to student teaching. ECP100 is recommended to fulfill this requirement.



# BS: Biology & Secondary Education Double Major

Refer to pages 123-129 for information on applying for admission to the Teacher Education Program and other program requirements. The UMW Department of Education strongly recommends that candidates seek licensure in more than one subject area (by combining one teaching major with at least one other teaching major or teaching minor) to increase their hiring options. For Biology majors, adding the General Science Broadfield Major is recommended. A Coaching Option is also available with any teaching major, but does not lead to licensure.

## Credit Requirements

### GENERAL EDUCATION

31-32

Select the following 2 courses/8 credits for Natural Science

BIOB 160 Principles of Living Systems	4
CHMY 141 College Chemistry I	4

Select the following course for Humanities: Literary & Artistic Studies

PHL 241 History of Philosophy and Science	4
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Select the following course/4 credits for Mathematics

STAT 121 Probability	4
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### BIOLOGY MAJOR CORE

52

BIOB 170 Principles of Biological Diversity	4
BIOB 260 Cellular & Molecular Biology	4
BIOB 375 General Genetics	4
BIOB 420 Evolution	4
BIOE 370 General Ecology	4
BIOO 220 General Botany	4
CHMY 143 College Chemistry II	4
CHMY 321 Organic Chemistry I	4
CHMY 323 Organic Chemistry II	4
M171 Calculus I	4

Select 2 courses/8 credits from the following:

PHSX 220 Physics I	(4)
PHSX 222 Physics II	(4)
PHSX 224 Physics III	(4)

Select 1 course/4 credits from the following:

STAT 217 Intermediate Statistical Concept	(4)
STAT 233 Biostatistics	(4)

### EDUCATION PROFESSIONAL CORE

36

See page 134 for recommended course sequence

EDU 201 Intro to Education with Field Experience	4
EDU 222 Educational Psychology & Child Development	4
EDU 306 School Law & Advocacy for all K-12 Learners	4
EDU 311 Cultures, Diversity, & Ethics in Global Education	4
EDU 382 Assessment, Curriculum & Instruction	4
EDU 371 Foundation of Edu Technology in Secondary Schools	2
EDU 481 Content Area Literacy	2
EDU 444 Classroom Management in Secondary Schools	4
EDU 497S Methods: 5-12 Science	4

Select 1 course/4 credits from the following

HEE 340 Methods of Health Education	(4)
HTH 220 Human Sexuality	(4)

### STUDENT TEACHING

8

EDU 495S Student Teaching: 5-12	8
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### ELECTIVES

0-1

Choose elective credits from any college-level catalog courses to bring degree total to 128.

**BS: BIOLOGY AND SECONDARY ED TOTAL CREDITS 128**

## Additional Biology and Secondary Education Degree and Course Information

Information & Technology Exam Requirement: If a student does not pass the UMW Information & Technology Exam upon entrance to UMW, the student will take COMS 115 Computer Basics for Educators (4) to assist in passing the exam. The exam must be passed prior to admission to the Teacher Education Program (TEP).

The following additional courses are strongly recommended for Secondary Education

BIOH 365 Human Anatomy & Physiology I Health Professional	(4)
BIOH 370 Human Anatomy & Physiology II Health Professional	(4)
BIOM 260 General Microbiology	(4)

Students are strongly encouraged to take ANTY 220 as an elective prior to enrolling in EDU 311.

Students in an internship program (e.g. Class 5 teachers) will substitute EDU 498 Internship for EDU 495. Consult with the Director of Field Experiences to determine appropriate number of credits.

A recent certificate of first aid & safety (including child and adult CPR and ARD, & infant CPR) is required for all education majors prior to student teaching. ECP100 is recommended to fulfill this requirement.

# Bachelor of Science: Business & Computer Applications Education Major

Refer to pages 123-129 for information on applying for admission to the Teacher Education Program and other program requirements. The UMW Department of Education strongly recommends that candidates seek licensure in more than one subject area (by combining one teaching major with at least one other teaching major or minor) to increase their hiring options. A Coaching Option is also available with any teaching major, but does not lead to licensure..

## Credit Requirements

### GENERAL EDUCATION

31-32

ECNS 203 Principles of Micro and Macroeconomics

(4)

### BUSINESS & COMPUTER APPLICATION MAJOR CORE

52

ACTG 201 Principles of Financial Accounting

4

ACTG 202 Principles of Managerial Accounting

4

BGEN 235 Business Law

4

BMGT 210 Small Business Entrepreneurship

4

BMGT 335 Management & Organization

4

BMIS 311 MIS Foundation of Business

4

BMKT 325 Principles of Marketing

4

BUS 217 Business and Electronic Communication

4

CAPP 131 Basic Microsoft Office

4

CAPP 251 Advanced Microsoft Office

4

COMS 212 Introduction Web Design

4

ITS 205 Computer Hardware & Software Management

4

*Select 1 course/4 credits from the following:*

BMGT 329 Human Resource Management

(4)

BMIS 306 Business Information Systems Lab

(4)

BUS 304 Leadership

(4)

COMS 235 Video & Audio Design

(4)

COMS 242 Digital Print Media

(4)

COMS 325 Digital Graphics & Animation Design

(4)

CSCI 110 Programming with Visual Basic I

(3)

### PROFESSIONAL EDUCATION CORE

36

*See page 134 for recommended course sequence*

EDU 201 Introduction to Education with Field Experience

4

EDU 222 Educational Psychology & Child Development

4

EDU 306 School Law & Advocacy for all K-12 Learners

4

EDU 311 Cultures, Diversity, & Ethics in Global Education

4

EDU 371 Foundation of Edu Technology for Secondary Schools

2

EDU 382 Assessment, Curriculum & Instruction

4

EDU 481 Content Area Literacy

2

EDU 444 Classroom Management in Secondary Schools

4

BUS 351 Methods & Materials in Business Theory Subjects

2

BMIS 397 Methods & Materials in Computer Applications

2

*Select 1 course/4 credits from the following*

HEE 340 Methods of Health Education

(4)

HTH 220 Human Sexuality

(4)

### STUDENT TEACHING

8

EDU 495S Student Teaching: 5-12

8

### ELECTIVES

0-1

*Choose elective credits from any college-level catalog courses to bring degree total to 128.*

### BUSINESS & COMPUTER APP MAJOR TOTAL CREDITS

128

### Additional Business and Computer Application Education Major and Course Information

Information & Technology Exam Requirement: If a student does not pass the UMW Information & Technology Exam upon entrance to UMW, the student will take COMS 115 Computer Basics for Educators (4) to assist in passing the exam. The exam must be passed prior to admission to the Teacher Education Program (TEP).

Students are strongly encouraged to take ANTY 220 as an elective prior to enrolling in EDU 311.

Students in an internship program (e.g. Class 5 teachers) will substitute EDU 498 Internship for EDU 495. Consult with the Director of Field Experiences to determine appropriate number of credits.

A recent certificate of first aid & safety (including child and adult CPR and AED, & infant CPR) is required for all education majors prior to student teaching. ECP100 is recommended to fulfill this requirement.

# Information for Business and Computer Application for Educator's Licensure

(for students who have a Bachelor's Degree in Business and are seeking a teaching license)

Refer to pages 123-129 for information on applying for admission to the Teacher Education Program and other program requirements. The UMW Department of Education strongly recommends that candidates seek licensure in more than one subject area (by combining one teaching major with at least one other teaching major or minor) to increase their hiring options. A Coaching Option is also available with any teaching major, but does not lead to licensure.

Required:

1. Bachelor's degree in Business.
2. Must meet the following minimum requirements for entrance into the Teacher Education Program (TEP):
  - Overall GPA in undergraduate Business degree program, with no grade lower than C- in courses required for the major.
  - Completion of the TEP application form.
3. Must complete all requirements of TEP, including successful completion of Gateways 1, 2, and 3 of the TEP evaluation process.
4. Must pass a criminal background check prior to being admitted to the field experiences for the professional education classes and prior to student teaching.
5. Contact the Director of Field Experiences for licensure information.

Following is the class layout for those students who already have obtained a BS: Business Administration and would like to get their teaching certification.

REQUIRED COURSES	42
BUS 351 Methods & Materials in Business Theory Subjects	2
BMIS 397 Method & Materials in Computer Applications	2
EDU 201 Introduction to Education w/Field Experience	4
EDU 222 Educational Psychology & Child Development	4
EDU 306 School Law & Advocacy for all K-12 Learners	4
EDU 311 Cultures, Diversity & Ethics in Global Education	4
EDU 382 Assessment, Curriculum, & Instruction	4
EDU 481 Content Area Literacy	2
EDU 444 Classroom Management in Secondary Schools	4
EDU 495S Student Teaching 5-12	8

Select 1 course/4 credits from the following:

HEE 340 Methods of Health Education	(4)
HTH 220 Human Sexuality	(4)

## ADDITIONAL COURSES

Students may also be required to take additional computer application courses depending up on the courses they have previously taken:

BMIS 311 Management Information Systems	(4)
CAPP 131 Basic Microsoft Office	(4)
CAPP 251 Advanced Microsoft Office	(4)
CAPP 258 Advanced Microsoft Access	(3)
COMS 212 Introduction to Web Design	(4)
ITS 205 Computer Hardware & Software Management	(4)

## For Those Who Already Hold a Teaching License

For individuals who already hold a teaching license in another secondary education content area, adding a new content area endorsement in Business & Computer Applications Education requires completion of appropriate content coursework, including COMS 351 (BMIS 397) and BUS 351. Some professional education courses may be waived. These individuals are not required to complete student teaching (ED 473/EDU 495S) or an internship, unless seeking an additional degree. Individuals with an elementary education license must complete a teaching internship in an appropriate secondary classroom (4 credits of supervised internship for at least two semesters).

# Bachelor of Science: Earth Science & Secondary Education Double Major

The Earth Science major is not a stand-alone major. It must be taken with the Secondary Education major.

Candidates might wish to consider also completing the BS in Environmental Science, Geology Option (which does not lead to licensure in Montana, but does in some other states). Refer to pages 123-129 for information on applying for admission to the Teacher Education Program and other program requirements. The UMW Department of Education strongly recommends that candidates seek licensure in more than one subject area (by combining one teaching major with at least one other teaching major or minor) to increase their hiring options. For science teachers, adding the General Science Broadfield Major is recommended. A Coaching Option is also available with any teaching major, but does not lead to licensure.

## Credit Requirements

<b>GENERAL EDUCATION</b>	<b>31-32</b>
CHMY 141 College Chemistry I	4
PHL 241 History and Philosophy of Science	4
STAT 121 Probability	4

*As part of the 8 credits required for natural science select one course from the following:*

GEO 101 Introduction to Physical Geology	(4)
GEO 103 Introduction to Environmental Geology	(4)

### EARTH SCIENCE MAJOR CORE 44

ASTR 110 Introduction to Astronomy	4
CHMY 143 College Chemistry II	4
ENSC 348 Soil Science	4
GEO 226 Rocks, Minerals, & Resources	4
GEO 230 Geology of American West	4
GEO 315 Structural Geology	4
GEO 378 Surficial Processes	4
GEO 470 Geological Research and Writing	4
GEO 309 Sedimentation & Stratigraphy	4
PHSX 249 Physical Meteorology	4
STAT 217 Intermediate Statistical Concepts	4

### PROFESSIONAL EDUCATION CORE 36

See page 134 for recommended course sequence	
EDU 201 Intro to Education w/Field Experience	4
EDU 222 Educational Psychology & Child Development	4
EDU 306 School Law & Advocacy for all K-12 Learners	4
EDU 311 Cultures, Diversity, & Ethics in Global Education	4
EDU 371 Foundation of Edu Technology for Secondary Schools	2
EDU 382 Assessment, Curriculum & Instruction	4
EDU 481 Content Area Literacy	2
EDU 444 Classroom Management in Secondary Schools	4
EDU 497S Methods: 5-12 Science	4

*Select 1 course/4 credits from the following*

HEE 340 Methods of Health Education	(4)
HTH 220 Human Sexuality	(4)

<b>STUDENT TEACHING</b>	<b>8</b>
EDU 495S Student Teaching: K-12	8

### ELECTIVES 8-9

Choose elective credits from any college-level catalog courses to bring degree total to 128.

<b>EARTH SCIENCE &amp; SECONDARY EDU TOTAL CREDITS</b>	<b>128</b>
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## Additional Earth Science and Secondary Education Degree and Course Information

Information & Technology Exam Requirement: If a student does not pass the UMW Information & Technology Exam upon entrance to UMW, the student will take COMS 115 Computer Basics for Educators (4) to assist in passing the exam. The exam must be passed prior to admission to the Teacher Education Program (TEP).

Students are strongly encouraged to take ANTY 220 as an elective prior to enrolling in EDU 311.

Students in an internship program (e.g. Class 5 teachers) will substitute EDU 498 Internship for EDU 495. Consult with the Director of Field Experiences to determine appropriate number of credits.

A recent certificate of first aid & safety (including child and adult CPR and AED, & infant CPR) is required for all education majors prior to student teaching. ECP100 is recommended to fulfill this requirement.

# Bachelor of Arts: English and Secondary Education Double Major

## Program Information

Refer to pages 123-129 for information on applying for admission to the Teacher Education Program and other program requirements. The UMW Depart of Education strongly recommends that candidates seek licensure in more than one subject area (by combining one teaching major with at least one other teaching major or minor) to increase their hiring options. A Coaching Option is also available with any teaching major, but does not lead to licensure.

## Credit Requirements

### GENERAL EDUCATION

31-32

#### ENGLISH MAJOR CORE

44

LIT 110 Introduction to Literature	4
CRWR 240 Introduction to Creative Writing Workshops	4
LIT 285 Mythologies	4
LIT 300 Literary Criticism	4
LIT 327 Shakespeare	4
LING 301 History of the English Language	4

Select 2 courses/8 credits from the following

LIT 210 American Literature I	(4)
LIT 264 American Romance	(4)
LIT 265 Realists, Naturalists, Modernists	(4)
LIT 266 Generations & Conflict	(4)

Select 2 courses/8 credits from the following

LIT 221 British Literature: Enlightenment to Romantic	(4)
LIT 222 British Literature: Victorian to Contemporary	(4)
LIT 273 Oral Literature	(4)
LIT 274 Geoffrey Chaucer and the Manuscript Tradition	(4)

Select 1 course/4 credits from the following:

LIT 494 Seminar: Literary Period	(4)
LIT 494 Seminar: Genre	(4)
LIT 494 Seminar: Major Authors	(4)

#### PROFESSIONAL EDUCATION CORE

40

See page 134 for recommended course sequence

EDU 201 Intro to Education w/Field Experience	4
EDU 222 Educational Psychology & Child Development	4
EDU 306 School Law & Advocacy for all K-12 Learners	4
EDU 311 Cultures, Diversity, & Ethics in Global Education	4
EDU 382 Assessment, Curriculum & Instruction	4
EDU 371 Foundation of Edu Technology for Secondary Schools	2
EDU 481 Content Area Literacy	2
EDU 444 Classroom Management in Secondary Schools	4

Take both EDU497L and EDU 497C in the same semester

EDU 497L Methods: 5-12 Integrated Lit & Composition	4
EDU497C Methods: 5-12 Integrated Lit & Composition II	4

Select 1 course/4 credits from the following

HEE 340 Methods of Health Education	4
HTH 220 Human Sexuality	4

#### STUDENT TEACHING

8

EDU 495S Student Teaching: 5-12	8
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#### ELECTIVES

4-5

Choose elective credits from any college-level catalog courses to bring degree total to 128.

**BA: ENGLISH & SECONDARY ED TOTAL CREDITS** **128**

## Additional English and Secondary Education Degree and Course Information

Information & Technology Exam Requirement: If a student does not pass the UMW Information & Technology Exam upon entrance to UMW, the student will take COMS 115 Computer Basics for Educators (4) to assist in passing the exam. The exam must be passed prior to admission to the Teacher Education Program (TEP).

The following additional courses are strongly recommended for Secondary Education

EDU 334 Children & Young Adult Literature	(4)
THTR 276 Play Production & Intro to Directing	(4)
WRIT 321 Advanced Technical Writing	(4)

Students are strongly encouraged to take ANTY 220 as an elective prior to enrolling in EDU 311.

Students in an internship program (e.g. Class 5 teachers) will substitute EDU 498 Internship for EDU 495. Consult with the Director of Field Experiences to determine appropriate number of credits.

A recent certificate of first aid & safety (including child and adult CPR and ARD, & infant CPR) is required for all education majors prior to student teaching. ECP100 is recommended to fulfill this requirement.

# Bachelor of Science: General Science Broadfield & Secondary Education Double Major

The General Science major is not a stand-alone major. It must be taken with the Secondary Education major. Refer to pages 123-129 for information on applying for admission to the Teacher Education Program and other program requirements. The General Science major prepares candidates to teach in multiple science subjects. Candidates might wish to consider adding a single-subject major or minor. A Coaching Option is also available with any teaching major, but does not lead to licensure.

## Credit Requirements

### GENERAL EDUCATION

31-32

BIOB 160 Principles of Living Systems	4
M 171 Calculus I	4
PHL 241 History of Philosophy and Science	4

*As part of the 8 credits required for natural science select one course from the following:*

GEO 101 Introduction to Physical Geology	(4)
GEO 103 Introduction to Environmental Geology	(4)

### GENERAL SCIENCE BROADFIELD MAJOR CORE

56

ASTR 110 Introduction to Astronomy	4
BIOB 260 Cellular & Molecular Biology	4
BIOB 375 General Genetics	4
BIOB 420 Evolution	4
BIOO 220 General Botany	4
CHMY141 College Chemistry I	4
CHMY 143 College Chemistry II	4
CHMY 321 Organic Chemistry I	4
CHMY 323 Organic Chemistry II	4
GEO 226 Rocks, Minerals, & Resources	4
GEO 309 Sedimentation & Stratigraphy	4
PHSX 220 Physics I	4
PHSX 222 Physics II	4
PHSX 224 Physics III	4

### PROFESSIONAL EDUCATION CORE

34

*See page 134 for recommended course sequence*

EDU 201 Intro to Education with Field Experience	4
EDU 222 Educational Psychology & Child Development	4
EDU 306 School Law & Advocacy for all K-12 Learners	4
EDU 311 Cultures, Diversity, & Ethics in Global Education	4
EDU 382 Assessment, Curriculum & Instruction	4
EDU 481 Content Area Literacy	2
EDU 444 Classroom Management in Secondary Schools	4
EDU 497S Methods: 5-12 Science	4

*Select 1 course/4 credits from the following*

HEE 340 Methods of Health Education	(4)
HTH 220 Human Sexuality	(4)

### STUDENT TEACHING

8

EDU 495S Student Teaching: 5-12	8
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### ELECTIVE

0-1

*Choose elective credits from any college-level catalog courses to bring degree total to 128.*

### GEN SCIENCE BROADFIELD & SEC EDU TOTAL CREDITS 130

## Additional General Science Broadfield and Secondary Education Degree and Course Information

**Information & Technology Exam Requirement:** If a student does not pass the UMW Information & Technology Exam upon entrance to UMW, the student will take COMS 115 Computer Basics for Educators (4) to assist in passing the exam. The exam must be passed prior to admission to the Teacher Education Program (TEP).

EDU 371 Foundations Edu Technology in Secondary Schools is strongly recommended for General Science Broadfield Majors.

Students are strongly encouraged to take ANTY 220 as an elective prior to enrolling in EDU 311.

Students in an internship program (e.g. Class 5 teachers) will substitute EDU 498 Internship for EDU 495. Consult with the Director of Field Experiences to determine appropriate number of credits.

A recent certificate of first aid & safety (including child and adult CPR and AED, & infant CPR) is required for all education majors prior to student teaching. ECP100 is recommended to fulfill this requirement.



# Bachelor of Arts: Interdisciplinary Social Science & Secondary Education Double Major

Refer to pages 123-129 for information on apply for admission to the Teacher Education Program and other program requirements. The Interdisciplinary Social Science Major enables teachers to teach multiple subjects in secondary schools. The UMW Department of Education strongly recommends that candidates seek licensure in more than one subject area (by combining one teaching major with at least one other teaching major or minor) to increase their hiring options. The Modern History Major is recommended. A Coaching Option is also available with any teaching major, but does not lead to licensure.

## Credit Requirements

### GENERAL EDUCATION

31-32

*Highly Recommended General Education Courses*

PHL101 Intro to Philosophy: Reason & Reality (4)  
STAT 121 Probability (4)

### INTERDISCIPLINARY SOCIAL SCIENCES MAJOR

52

*ISS & Secondary Education Double Majors must take the Government Minor and the Modern History Minor. The Modern History Minor must include 1 non-American History course and HSTA 355.*

#### GOVERNMENT MINOR

*Select 1 course/4 credits from the following:*

ISSS 222 Qualitative Research Methods for Social Science (4)  
HSTR 200 Introduction to Historical Methods\* (4)

*Select 1 course/4 credits from the following:*

PSCI 210 Introduction to America Government (4)  
PSCI 220 Introduction to Comparative Government (4)  
PSCI 250 Introduction to Political Theory (4)

*Select 1 course/4 credits from the following:*

ANTY 220 Culture & Society (4)  
SOCI 101 Introduction to Sociology (4)

*Select 1 course/4 credits from the following:*

ECNS 202 Principles of Macroeconomics (4)  
ECNS 203 Principles of Microeconomics & Macroeconomics (4)

*Select 2 courses/8 credits from the following:*

ECNS 431 International Trade (4)  
ENVS 381 Natural Resource Law (4)  
HSTA 380 Problems in American Constitutional History (4)  
PSCI 421 Comparative Legal Systems (4)  
PSCI 434 International Law (4)  
PSCI 471 American Constitutional Law (4)

#### MODERN HISTORY MINOR

ISSS 222 Qualitative Research Methods for Social Science 4  
HSTA 355 Montana & American West 4

*Select 1 courses/4 credits from the following:*

HSTA 101 American History I (4)

HSTA 102 American History II (4)

*Select 1 courses/4 credits from the following:*

HSTA 215 Post-World War II America (4)  
HSTR 101 Western Civilization I (4)  
HSTR 102 Western Civilization II (4)  
HSTR 255 History of the Far East (4)  
HSTR 260 Africa & The Middle East (4)  
HSTR 274 World History (4)  
HSTR 294 Seminar/Workshop (4)

*Select 1 courses/4 credits from the following:*

Any one 4-credit 300 or 400 level HSTA or HSTR (4)

*Select 1 course/4 credits from the following*

HSTA 494 Seminar/Workshop (4)  
HSTR 494 Seminar/Workshop (4)

#### CAPSTONE

*Select 1 Capstone option from one of the selected Minors*

HPSS rubrics 494 Seminar/Workshop (4)  
HPSS rubrics 498 Internship (4)  
HPSS rubrics 499 Senior Project/Thesis/Capstone (4)

HPSS rubrics include: ANTY/GPHY/HSTA/HSTR/ISSS/PHL/PSCI/PSYX/SOCI

### EDUCATION PROFESSIONAL CORE

36

See page 134 for recommended course sequence

EDU 201 Intro to Education with Field Experience 4  
EDU 222 Educational Psychology & Child Development 4  
EDU 306 School Law & Advocacy for all K-12 Learners 4  
EDU 311 Cultures, Diversity, & Ethics in Global Education 4  
EDU 382 Assessment, Curriculum & Instruction 4  
EDU 371 Foundation of Edu Technology for Secondary Schools 2  
EDU 481 Content Area Literacy 2  
EDU 444 Classroom Management in Secondary School 4  
EDU 497H Methods: 5-12 Social Studies 4

*Select 1 course/4 credits from the following*

HEE 340 Methods of Health Education 4  
HTH 220 Human Sexuality 4

### STUDENT TEACHING

8

EDU 495S Student Teaching: 5-12 8

### ELECTIVES

0-1

*Choose elective credits from any college-level catalog courses to bring degree total to 128.*

\* Course was originally listed under the ISSS course rubrics.

### ISS AND SECONDARY EDUCATION TOTAL CREDITS

128

**Additional ISS and Secondary Education Degree and Course Information**

Information & Technology Exam Requirement: If a student does not pass the

UMW Information & Technology Exam upon entrance to UMW, the student will take COMS 115 Computer Basics for Educators (4) to assist in passing the exam. The exam must be passed prior to admission to the Teacher Education Program (TEP).

Students are strongly encouraged to take ANTY 220 as an elective prior to enrolling in EDU 311.

Students in an internship program (e.g. Class 5 teachers) will substitute EDU 498 Internship for EDU 495. Consult with the Director of Field Experiences to determine appropriate number of credits.

A recent certificate of first aid & safety (including child and adult CPR and AED, & infant CPR) is required for all education majors prior to student teaching. ECP100 is recommended to fulfill this requirement.

# Bachelor of Science: Mathematics and Secondary Education Double Major

Note: In order to receive credit toward a BS: Mathematics Major, students must earn a B- or higher in STAT 121 Probability and all courses listed in the Major Core. Refer to pages 123-129 for information on applying for admission to the Teacher Education Program and other program requirements. The UMW Department of Education strongly recommends that candidates seek licensure in more than one subject area (by combining one teaching major with at least one other teaching major or minor) to increase their hiring options. A Coaching Option is also available with any teaching major, but does not lead to licensure.

## Credit Requirement

<b>GENERAL EDUCATION</b>	<b>31-32</b>
<i>Select the following course for Mathematics</i>	
STAT 121 Probability	4
<b>MATHEMATICS MAJOR CORE</b>	<b>48</b>
M 171 Calculus I	4
M 172 Calculus II	4
M 210 Introduction to Math Software	4
M 221 Introduction to Linear Algebra	4
M 273 Multivariable Calculus	4
M 274 Introduction to Differential Equations	4
M 329 Modern Geometry	4
M 343 Foundations of Mathematics	4
<i>Select 1 course/4 credits from the following:</i>	
STAT 217 Intermediate Statistical Concept	(4)
STAT 233 Biostatistics	(4)
STAT 422 Mathematical Statistics	(4)
<i>Select 3 courses/12 credits from the following (at least one must be M414 or STAT 433):</i>	
M 414 Deterministic Models	(4)
M 435 Advanced Calculus I	(4)
M 472 Introduction to Complex Analysis	(4)
M 431 Abstract Algebra	(4)
M 444 Advanced Number Theory	(4)
M 494 Seminar/Workshop	(4)
M 499 Senior Project/Thesis	(4)
STAT 433 Stochastic Modeling	(4)
<b>PROFESSIONAL EDUCATION CORE</b>	<b>36</b>
See page 134 for recommended course sequence	
EDU 201 Intro to Education with Field Experience	4
EDU 222 Educational Psychology & Child Development	4
EDU 306 School Law & Advocacy for all K-12 Learners	4
EDU 311 Cultures, Diversity, & Ethics in Global Education	4
EDU 382 Assessment, Curriculum & Instruction	4
EDU 371 Foundation of Edu Technology for Secondary Schools	2
EDU 481 Content Area Literacy	2
EDU 444 Classroom Management in Secondary Schools	4
EDU 497M Methods: 5-12 Mathematics	4

<i>Select 1 course/4 credits from the following</i>	
HEE 340 Methods of Health Education	(4)
HTH 220 Human Sexuality	(4)
<b>STUDENT TEACHING</b>	<b>8</b>
EDU 495S Student Teaching: 5-12	8
<b>ELECTIVES</b>	<b>4-5</b>
<i>Choose elective credits from any college-level catalog courses to bring degree total to 128.</i>	
<b>MATH AND SECONDARY EDUCATION TOTAL CREDITS</b>	<b>128</b>

## Additional Mathematics and Secondary Education Degree and Course Information

Information & Technology Exam Requirement: If a student does not pass the UMW Information & Technology Exam upon entrance to UMW, the student will take COMS 115 Computer Basics for Educators (4) to assist in passing the exam. The exam must be passed prior to admission to the Teacher Education Program (TEP).

Students are strongly encouraged to take ANTY 220 as an elective prior to enrolling in EDU 311.

Students in an internship program (e.g. Class 5 teachers) will substitute EDU 498 Internship for EDU 495. Consult with the Director of Field Experiences to determine appropriate number of credits.

A recent certificate of first aid & safety (including child and adult CPR and ARD, & infant CPR) is required for all education majors prior to student teaching. ECP100 is recommended to fulfill this requirement.

# Bachelor of Arts: Modern History and Secondary Education Double Major

Refer to pages 123-129 for information on apply for admission to the Teacher Education Program and other program requirements. The UMW Department of Education strongly recommends that candidates seek licensure in more than one subject area (by combining one teaching major with at least one other teaching major or minor) to increase their hiring options. It is strongly recommended that Modern History Majors also complete the Interdisciplinary Social Science Major. A Coaching Option is also available with any teaching major, but does not lead to licensure.

## Credit Requirements

### GENERAL EDUCATION

31-32

*Highly Recommended General Education Courses*

PHL101 Intro to Philosophy: Reason & Reality (4)

STAT 121 Probability (4)

GPHY 246 Geography of North America (4)

### MODERN HISTORY MAJOR

40

*Select 1 course/4 credits from the following:*

ISSS 222 Qualitative Research Methods for Social Science (4)

HSTR 200 Introduction to Historical Methods\* (4)

*Select 3 courses/12 credits from the following:*

HSTA 101 American History I (4)

HSTA 102 American History II (4)

HSTR 101 Western Civilization 1 (4)

HSTR 102 Western Civilization II (4)

*Select 1 course/4 credits from the following:*

HSTR 230 Colonial Latin America (4)

HSTR 231 Modern Latin America (4)

HSTR 255 History of the Far East (4)

HSTR 260 Africa and the Middle East (4)

HSTR 274 World History (4)

HSTR 294 Seminar/Workshop (4)

*Select 1 course/4 credits from the following*

HSTA 412 American Thought & Culture (4)

HSTR 423 European Intellectual History (4)

HSTR 422 Philosophies of History (4)

*Select 1 course/4 credits from the following*

HSTA 494 Seminar/Workshop (4)

HSTR 494 Seminar/Workshop (4)

*Select HSTA 355 and 1 other 300-400 level History course*

HSTA 355 Montana & the American West (4)

Any 1 courses from 300 or 400 level HSTA or HSTR (4)

*Select 1 course/4 credits from the following Capstone options:*

HSTA 498 Internship/Cooperative Education (4)

HSTA 499 Senior Project/Thesis Capstone (4)

HSTR 498 Internship/Cooperative Education (4)

HSTR 499 Senior Project/Thesis Capstone (4)

HPSS rubric 494 Seminar/Workshop (4)

HPSS department rubrics include: ANTY/GPHY/HSTA/HSTR/ISSS/PHL/PSCI/PSYX/SOCI

### EDUCATION PROFESSIONAL CORE

36

See page 134 for recommended course sequence

EDU 201 Intro to Education w/Field Experience 4

EDU 222 Educational Psychology & Child Development 4

EDU 306 School Law & Advocacy for all K-12 Learners 4

EDU 311 Cultures, Diversity, & Ethics in Global Education 4

EDU 382 Assessment, Curriculum & Instruction 4

EDU 371 Foundation of Edu Technology for Secondary Schools 2

EDU 481 Content Area Literacy 2

EDU 444 Classroom Management in Secondary Schools 4

EDU 497H Methods: 5-12 Social Studies 4

*Select 1 course/4 credits from the following*

HEE 340 Methods of Health Education 4

HTH 220 Human Sexuality 4

### STUDENT TEACHING

8

EDU 495S Student Teaching: 5-12 8

### ELECTIVES

12-13

*Choose elective credits from any college-level catalog courses to bring degree total to 128.*

### MODERN HISTORY AND SECONDARY EDUCATION TOTAL CREDITS

128

\*Courses were previously listed in the ISSS course rubrics. Please see their course description for previous listing.

## Additional Modern History and Secondary Education Degree and Course Information

Information & Technology Exam Requirement: If a student does not pass the UMW Information & Technology Exam upon entrance to UMW, the student will take COMS 115 Computer Basics for Educators (4) to assist in passing the exam. The exam must be passed prior to admission to the Teacher Education Program (TEP).

Students are strongly encouraged to take ANTY 220 as an elective prior to enrolling in EDU 311.

Students in an internship program (e.g. Class 5 teachers) will substitute EDU 498 Internship for EDU 495. Consult with the Director of Field Experiences to determine appropriate number of credits.

A recent certificate of first aid & safety (including child and adult CPR and AED, & infant CPR) is required for all education majors prior to student teaching. ECP100 is recommended to fulfill this requirement.

# Bachelor of Science: Music Education K-12 Major

Refer to pages 123-129 for information on applying for admission to the Teacher Education Program and other program requirements. The UMW Department of Education strongly recommends that candidates seek licensure in more than one subject area (by combining one teaching major with at least one other teaching major or minor) to increase their hiring options. A Coaching Option is also available with any teaching major, but does not lead to licensure.

## Credit Requirements

### GENERAL EDUCATION

31-32

*Music courses used for the Major may also be used to fulfill General Education Humanities requirements*

### MUSIC K-12 MAJOR CORE

47

EDU 397M Methods: K-8 Music	4
MUS 209 String Methods	1
MUS 213 Brass Methods	1
MUS 233 Music Theory/Ear Training III	4
MUS 372 Conducting	3
MUS 374 Arranging	4
MUS 461 Music History	4
MUSE 133 Techniques: Woodwinds	1
MUSE 134 Techniques: Percussion	1
MUSI 107 Music Theory I & Aural Perception	4
MUSI 109 Music Theory II & Aural Perception	4
MUSI 152 Voice in Class	4
MUSI 202 Introduction to Music Literature	4

*Select 4 credits from the following Lessons courses:*

MUS 114 Orchestral Instruments	(1)
MUSI 195 Applied Music I	(1-2)
MUSI 150 Beginning Voice	(1-2)
MUSI 187 Performance Study	(1)
MUS 314 Orchestral Instruments	(1-2)
MUSI 395 Applied Music III	(1-2)
MUSI 363 Voice	(1-2)
MUSI 387 Performance Study	(1)

*Select 2 credits from choral ensembles and 2 credits from instrumental ensembles for a total of 4 credits:*

MUS 113 Instrumental Ensemble	(1)
MUS 313 Instrumental Ensemble	(1)
MUSI 114 Band: UMW Concert Band	(1)
MUSI 131 Jazz Ensemble I: UMW	(1)
MUSI 147 Choral Ensemble: UMW	(1)
MUSI 312 Choir III: UMW	(1)
MUSI 314 Band III: UMW Concert Band	(1)
MUSI 331 Jazz Ensemble II: UMW	(1)

### PROFESSIONAL EDUCATION CORE

36

*See page 134 for recommended course sequence*

EDU 201 Intro to Education with Field Experience	4
EDU 222 Educational Psychology & Child Development	4
EDU 306 School Law & Advocacy for all K-12 Learners	4

EDU 311 Cultures, Diversity, & Ethics in Global Education	4
EDU 371 Foundation of Edu Technology for Secondary Schools	2
EDU 382 Assessment, Curriculum & Instruction	4
EDU 481 Content Area Literacy	2
EDU 444 Classroom Management in Secondary Schools	4
MUSE 497 Methods: Secondary School Music Program	4

*Select 1 course/4 credits from the following*

HEE 340 Methods of Health Education	(4)
HTH 220 Human Sexuality	(4)

### STUDENT TEACHING

8

EDU495S Student Teaching: 5-12	8
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### ELECTIVES

5-6

Choose elective credits from any college-level catalog courses to bring degree total to 128.

### MUSIC K-12 MAJOR TOTAL CREDITS

128

## Additional Music Education K-12 Major and Course Information

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.

Information & Technology Exam Requirement: If a student does not pass the UMW Information & Technology Exam upon entrance to UMW, the student will take COMS 115 Computer Basics for Educators (4) to assist in passing the exam. The exam must be passed prior to admission to the Teacher Education Program (TEP).

Students are strongly encouraged to take ANTY 220 as an elective prior to enrolling in EDU 311.

Students in an internship program (e.g. Class 5 teachers) will substitute EDU 498 Internship for EDU 495. Consult with the Director of Field Experiences to determine appropriate number of credits.

A recent certificate of first aid & safety (including child and adult CPR and AED, & infant CPR) is required for all education majors prior to student teaching. ECP100 is recommended to fulfill this requirement.

# Bachelor of Science: Physical Education & Health K-12 Major

This degree prepares candidates for two licensure fields: Physical Education and Health. Refer to pages 123-129 for information on applying for admission to the Teacher Education Program and other program requirements. The UMW Department of Education strongly recommends that candidates seek licensure in more than one subject area (by combining one teaching major with at least one other teaching major or minor) to increase their hiring options. A Coaching Option is also available with any teaching major, but does not lead to licensure. Students who do not wish to pursue a teaching career may be interested in the BS: Health & Human Performance.

## Credit Requirements

### GENERAL EDUCATION

31-32

### PHYSICAL EDUCATION & HEALTH K-12 MAJOR CORE

55

DANC 285 Dance & Rhythm Methods & Techniques I	1
DANC 286 Dance & Rhythm Methods & Techniques II	1
ECP 100 First Aid & CPR	1
HEE 302 Methods of Instructional Strategies in Elementary PE	4
HEE 303 Methods of Lifetime Fitness Activities	4
HEE 304 Methods of Team Sports	4
HEE 310 Methods of Adapted Health Education	4
HEE 340 Methods of Health Education	4
HEE 410 Organization & Administration in Sport Fitness	4
HTH 220 Human Sexuality	4
KIN 205 Foundations in HHP	4
KIN 221 Health Anatomy & Physiology	4
KIN 320 Exercise Physiology	4
KIN 325 Biomechanics	4
KIN 330 Motor Learning & Control	4
NUTR 411 Nutrition for Sports & Exercise	4

### PROFESSIONAL EDUCATION CORE

32

*See page 134 for recommended course sequence*

EDU 201 Intro to Education with Field Experience	4
EDU 222 Educational Psychology & Child Development	4
EDU 306 School Law & Advocacy for all K-12 Learners	4
EDU 311 Cultures, Diversity, & Ethics in Global Education	4
EDU 371 Foundation of Education for Secondary Schools	2
EDU 382 Assessment, Curriculum & Instruction	4
EDU 481 Content Area Literacy	2
EDU 444 Classroom Management in Secondary Schools	4
HEE 301 Methods of Secondary Health Education	4

### STUDENT TEACHING

8

EDU 495S Student Teaching: 5-12	8
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### ELECTIVES

1-2

*Choose elective credits from any college-level catalog courses to bring degree total to 128.*

### PHYSICAL EDUCATION & HEALTH K-12 TOTAL CREDITS

128

## Additional Physical Education & Health K-12 Major and Course Information

**Information & Technology Exam Requirement:** If a student does not pass the UMW Information & Technology Exam upon entrance to UMW, the student will take COMS 115 Computer Basics for Educators (4) to assist in passing the exam. The exam must be passed prior to admission to the Teacher Education Program (TEP).

Students are strongly encouraged to take ANTY 220 as an elective prior to enrolling in EDU 311.

Students in an internship program (e.g. Class 5 teachers) will substitute EDU 498 Internship for EDU 495. Consult with the Director of Field Experiences to determine appropriate number of credits.

A recent certificate of first aid & safety (including child and adult CPR and AED, & infant CPR) is required for all education majors prior to student teaching. ECP100 is recommended to fulfill this requirement.

## Recommended Four Year Course Sequence

### FRESHMEN YEAR PHYS ED & HEALTH K-12 COURSES

KIN 205 Foundations in HHP
DANC 285 Dance & Rhythm Methods & Techniques I
DANC 286 Dance & Rhythm Methods & Techniques II
KIN 221 Health Anatomy & Physiology
EDU 201 Intro to Education with Field Experience
EDU 222 Educational Psychology & Child Development

### SOPHOMORE YEAR PHYS ED & HEALTH K-12 COURSES

HEE 303 Methods of Lifetime Fitness Activities
HEE 340 Methods of Health Education
HTH 220 Human Sexuality
EDU 382 Assessment, Curriculum & Instruction

### JUNIOR YEAR PHYS ED & HEALTH K-12 COURSES

KIN 320 Exercise Physiology
KIN 330 Motor Learning & Control
HEE 304 Methods of Team Sports
KIN 325 Biomechanics
ECP 100 First Aid & CPR
HEE 301 Methods of Secondary Health Education
HEE 302 Methods of Instructional Strategies in Elementary PE
EDU 481 Content Area Literacy
EDU 371 Foundation of Education for Secondary Schools
EDU 311 Cultures, Diversity, & Ethics in Global Education

### SENIOR YEAR PHYS ED & HEALTH K-12 COURSES

HEE 410 Organization & Administration in Sport Fitness
NUTR 411 Nutrition for Sports & Exercise
HEE 310 Methods of Adapted Health Education
EDU 306 School Law & Advocacy for all K-12 Learners
EDU 444 Classroom Management in Secondary Schools
EDU 495S Student Teaching: 5-12



# Education Options and Minors

Any of the following options may be combined with the BS: Elementary Education major. All minors may be combined with any education degrees.

## Elementary Education Middle School Option Area

Many Elementary Education graduates teach in upper elementary (grades 4-8) or middle school (grades 7-8). The following Option Areas provide candidates with a greater depth of knowledge than can be attained within a broadfield Elementary Education Major alone. To increase their hiring options, the Education Department strongly recommends that all Elementary Education majors complete either an additional Major or a Minor which leads to licensure in Montana (pages 123-129, the Early Childhood Education Minor, or one of the Middle School Option Areas listed below. These Option Areas do not lead to licensure, and must be taken in conjunction with the Elementary Education Major

### Instructional Technology Middle School Option

An "Instructional Technology Middle School Option" transcript notation is available only with the BS: Elementary Education degree. The list of courses are in addition to those required for the BS: Elementary Education degree. 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. Students should refer to the Computer Science K-12 Minor if they wish to pursue a teaching license in Computer Science.

CREDIT REQUIREMENTS	19
COMS 115 Computer Basics for Educators	4
ITS 205 Computer Hardware & Software Management	4
CAPP 160 Multimedia: Microsoft Publisher & PowerPoint	2
COMS 240 Robotics in Education	1
COMS 334 Advanced Multimedia	2
ITS 360 Business Telecommunication & Networking	3
COMS/CAPP electives	3

### Mathematics Middle School Option

A "Mathematics Middle School Option" transcript notation is available only with the BS: Elementary Education degree. These courses are in addition to the mathematics courses required for the BS: Elementary Education degree. Work with a Mathematics Department faculty advisor to ensure courses are taken in the correct sequence and have all the correct prerequisites. Students should refer to the Mathematics Major or Minor if they wish to pursue a Secondary Education teaching license in Mathematics.

CREDIT REQUIREMENTS	23-24
M112 Trig/Complex Numbers	4
STAT 121 Probability	4
M 171 Calculus I	4

Select 1 course/4 credits from the following:

STAT 217 Intermediate Statistical Concepts	(4)
STAT 233 Biostatistics	(4)

STAT 422 Mathematical Statistics	(4)
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Select 2 courses/7-8 elective credits from the following:

CSCI 110 Programming with Visual Basic I	(3)
M172 Calculus II	(4)
M 210 Introduction to Mathematical Software	(4)
M 221 Introduction to Linear Algebra	(4)
M 274 Introduction to Differential Equations	(4)
STAT 335 Advanced Field Statistics	(4)
M 329 Modern Geometry	(4)
M 343 Foundations of Mathematics	(4)
M 414 Deterministic Models	(4)
STAT 433 Stochastic Modeling	(4)

### Earth Science Middle School Option

A "Earth Science Middle School Option" transcript notation is available only with the BS: Elementary Education degree. Candidates pursuing a Science Middle School Option may substitute the Option Area for the 12 credits of science courses required for the BS: Elementary Education degree. Students should refer to the Earth Science Major or Minor or the General Science Broadfield Major if they wish to pursue a Secondary Education teaching license in Earth Science or General Science.

#### CREDIT REQUIREMENTS 24

Select 1 course/4 credits from the following:

BIOB 101 Discover Biology	(4)
BIOB 160 Principles of Living Systems	(4)
BIOB 170 Principles of Biological Diversity	(4)

Select 1 course/4 credits from the following:

CHMY 121 Intro to General Chemistry	(4)
CHMY 141 College Chemistry I	(4)

Select 1 course/4 credits from the following:

GEO 101 Introduction to Physical Geology	(4)
GEO 103 Introduction to Environmental Geology	(4)

Select 1 course/4 credits from the following:

GEO 226 Rock, Minerals, & Resources	(4)
GEO 230 Geology of the American West	(4)

Select 1 course/4 credits from the following:

GEO 315 Structural Geology	(4)
GEO 378 Surficial Processes	(4)
GEO 309 Sedimentation & Stratigraphy	(4)

Select 1 course/4 credits from the following:

PHSX 103 Our Physical World	(4)
PHSX 249 Physical Meteorology	(4)
ASTR 110 Introduction to Astronomy	(4)

## Life Science Middle School Option

A "Life Science Middle School Option" transcript notation is available only with the BS: Elementary Education degree. Candidates pursuing a Science Middle School Option may substitute the Option Area for the 12 credits of science courses required for the BS: Elementary Education degree.

Students should refer to the Biology Major or Minor or the General Science Broadfield Major if they wish to pursue a Secondary Education teaching license in Biology or General Science.

### CREDIT REQUIREMENTS 24

BIOB 160 Principles of Living Systems	4
BIOB 170 Principles of Biological Diversity	4

*Select 1 course/4 credits from the following:*

BIOO 220 General Botany	(4)
BIOO 101 Survey of Montana Wildlife & Habitat	(4)
BIOE 222 Invasive Species	(4)
BIOB 260 Cellular and Molecular Biology	(4)
BIOE 250 Conservation Biology	(4)
BIOO 262 Introduction Entomology	(4)

*Select 1 course/4 credits from the following:*

BIOM 260 General Microbiology	(4)
BIOB 375 General Genetics	(4)
BIOO 435 Plant Systematics	(4)
BIOH 365 Human Anatomy & Physiology I for Health Professional	(4)
BIOB 420 Evolution	(4)
BIOO 470 Ornithology	(4)
BIOO 475 Mammalogy	(4)
BIOE 370 General Ecology	(4)
BIOO 450 Vertebrate Zoology	(4)

*Select 1 course/4 credits from the following:*

CHMY 121 Introduction to General Chemistry	(4)
CHMY 141 College Chemistry I	(4)

*Select 1 course/4 credits from the following:*

GEO 101 Introduction to Physical Geology	(4)
GEO 103 Introduction to Environmental Geology	(4)

## Physical Science Middle School Option

A "Physical Science Middle School Option" transcript notation is available only with the BS: Elementary Education degree. Candidates pursuing a Science Middle School Option may substitute the Option Area for the 12 credits of science courses required for the BS: Elementary Education degree.

Students should refer to the General Science Broadfield Major if they wish to pursue a Secondary Education teaching license in General Science.

### CREDIT REQUIREMENTS 24

CMHY 141 College Chemistry I	4
CHMY 143 College Chemistry II	4
PHSX 103 Our Physical World	4

*Select 1 course/4 credits from the following:*

PHSX 249 Physical Meteorology	(4)
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ASTR 110 Introduction to Astronomy	(4)
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*Select 1 course/4 credits from the following:*

BIOB 101 Discover Biology	(4)
BIOB 160 Principles of Living Systems	(4)

*Select 1 course/4 credits from the following:*

GEO 101 Introduction to Physical Geology	(4)
GEO 103 Introduction to Environmental Geology	(4)

## Social Studies Middle School Option

A "Social Studies Middle School Option" transcript notation is available only with the BS: Elementary Education degree.

Students should refer to the Interdisciplinary Social Science Majors or the Modern History Minor if they wish to pursue a Secondary Education teaching license in History or Social Science.

### CREDIT REQUIREMENTS 36\*

\*Includes the 8 credits required for Elementary Ed degree

ANTY 220 Culture & Society	4
HSTA 101 American History I	4
HSTA 102 American History II	4
HSTA 355 Montana & the American West	4
PSCI 210 Introduction to American Government	4
GPHY 121 Human Geography	(4)

*Select 1 course/4credits from the following:*

HSTR 101 Western Civilization I	(4)
HSTR 102 Western Civilization II	(4)

*Select 1 course/4 credits from the following:*

PSYX 100 Introduction to Psychology	(4)
PSYX 280 Fundamentals Memory and Cognition	(4)
SOCI 101 Introduction to Sociology	(4)

*Select 1 course/4credits from the following:*

ANTY/HSTA/HSTR/PSCI/PSYX/SOCI 494 Seminar/Workshop	(4)
HSTR 260 Africa & the Middle East	(4)
HSTR 255 History of the Far East	(4)
HSTR 274 World History	(4)
PSCI 250 Intro to Political Theory	(4)

## Education Minors

All of these minors may be combined with the Elementary Education major or with any secondary Education or K-12 Education major.

The following Minors, when combined with a teaching Major and successful completion of the requirements of the Teacher Education Program, lead to a recommendation licensure in the State of Montana. The UMW Department of Education strongly recommends that candidates seek licensure in more than one subject area (by combining at least one teaching major with at least one other teaching major or minor) to increase their hiring options.

Note: not all states accept a Minor for licensure. Consult with the Director of Field Experiences for information on licensure requirements in other states. Refer to pages 119-125 for information regarding admission to the Teacher Education Program and other program requirements.

## Art K-12 Minor

<b>CREDIT REQUIREMENTS</b>	<b>36</b>
ARTH 200 Art and World Civilization I	4
ARTH 201 Art and World Civilization II	4
ARTZ 105 Visual Language-Drawing	4
ARTZ 106 Visual Language 2-D Foundation	4
ARTZ 108 Visual Language 3-D Foundation	4
ARTZ 403 Teaching Art II- K-12	4

*In consultation with your advisor, select one 2-D course and one 3-D course from the following:*

PHOT 154 Introduction Photography	(4)
ARTZ 231 Ceramics I	(4)
ARTZ 271 Printmaking I	(4)
ARTZ 241 Glass I	(4)
ARTZ 224 Watercolor I	(4)
ARTZ 221 Painting I	(4)
ARTZ 267 Fibers Arts I	(4)
MART 226 Introduction Digital Media 2D	(4)

*Select 1 course/4 credits from the following:*

300 level ART course	4
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## Biology Minor

<b>SELECT THESE GENERAL EDUCATION COURSES</b>	<b>(8)</b>
BIOB 160 Principles of Living Systems	(4)
STAT 121 Probability	(4)

<b>CREDIT REQUIREMENTS</b>	<b>40</b>
BIOB 170 Principles of Biological Diversity	4
BIOB 260 Cellular & Molecular Biology	4
BIOB 375 General Genetics	4
BIOB 420 Evolution	4
BIOE 370 General Ecology	4
BIOH 365 Human Anatomy & Physiology I for Health Prof.	4
BIOH 370 Human Anatomy & Physiology II for Health Prof.	4
CHMY 141 College Chemistry I	4
EDU 497S Methods: 5-12 Science	4
STAT 217 Intermediate Statistical Concepts	4

## Business & Computer Application Minor

<b>SELECT THESE GENERAL EDUCATION COURSES</b>	<b>(4)</b>
ECNS 203 Principles of Microeconomics and Macroeconomics	4

<b>CREDIT REQUIREMENTS</b>	<b>40</b>
ACTG 201 Principles of Financial Accounting	4
BMGT 210 Small Business Entrepreneurship	4
BMIS 311 Management Information Systems	4

BUS 217 Business and Electronic Communications	4
CAPP 131 Basic Microsoft Office	4
CAPP 251 Advanced Microsoft Office	4
COMS 212 Introduction to Web Design	4
ITS 205 Computer Hardware & Software Management	4

*Select 1 course/4 credits from the following:*

BMGT 335 Management & Organization	(4)
BMKT 325 Principles of Marketing	(4)

*Methods Courses:*

BUS 351 Methods & Materials of Business Theory Subjects	2
BMIS 397 Methods & Materials in Computer Applications	2

## Computer Science K-12 Minor

Note: Check with Education Department about availability of this minor

<b>CREDIT REQUIREMENTS</b>	<b>30-31</b>
BMIS 397 Methods & Materials in Computer Applications	2
CAPP 258 Advanced Microsoft Access	3
CSCI 110 Programming with Visual Basics	3
ITS 205 Computer Hardware & Software Management	4
ITS 360 Business Telecommunication & Networking	3
ITS 403 Systems Analysis & Design	4

*Select 3 courses/11-12 credits from the following:*

COMS 245 Programming for Web Application	(3)
ITS 176 Introduction to Router Technology	(4)
ITS 258 Routing & Switching	(4)
ITS 270 Network Design	(4)

## Drama K-12 Minor

<b>SELECT THESE GENERAL EDUCATION COURSES</b>	<b>(8)</b>
ARTH 160 Global Visual Culture	(4)
THTR 101 Introduction to Theatre	(4)

<b>CREDIT REQUIREMENTS</b>	<b>28</b>
EDU 397D Methods: K-12 Drama	4
THTR 276 Play Production & Introduction to Directing	4
THTR 401 Creative Drama/Improvisation	4
THTR 205 Theatre Workshop II	4
LIT 441 Drama History and Literature Genre*	4

\*this course is no longer available, see adviser for substitution

*Select 1 course/4 credits from the following:*

THTR 202 Stagecraft I: Light/Costumes	(4)
THTR 203 Stagecraft II: Set/Props/Sound	(4)

*Select 1 course/4 credits from the following:*

THTR 120 Introduction to Acting I	(4)
THTR 435 Storytelling	(4)
LIT 327 Shakespeare	(4)
COMX 217 Oral Interpretation of Literature	(4)
THTR 202 Stagecraft I: Lights/Costumes (if not taken above)	(4)
THTR 203 Stagecraft II: Set/Props/Sound (if not taken above)	(4)

## Early Childhood Education Minor

### CREDIT REQUIREMENTS

EDEC 210 Meeting the Needs of Families	2
EDEC 211 Meeting the Needs of Families Lab	1
EDEC 220 Creating an Environment for Learning EC	2
EDEC 221 Creating an Environment for Learning EC Lab	1
EDEC 230 Positive Guidance and Management	4
EDEC 247 Child & Adolescent Growth & Development	3
EDEC 248 Child & Adolescent Growth & Development Lab	1
EDEC 265 Leadership & Professionalism in EC Programs	2
EDEC 266 Leadership & Professionalism in EC Programs Lab	1
EDEC 281 EC Curriculum Design & Implementation I	2
EDEC 282 EC Curriculum Design & Implementation I Lab	1
EDEC 283 EC Curriculum Design & Implementation II	2
EDEC 284 EC Curriculum Design & Implementation II Lab	1
EDEC 340 Practicing Inclusion in Preschool Programs	3

## Earth Science Minor

### SELECT THESE GENERAL EDUCATION COURSES

CHMY 141 College Chem I

*Select 1 course/4 credits from the following:*

GEO 101 Introduction to Physical Geology	(4)
GEO 103 Introduction to Environmental Geology	(4)

### CREDIT REQUIREMENTS

ASTR 110 Introduction to Astronomy	4
EDU 497S Methods: 5-12 Science	4
GEO 226 Rocks, Minerals, & Resources	4
GEO 315 Structural Geology	4
GEO 378 Surficial Processes	4
GEO 309 Sedimentation & Stratigraphy	4
PHSX 249 Physical Meteorology	4

## English Minor

### CREDIT REQUIREMENTS

CRWR 240 Introduction Creative Writing Workshop	4
EDU 497L Methods: 5-12 Integrated Literature and Composition I	4
EDU 497C Methods: 5-12 Integrated Literature and Composition II	4
LING 301 History of the English Language	4
LIT 300 Literary Criticism	4
LIT285 Mythologies	4
LIT 327 Shakespeare	4

*Select 4 credits from the following:*

CRWR 311 Introduction to Poetry Workshop	(4)
CRWR 310 Introduction to Fiction Workshop	(4)
EDU 334 Children's & Young Adult Literature	(4)
EDU 481 Content Area Literacy	(2)
LIT 302 Literature in Translation	(4)
LIT 339 Literary Regions	(4)
LIT 335 Women & Literature	(4)
LIT 494 Seminar: Literary Period	(4)

LIT 494 Seminar: Genre	(4)
LIT 494 Seminar: Major Authors	(4)
THTR 276 Play Production & Introduction to Directing	(4)

## History Minor

### CREDIT REQUIREMENTS

EDU 497H Methods: 5-12 Social Studies	4
HSTA 355 Montana & The American West	4

*Select 1 course/4 credits from the following:*

HSTR 200 Introduction to Historical Method	(4)
ISSS 222Qualitative Research Methods for Social Science	(4)
PSYX 203 Introduction to Social Science Research Methods	(4)
SOCI 203 Qualitative Methods of Social Sciences	(4)

*Select 1 course/4 credits from the following:*

HSTR 101 Western Civilization I	(4)
HSTR 102 Western Civilization II	(4)

*Select 1 course/4 credits from the following:*

HSTA 101 American History I	(4)
HSTA 102 American History II	(4)

*Select 1 course/4 credits from the following:*

HSTR 230 Colonial Latin America	(4)
HSTR 231 Modern Latin America	(4)
HSTR 255 History of Far East	(4)
HSTR 260 Africa & the Middle East	(4)
HSTR 274 World History	(4)

*Select 2 courses/8 credits from the following:*

HSTA 341 African-America History	(4)
HSTA 386 Women's History	(4)
HSTA 412 American Thought & Culture	(4)
HSTR 310 History of Central Europe I	(4)
HSTR 311 History of Central Europe II	(4)
HSTR 326 Contemporary Europe	(4)
HSTR 360 Cold War Europe	(4)
HSTR 423 European Intellectual History	(4)
HSTA/HSTR 494 Seminar/Workshop	(4)

## Library Media K-12 Minor

### CREDIT REQUIREMENTS

EDU 334 Children's & Young Adult Literature (W)	4
LIBM 461 Information Literacy (W)	3
LIBM 464 Reference Resources (W)	3
LIBM 463 Library Collection Development (M)	3
LIBM 465 Library Media Technical Processes (M)	3
LIBM 468 Administration & Assessment of Library Media Program (M)	3
LIBM 466 Libraries and Technology (W)	3
LIBM 495 Practicum (M, W)	3

*W Classes offered through Western*

*M Classes offered through Missoula*

## Literacy K-12 Minor

Required: Development of a Literacy Education Portfolio and exit interview with the Literacy Program Coordinator following student teaching  
Candidate must complete all required courses with no grade below B-

<b>CREDIT REQUIREMENTS</b>	<b>32</b>
EDU 233 Literacy, Language, & Texts	4
EDU 397L Meth: K-8 Language Arts & Social Studies for All Lrns.	4
EDU 438 Literacy Assessment, Diagnosis & Instruction	4
EDU 448 Advanced Literacy Assessment, Diagnosis, & Instruction	4
EDU 489 Research & Professionalism in Literacy Education	4
EDU 497L Methods: 5-12 Integrated Literature & Composition I	4
EDU 497C Methods: 5-12 Integrated Literature & Composition II	4
EDU 334 Children's & Young Adult Literature	4

## Mathematics Minor

<b>SELECT THESE GENERAL EDUCATION COURSES</b>	<b>(8)</b>
PHSX 220 Physics I (with Calculus)	(4)
STAT 121 Probability	(4)

<b>CREDIT REQUIREMENTS</b>	<b>36</b>
EDU 497M Methods: 5-12 Mathematics	4
M 171 Calculus I	4
M 172 Calculus II	4
M 221 Introduction to Linear Algebra	4
M 329 Modern Geometry	4
M 343 Foundations of Mathematics	4
<i>Select 1 course/4 credits from the following:</i>	
STAT 217 Intermediate Statistical Concepts	(4)
STAT 422 Mathematical Statistics	(4)

*Select 1 course/4 credits from the following:*

M 273 Multivariable Calculus	(4)
M 274 Introduction to Differential Equations	(4)
M 414 Deterministic Modeling	(4)
STAT 433 Stochastic Modeling	(4)

*Select 1 course/4 credits from the following:*

M 431 Abstract Algebra I	(4)
M 435 Advanced Calculus I	(4)
M 444 Advanced Number Theory	(4)
M 472 Introduction to Complex Analysis	(4)

## Music K-12 Minor

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.

<b>CREDIT REQUIREMENTS</b>	<b>35</b>
EDU 397M Methods: K-8 Music	4
MUS 209 String Methods	1
MUS 213 Brass Methods	1
MUS 372 Conducting	3
MUSE 133 Techniques: Woodwinds	1

MUSE 134 Techniques: Percussion	1
MUSE 497 Methods: Secondary School Music Program	4
MUSI 107 Music Theory I & Aural Perception	4
MUSI 109 Music Theory II & Aural Perception	4
MUSI 152 Voice in Class	4
MUSI 202 Introduction Music Literature	4

*Select 2 credits from Lesson courses:*

MUS 114 Orchestral Instruments	(1)
MUS 314 Orchestral Instruments	(1-2)
MUSI 150 Beginning Voice	(1-2)
MUSI 187 Performance Study	(1)
MUSI 195 Applied Music I	(1-2)
MUSI 363 Voice	(1-2)
MUSI 387 Performance Study	(1)
MUSI 395 Applied Music III	(1-2)

*Select 2 credits from Ensembles courses:*

MUS 113 Instrumental Ensemble	(1)
MUS 313 Instrumental Ensemble	(1)
MUSI 314 Band III: UMW Concert Band	(1)
MUSI 331 Jazz Ensemble II: UMW	(1)
MUSI 312 Choir III: UMW	(1)

## Physical Education & Health K-12 Minor

<b>CREDIT REQUIREMENTS</b>	<b>38</b>
DANC 285 Dance & Rhythm Methods & Techniques I	1
DANC 286 Dance & Rhythm Methods & Techniques II	1
HEE 301 Methods of Secondary Health Education	4
HEE 302 Methods of Instructional Strategies in Elementary PE	4
HEE 303 Methods of Lifetime Fitness Activities	4
HEE 304 Methods of Team Sports	4
HEE 340 Methods of Health Education	4
KIN 205 Foundation in Health and Human Performance	4
KIN 320 Exercise Physiology	4
KIN 325 Biomechanics	4
KIN 330 Motor Learning & Control	4

## Special Education K-12 Minor

Candidates must complete all required courses with no grade below B-

<b>CREDIT REQUIREMENTS</b>	<b>30-31</b>
EDSP 281 Collaboration & Planning to Execute IEPs	4
EDSP 302 Teaching Students with Emotional Disabilities	4
EDSP 303 Teaching Students with Intellectual Disabilities	4
EDSP 434 Behavioral Principles of Learning & Teaching	4
EDSP 464 Methods of Instructn. Students w/High Incid Disabilities	4
EDSP 470 Response to Intervention Best Practices 1	4

*Select 1 course/6-7 credits from the following:*

For Minor

EDU 495A Student Teaching: K-12 2	(6)
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For Endorsement:

EDU 498 Internship/Special Education	(7)
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1 Prereq: EDSP 434 Behavioral Principles of Learning & Teaching or consent of Program Coordinator.

2 Students in an internship program (e.g. Class 5 teachers) will substitute 4 credits of EDU 498 Internship for each semester they are enrolled in an internship.

Note: As a prerequisite to the Special Education Minor/Endorsement, students must complete the equivalent of an introductory course in Special Education: (UMW equivalency: EDU 201, EDU 222, EDU 311, and EDU 382)

## Coaching Option and Special Education Concentration

### Coaching Option

Coaching Option may be taken with any degree, but does not lead to licensure. Student completing this option are encouraged to take AHAT 330 Advanced Techniques in Sports Medicine.

Candidates must complete all required courses with no grade below B-.

<b>CREDIT REQUIREMENTS</b>	<b>22</b>
AHAT 210 Prevention & Care of Athletic Injuries	4
COA 305 Coach: Pedagogy, Administration & Ethics	4
KIN 325 Biomechanics	4
KIN 410 Advanced Strength Training & Conditioning	4

Select 3 courses/6 credits from the following:

COA 210 Introduction to Sports Officiating	(2)
COA 240 Coaching Volleyball	(2)
COA 242 Coaching Football	(2)
COA 245 Coaching Basketball	(2)
COA 246 Coaching Softball/Baseball	(2)
COA 256 Coaching Track/Field	(2)
COA 258 Coaching Wrestling	(2)

### Special Education Concentration

Candidates must complete all required courses with no grade below B-.

<b>CREDIT REQUIREMENTS</b>	<b>20</b>
EDSP 464 Methods of Instructn. Students w/High Incid Disabilities	4
EDSP 470 Response to Intervention Best Practices	4
EDU 498 Internship	4

Select 2 courses/8 credits from the following:

EDSP 281 Collaboration & Planning to Execute IEPs	(4)
EDSP 302 Teaching Students with Emotional Disturbance	(4)
EDSP 303 Teaching Students with Intellectual Disabilities	(4)
EDSP 434 Behavioral Principles of Learning & Teaching	(4)



# Course Description Introduction

UMW 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 (does not meet graduation requirements, grades not calculated into GPA)
- 100-199 Primarily for Freshmen (considered lower-level)
- 200-299 Primarily for Sophomores (considered lower-level)
- 300-399 Primarily for Juniors (considered upper-level)
- 400-499 Primarily for Seniors (considered upper-level)
- 191/291/391/491 UMW Experimental or Temporary
- 298/498 Internship/Cooperative Education
- 219/419 Directed Study\*
- 290/490 Undergraduate Research
- 292/492 Independent Study
- 293/ 493 Study Tour/Study Abroad
- 294/ 494 Seminar/Workshop
- 495 Field Work/Clinical/Practicum/Student Teaching
- 496 Service Learning
- 499 Senior Project/Thesis/Capstone

## Common Course Numbering (CCN)

The Montana University System is in the process of developing simple and clear procedures and policies regarding the transfer of credits among the various units of the Montana University System. To assist with this process, some new rubrics and a common course numbering system have been and are being established.

## Seminar & Practicum

Any seminar or practicum must be approved by the Provost. A copy of the academic requirements for completion of the course must be filed with the Provost at the beginning of the semester.

## Specialized Course Descriptions

### \*DIRECTED STUDY (DS)

Students taking Directed Study courses (courses not listed on the current term class schedule) must complete a Directed Study contract prepared jointly by the student and the instructor of record

that outlines the course objectives, the intended outcomes or product, and the method of evaluation. The proposal is then approved by the appropriate Department Chair and the Provost. Directed Study courses duplicate current Catalog courses that are not scheduled during the current term.

### UNDERGRADUATE RESEARCH (UR)

Any student taking an Undergraduate Research course must sign a written statement prepared jointly by the student and the instructor of record that outlines the course objectives, the intended outcomes or product, and the method of evaluation. The proposal is then approved by the appropriate academic administrators. There are two levels of Undergraduate Research: lower-level (290) and upper-level (490). UR courses may be from 2-8 credits.

### INDEPENDENT STUDY (IS)

All students taking Independent Study courses must complete an Independent Study contract prepared jointly by the student and the instructor of record that outlines 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-level (290/292) and upper-level (490/492). Independent Study courses cover subjects/content not found in regular Catalog course offerings. It may be possible 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 (3) Independent Study courses will be applicable to graduation. Independent Study courses may be from 1-4 credits.

## Co-requisite (Coreq)

A course that must be taken concurrently or in the same term/semester with the course containing the co-requisite 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

partment 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 in course descriptions 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.

## Cultural Diversity Component

General Education courses designated with (CD) meet Montana University System components for cultural diversity (see page 43).

## Course Fees

NOTE: Additional fees may apply for some courses. For courses that have received Montana Board of Regents approval to assess a specific course fee, the course descriptions indicate that fee. Current course fee information is also available at: <http://my.umwestern.edu/current/>.

## General Education Course Legend

Code	Category Group	Credits Required
Writ/Oral comm	Written & Oral Communication	4
Math	Mathematics	4
Behv/Soc Sci	Behavioral & Social Science	4
Hist	History	4
Exp/Art	Humanities: Expressive Arts	4
Lit/Art	Humanities: Literary & Artistic Studies	4
Nat Sci	Natural Sciences	8
General Education Total Credits		31-32

## Course Rubrics

ACT—Activities  
 ACTG—Accounting  
 ACTV—Activities: Varsity  
 AHAT—Applied Health: Athletic Training  
 ANTY—Anthropology  
 ART—Art  
 ARTH—Art History  
 ARTZ—Art: Visual & Studio Arts  
 ASTR—Astronomy  
 BFIN—Business: Finance  
 BGEN—Business: General  
 BIOB—Biology: General  
 BIOE—Biology: Ecology  
 BIOH—Biology: Human  
 BIOM—Biology: Micro  
 BIOO—Biology: Organismal  
 BMGT—Business: Management  
 BMIS—Business: Management Information Systems  
 BMKT—Business: Marketing  
 BUS—Business  
 CAPP—Computer Applications  
 CHEM—Chemistry  
 CHMY—Chemistry  
 CJUS—Criminal Justice  
 COA—Coaching  
 COMS—Computer Science  
 COMX—Communication  
 CRWR—Creative Writing  
 CSCI—Computer Science/Programming  
 CSTN—Construction Trades  
 CTE—Career & Technical Education  
 DANC—Dance  
 DDSN—Drafting Design

ECNS—Economics  
 ECON—Economics  
 ECP—Emergency Care Provider  
 EDEC—Early Childhood Education  
 EDSP—Special Education  
 EDU—Education  
 ENSC—Environmental Sciences  
 ENST—Environmental Studies  
 ENVS—Environmental Sciences  
 EQUH—Equine Horsemanship  
 EQUS—Equine Sciences  
 GEO—Geoscience: Geology  
 GPHY—Geoscience: Geography  
 HEE—Health Enhancement  
 HHP—Health & Human Performance  
 HONR—Honors  
 HSTA—History: American  
 HSTR—History: World  
 HTH—Health  
 HTR—Hospitality, Tourism, & Recreation  
 ISSS—Interdisciplinary Studies-Social Science  
 IT—Industrial Technology  
 ITS—Information Technology Systems  
 KIN—Kinesiology  
 LIBM—Library Media  
 LING—Linguistics  
 LIT—Literature  
 M—Mathematics  
 MART—Media Arts  
 MCH—Machining & Manufacturing Technology  
 MUS—Music  
 MUSE—Music: Education  
 MUSI—General Music  
 NRSM—Natural Resources & Science Management  
 NUTR—Nutrition  
 PHL—Philosophy  
 PHOT—Photography  
 PHSX—Physics  
 PHYS—Physics  
 PSCI—Political Science  
 PSYX—Psychology  
 SOCI—Sociology  
 STAT—Statistics  
 THTR—Theatre  
 WILD—Fish & Wildlife Science & Management  
 WLDG—Welding  
 WRIT—Writing

# Course Description

## ACT- Activities

### ACT 100 BASIC SKILLS (V 1-2)

Beginning, intermediate, and advanced levels of skill development. Examples of basic skill courses would include swimming, aerobic fitness, etc. May not be used or substituted for a specific course in HHP. Assessment will include methods appropriate to course outcomes. \$15 Course Fee.

### ACT 110 BEGINNING WEIGHT TRAINING (1)

Designed for students who are not participating in varsity athletics, the course is an 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. (fall/spring)

### ACT 114 BEGINNING 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. \$40 Course Fee. (fall)

### ACT 120 BEGINNING ALPINE 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. Course Fee—Varies (to cover lift ticket and lesson costs). (spring)

### ACT 121 SNOWBOARDING BASICS (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. Course Fee—Varies (to cover lift ticket and lesson costs). (spring)

### ACT 157 BEGINNING MARTIAL ARTS (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.

### ACT 173 BEGINNING 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. \$14 Course Fee. (spring)

### ACT 208 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. \$15 Course Fee. (spring)

## ACTG- Accounting

### ACTG 201 PRINCIPLES OF FINANCIAL ACCOUNTING (4)

Course emphasizes the understanding of fundamental accounting principles and procedures and will develop the student's accounting problem-solving and critical thinking abilities. Topics covered include the basic structure of analyzing and recording transactions, establishing accounting policy, generally accepted accounting principles, control of cash, receivables and payables, merchandise inventory evaluation methods, recording of property, plant, and equipment transactions, and long-term financing. Sources of

equity capital for corporations and financial statements are analyzed. \$20 Course Fee. Prereq: CAPP 131, and 100-level math; or c/i. (fall/spring)

### ACTG 202 PRINCIPLES OF MANAGERIAL ACCOUNTING (4)

Course emphasizes the fundamental concepts for planning, control, and decision-making. Topics covered include the basic structure of systems design, planning and control through standard costs, cost variance analysis, cost-volume-profit analysis, operating and capital budgets, and using relevant costs in decision-making. \$20 Course Fee. Prereq: ACTG 201 grade C- or higher. (fall/spring)

### ACTG 301 INTERMEDIATE ACCOUNTING I (3)

Brief overview of elementary financial accounting principles with concentrated study of theory and practice relating to assets and liabilities. Prereq: ACTG 202. (on demand)

### ACTG 302 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: ACTG 301. (on demand)

### ACTG 401 PRINCIPLES OF FEDERAL TAXATION-INDIVIDUALS (3)

Study of the tax laws applicable to individuals, proprietorships, and partnerships in filing returns and determining taxable income, exemptions, deductions, and credits. Prereq: ACTG 202. (on demand)

### ACTG 410 COST/MANAGEMENT ACCOUNTING I (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: ACTG 302. (on demand)

## ACTV-Activities: Varsity

### ACTV 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 UMW. Students are

expected to demonstrate knowledge and comprehension of basic conditioning skills through the use of resistance training. Group participation. Not repeatable; maximum 1 credit. (fall/spring)

#### ACTV 130 WEIGHT TRAINING FOR ATHLETES (1) R

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 UMW. 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. Repeatable; maximum 7 credits. (fall/spring)

#### ACTV 189 VARSITY ATHLETICS (1) R-7 CREDITS MAXIMUM

May be taken concurrently with ACTV 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. Repeatable; maximum 7 credits. (fall/spring)

## AHAT- Applied Health: Athletic Training

#### AHAT 210 PREVENTION & CARE OF ATHLETIC INJURIES (4)

This course offers an introduction to the field of athletic training through a combination of lecture and hands-on techniques. The historical background of athletic training, current trends, and administrative responsibilities of athletic trainers will be included in the course. Care and prevention of sports injuries including practical application of wound dressing, basic taping, bandaging, padding, and basic athletic training skills will be presented. The course includes the foundations of sport trauma, mechanism characteristics, classification, prevention, evaluation, and management of specific sports injuries. Assessment of course objectives will be conducted through exams, class assignments, and taping activities. \$60 Course Fee. Prereq: KIN 205; or c/i. (fall)

#### AHAT 330 ADVANCED TECHNIQUES IN SPORTS MEDICINE (4)

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: AHAT 210; or c/i. (spring/odd numbered years)

#### AHAT 498 INTERNSHIP /COOPERATIVE EDUCATION (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)

## ANTY- Anthropology

#### ANTY 220 CULTURE & SOCIETY (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, students 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. Gen Ed: Behav/Soc Sci. (fall/spring)

#### ANTY 292 INDEPENDENT STUDY (V 1-4)

Directed research or study, with emphasis on experiential learning. Prereq: ANT 220, c/i, c/pc, and c/vc. (on demand)

#### ANTY 403 ETHICS AND ANTHROPOLOGY (4)

This course 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. The course 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: SOCI 203, ISSS 222, or HSTR 200; or c/i. This course was previously listed as ISSS 484. (fall/odd-numbered years).

#### ANTY 427 ANTHROPOLOGY OF GENDER (4)

An introduction to the major theories and issues in the anthropology 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. (spring/odd-numbered years) This course was previously listed as ISSS 485

#### ANTY 492 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: SOCI 203, ISSS 222, or HSTR 200; and c/i, c/pc, and c/vc. (on demand)

#### ANTY 494 SEMINAR/WORKSHOP (4)

Selected topics of interest. Prereq: Junior standing and c/i. (even-numbered years)

#### ANTY 498 INTERNSHIP/COOPERATIVE EDUCATION (V 1-15)

Provides 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: SOCI 203, ISSS 222, or HSTR 200; and c/i, c/pc, and c/vc. (on demand)



ANTY 499 SENIOR PROJECT/THESIS (V 1-15)

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: SOCI 203, ISSS 222, or HSTR 200 ; and c/i, c/pc, and c/vc. (on demand)

## ART-Art

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 328 ILLUSTRATION (4)

This course is an introduction to commercial illustration including professional assignments and commercial reproduction techniques. Prereq: ARTZ 105, or MART 226, or ARTZ 224, or ARTZ 221.

## ARTH- Art: Art History

ARTH 160 GLOBAL VISUAL CULTURE (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. \$25 Course Fee. Gen Ed: Lit/Art. (fall/spring)

ARTH 200 ART OF WORLD CIVILIZATION I (4)

This survey course introduces the art and architecture of western culture from pre-history to the 13th century and non-Western cultures. This course includes writing exercises that examine the relationship between artistic expression, style, and cultural values. Gen Ed: Lit/Art. (fall/spring)

ARTH 201 ART OF WORLD CIVILIZATION II (4)

This survey course introduces the art and architecture of Western culture from the 14th to the 20th centuries. This course includes writing exercises that examine the relationship between artistic expression, style, and cultural values. Gen Ed: Lit/Art. (fall)

ARTH 350 CONTEMPORARY ART & ART CRITICISM (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. (spring)

## ARTZ- Art: Visual Arts

ARTZ 100 BEGINNING ART (4)

This course is intended to provide students with an introductory overview of a variety of visual forms, media, concepts, and theories found in both past and present art practices. It is designed as a series of problems that put principles of two- and three-dimensional design into practical use. These problems stress analytical and creative thinking and self-exploration, and are designed to develop aesthetic sense. The series of assignments—studio work as well as written and oral projects—provide explorative format. Global and multicultural topics are explored through research, presentations by professor and guest artists, visits to galleries, examination of artifacts, and discussions of contemporary events and issues. \$5 Course Fee. Gen Ed: Exp Art. (fall/spring)

ARTZ 101 ART FUNDAMENTALS (4)

This course 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. Gen

Ed: Exp Art.

ARTZ 105 VISUAL LANGUAGE—DRAWING (4)

This studio course introduces rendering skills through the use of a variety of drawing media, and the expressive, conceptual, and communication possibilities of drawing as an artistic medium. This course also examines art as an expression of culture and historical context and includes writing exercises in aesthetics and art criticism. Gen Ed: Exp Art. (fall/spring)

ARTZ 106 VISUAL LANGUAGE—2-D FOUNDATIONS (4)

This studio course introduces the formal elements and principles of design, color theory, and spatial control using traditional and digital media with an emphasis on problem-solving. Students will explore career options related to the visual arts. This course also examines art as an expression of culture and historical context and includes writing exercises in aesthetics and art criticism. Gen Ed: Exp Art. (fall/spring)

ARTZ 108 VISUAL LANGUAGE—3-D FOUNDATIONS (4)

This studio course introduces basic sculpture techniques with various materials, and the expressive, conceptual, and communication possibilities of sculpture as an artistic medium. This course also examines art as an expression of culture and historical context and includes writing exercises in aesthetics and art criticism. \$55 Course Fee. Gen Ed: Exp Art. (fall/spring)

ARTZ 118 CALLIGRAPHY (4)

This course is designed for non-art majors. This course introduces calligraphy—the art of beautiful handwriting—with focus on brush and pen techniques and layout. This course also examines calligraphy as an expression of culture and historical context and includes writing exercises in aesthetics and art criticism. \$10 Course Fee. Gen Ed: Exp Art. (fall/odd-numbered years)

ARTZ 211 DRAWING I (4)

This course is an introduction to the visual structure of the human body and the expressive, conceptual, and communication possibilities of the human figure as artistic subject matter. Gen Ed: Exp Art. (fall)

ARTZ 221 PAINTING I (4)

This studio course introduces basic opaque painting techniques, and the expressive, conceptual,

and communication possibilities of painting as an artistic medium. This course also examines art as an expression of culture and historical context and includes writing exercises in aesthetics and art criticism. Gen Ed: Exp Art. \$30 Course Fee. (fall)

#### ARTZ 224 WATERCOLOR I (4)

This studio course introduces basic watercolor painting techniques, and the expressive, conceptual, and communication possibilities of watercolor as an artistic medium. This course also examines art as an expression of culture and historical context and includes writing exercises in aesthetics and art criticism. Gen Ed: Exp Art. (fall/even-numbered years)

#### ARTZ 231 CERAMICS I (4)

This studio course introduces basic ceramic hand building, throwing, and glazing techniques, and the expressive, conceptual, and communication possibilities of ceramics as an artistic medium. This course also examines art as an expression of culture and historical context and includes writing exercises in aesthetics and art criticism. \$60 Course Fee. Gen Ed: Exp Art. (fall)

#### ARTZ 241 GLASS I (4)

This studio course introduces various glass techniques, and the expressive, conceptual, and communication possibilities of glass as an artistic medium. This course also examines art as an expression of culture and historical context and includes writing exercises in aesthetics and art criticism. \$100 Course Fee. Gen Ed: Exp Art. (spring)

#### ARTZ 251 SCULPTURE I (4)

This intermediate studio course builds upon the technical and conceptual framework of ARTZ 108, with added emphasis upon personal exploration and expression. \$70 Course Fee. Prereq: ARTZ 108. Gen Ed: Exp Art. (spring)

#### ARTZ 267 FIBERS ART I (4)

This studio course introduces basic fiber techniques with various materials, and the expressive, conceptual, and communication possibilities of fibers as an artistic medium. This course also examines art as an expression of culture and historical context and includes writing exercises in aesthetics and art criticism. \$50 Course Fee. Gen Ed: Exp Art. (spring)

#### ARTZ 271 PRINTMAKING I (4)

This studio course introduces various printmaking techniques, and the expressive, conceptual,

and communication possibilities of printmaking as an artistic medium. This course also examines art as an expression of culture and historical context and includes writing exercises in aesthetics and art criticism. \$50 Course Fee. Gen Ed: Exp Art. (spring)

#### ARTZ 292 INDEPENDENT STUDY (V 1-4)

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

#### ARTZ 311 DRAWING II (4)

This intermediate studio course builds upon the technical and conceptual framework of ARTZ 105, with added emphasis upon personal exploration and expression. Prereq: ARTZ 105. (fall/spring)

#### ARTZ 321 PAINTING II (4)

This intermediate studio course builds upon the technical and conceptual framework of ARTZ 224 and ARTZ 221, with added emphasis upon personal exploration and expression. \$30 Course Fee Prereq: ARTZ 224 or ARTZ 221. (fall/spring)

#### ARTZ 331 CERAMICS II (4)

This intermediate studio course builds upon the technical and conceptual framework of ARTZ 231, with added emphasis upon personal exploration and expression. \$60 Course Fee. Prereq: ARTZ 231. (fall)

#### ARTZ 341 GLASS II (4)

This intermediate studio course builds upon the technical and conceptual framework of ARTZ 241, with added emphasis upon personal exploration and expression. \$100 Course Fee. Prereq: ARTZ 241. (spring)

#### ARTZ 351 SCULPTURE II (4)

This intermediate studio course builds upon the technical and conceptual framework of ARTZ 251, with added emphasis upon personal exploration and expression. Prereq: ARTZ 251. (spring)

#### ARTZ 367 FIBERS ART II (4)

This intermediate studio course builds upon the technical and conceptual framework of ARTZ 267, with added emphasis upon personal exploration and expression. Prereq: ARTZ 267. (fall/spring)

#### ARTZ 371 PRINTMAKING II (4)

This intermediate studio course builds upon the technical and conceptual framework of ARTZ 271, with added emphasis upon personal exploration and expression. \$50 Course Fee. Prereq: ARTZ 271. (fall/spring)

#### ARTZ 403 TEACHING ART II—K-12 (4)

Methods, materials, and current research relating to the development of effective art education programs at elementary and secondary levels. Prereq: EDU 201, EDU 222, and admission to TEP. (fall)

#### ARTZ 481 COMPUTER ART III (V 1-4)

This studio course introduces new or unusual techniques and explores their artistic potential for expression and communication.

Advanced Studio courses are designed for students who wish further experimentation and exploration in media studies beyond introductory and secondary level studio courses. Enrollment in any Advanced Studio ARTZ 490 course requires consent of instructor.

#### ARTZ 490A ADVANCED STUDIO: COMPUTER ART (V 1-4)

This advanced studio course in Computer Art emphasizes the achievement of technical and conceptual student-directed goals toward the creation of a body of artwork. Prereq: MART 226, MART 326, and c/i. (fall/spring)

#### ARTZ 490B ADVANCED STUDIO: GLASS (V 1-4)

This advanced studio course in Glass emphasizes the achievement of technical and conceptual student-directed goals toward the creation of a body of artwork. \$100 Course Fee. Prereq: ARTZ 241, ARTZ 341, and c/i. (fall/spring)

#### ARTZ 490C ADVANCED STUDIO: DRAWING (V 1-4)

This advanced studio course in Drawing emphasizes the achievement of technical and conceptual student-directed goals toward the creation of a body of artwork. \$60 Course Fee. Prereq: ARTZ 105, ARTZ 311, and c/i. (fall/spring)

#### ARTZ 490D ADVANCED STUDIO: PRINTMAKING (V 1-4)

This advanced studio course in Printmaking emphasizes the achievement of technical and conceptual student-directed goals toward the creation of a body of artwork. Prereq: ARTZ 271, ARTZ 371, and c/i. (fall/spring)

#### ARTZ 490F ADVANCED STUDIO: PAINTING (V 1-4)

This advanced studio course in Painting emphasizes the achievement of technical and conceptual student-directed goals toward the creation of



a body of artwork. Prereq: ARTZ 224; or ARTZ 221 and ARTZ 321; and c/i. (fall/spring)

#### ARTZ 490G ADVANCED STUDIO: PHOTOGRAPHY

This studio course builds upon the technical skills developed in ART 170, with added emphasis upon personal exploration and expression. Prereq: ART 170. (fall/spring)

#### ARTZ 490H ADVANCED STUDIO: SCULPTURE (V 1-4)

This advanced studio course in Sculpture emphasizes the achievement of technical and conceptual student-directed goals toward the creation of a body of artwork. \$70 Course Fee. Prereq: ARTZ 108, ARTZ 251, and c/i. (fall/spring)

#### ARTZ 490J ADVANCED STUDIO: CLAY (V 1-4)

This advanced studio course in Ceramics emphasizes the achievement of technical and conceptual student-directed goals toward the creation of a body of artwork. \$60 Course Fee. Prereq: ARTZ 231, ARTZ 331, and c/i. (fall/spring)

#### ARTZ 490K ADVANCED STUDIO: FIBERS ART (V 1-4)

This advanced studio course in Fibers emphasizes the achievement of technical and conceptual student-directed goals toward the creation of a body of artwork. Prereq: ARTZ 267, ARTZ 367, and c/i. (fall/spring)

#### ARTZ 491 SPECIAL TOPICS: RURAL ARTMOBILE (4)

Designed for the elementary and other K-12 majors. Experience is provided in preparing lessons, teaching classes, and adapting to limited facilities, space, and materials. (on demand)

#### ARTZ 492 INDEPENDENT STUDY (V 1-4)

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

#### ARTZ 492A INDEPENDENT STUDY: 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)

#### ARTZ 494 ART SEMINAR (V 1-4)

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

#### ARTZ 498 INTERNSHIP/COOPERATIVE EDUCATION (V 1-15)

Incorporation of an appropriate work experience into the student's academic preparation. Pass/Fail. Prereq: Senior standing, c/i, c/pc, and c/vc. (on demand)

#### ARTZ 499 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, c/i, c/pc, and c/vc. (fall/spring)

#### ARTZ 499A SENIOR EXHIBIT & THESIS (4)

Upon completion of this course, students will mount a group exhibit of their artwork, write a thesis placing their own work in an artistic, cultural, or historical context, research employment and graduate school options, and develop a portfolio of their work. Pass/Fail. Required for BA: Visual Arts Option Majors. (fall/spring)

## ASTR- Astronomy

#### ASTR 110 INTRODUCTION TO 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. \$10 Course Fee. Prereq: equivalent of M 095 or higher. Gen Ed: Nat Sci. (fall/even-numbered years)

## BFIN- Business: Finance

#### BFIN 322 BUSINESS FINANCE (4)

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. \$15 Course Fee. Prereq: ACTG 202 grade C- or higher. (fall/spring)

#### BFIN 420 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. \$20 Course Fee. Prereq: ACTG 202 and BUS 217. (spring)

## BGEN- Business: General

#### BGEN 235 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. \$20 Course Fee. Prereq: BUS 217 and CAPP 131. (fall/spring)

#### BGEN 253 BUSINESS STATISTICS & RESEARCH (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: CAPP 131, and either STAT 121 or any 100-level Math.. (fall/spring)

#### BGEN 291A CO-OP/JOB SHADOW (1)

This course is a program requirement for the business students who wish to incorporate within their academic education an appropriate industry career choice. The placement of the student will be done in conjunction with the faculty member.

#### BGEN 468 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. (fall)

#### BGEN 498 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. Prereq: Senior standing and c/i. (fall/spring/summer)

## BIOB- Biology: General

*A prerequisite for any course with BIOB rubric is documented mathematical ability equivalent to M095 intermediate Algebra. Ability can be demonstrated by appropriate college/university credit or ACT/SAT Math score*

#### BIOB 101 DISCOVER BIOLOGY (4)

This course is intended for non-science majors. Unifying features of living organisms; diversity of life forms; history and relevance of the study of biology within human society. Lab included. \$25 Course Fee. Prereq: equivalent of M 095 or higher. Gen Ed: Nat Sci. (fall/spring)

#### BIOB 160 PRINCIPLES OF LIVING SYSTEMS (4)

This course is intended for science majors. It 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. \$30 Course Fee. Prereq: equivalent of M 095 or higher; or c/i. Gen Ed: Nat Sci. (fall/spring)

#### BIOB 170 PRINCIPLES OF BIOLOGICAL DIVERSITY (4)

This course is intended for science majors. It 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. \$30 Course Fee. Prereq: equivalent of M 095 or higher; or c/i. Recommend taking BIOB 160 prior to this course. (fall/spring)

#### BIOB 260 CELLULAR & MOLECULAR 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. This course will meet for an additional 3-hour session one day each week during weeks 1-3 of the block. \$35 Course Fee. Prereq: BIOB 160; or c/i. (fall/spring)

#### BIOB 290 UNDERGRADUATE RESEARCH (V 1-5)

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

#### BIOB 292 INDEPENDENT STUDY (V 1-4)

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

#### BIOB 375 GENERAL 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. This course will meet for an additional 3-hour session one day each week during weeks 1-3 of the block. \$40 Course Fee. Prereq: BIOB 260 and STAT 121; or c/i. (fall/spring)

#### BIOB 420 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. \$15 Course Fee. Prereq: Junior or Senior standing and BIOB 375; or c/i. (fall)

#### BIOB 425 ADVANCED CELL & 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. This course will meet for an additional 3-hour session one day each week during weeks 1-3 of the block. \$40 Course Fee. Prereq: BIOB 260 and Junior standing; or c/i; CHMY 321 recommended. (spring/even-numbered years)

#### BIOB 487 BIOINFORMATICS (4)

This course will cover the basic concepts in this newly emerging field at the interface between mathematics and molecular biology. Students will begin with basic problems of sequence analysis and alignment and move to applications in genomics, phylogenetics, predicting protein structure, analysis of microarray data, and the construction of gene networks in metabolism and development. Students will learn how to access the various databases and write a research proposal in molecular biology that may serve as the basis for thesis work. Prereq: STAT 121 and BIOB 260 grade C- or higher; or ci. (spring/

odd-numbered years)

BIOB 490 UNDERGRADUATE RESEARCH (V 1-5)

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

BIOB 492 INDEPENDENT STUDY (V 1-4)

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

BIOB 494 SEMINAR/WORKSHOP (V 1-4)

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

BIOB 494P SEMINAR: PUBLIC PRESENTATION (1)

Students will prepare and deliver a professional public presentation outlining their work on either an internship or senior thesis. This presentation will generally be performed at the annual spring campus research symposium, or occasionally at another professional venue as approved by the student's advisor. Pass/Fail. Prereq or Coreq: BIOB 498, CHMY 498, BIOB 499, or CHMY 499; and c/i. (fall/spring)

BIOB 498 INTERNSHIP/COOPERATIVE EDUCATION (V 1-15)

Incorporation of an appropriate work experience into the student's academic preparation. Prereq: Junior/Senior standing and c/i. (fall/spring)

BIOB 499 SENIOR THESIS/CAPSTONE (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, c/i, c/pc, and c/vc. (fall/spring)

## BIOE- Biology: Ecology

*A prerequisite for any course with a BIOE rubric is documented mathematical ability equivalent to M 095 Intermediate Algebra. Ability can be demonstrated by appropriate college/university credit or ACT/SAT Math score.*

BIOE 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. \$35 Course Fee. Prereq: c/i. (on demand)

BIOE 250 CONSERVATION BIOLOGY (4)

The impact of deterministic (nonrandom) and 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 of 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 (BIOB 101) before enrolling in this course. \$35 Course Fee. Prereq: a general education math course (any UMW 100-level or higher M or STAT course); or c/i. Students without a background in high school biology may want to consider taking BIOB 101 or BIOB 170 before enrolling in this course. (spring/even-numbered years)

BIOE 370 GENERAL ECOLOGY (4)

This course will introduce students to the study and scientific practice of ecology—the relationship between organisms and their environment. Students will consider ecologically interesting questions and develop hypotheses that they will learn to evaluate using a combination of literature review, field studies, and laboratory experiments. Topics include individual, population, community, and ecosystem-level processes (e.g., natural history, population growth and dynamics, life history, competition, predation, diversity, community organization, nutrient cycling, energy flow, and succession). Experiential learning activities include participation in multiple long-term ecological field research projects, development of a student research proposal, and a 3-day field experience in Yellowstone National Park. Students will be assessed based on written exams, data analyses and research proposals, demonstrations of oral communication and teamwork skill in gathering and analyzing ecological data, and the quality of a data collection notebook. \$140

Course Fee. Prereq: BIOB 170; or c/i. (fall)

BIOE 425 WETLANDS ECOLOGY (4)

This course will provide students and understanding in the unique characteristic of wetland ecosystems. Students will study wetland: 1) biogeography, 2) biophysical structure and processes, 3) classification and delineation methods, 4) resource management issues, and 5) cultural diversity. Field and laboratory activities include the examination of wetland hydrology, soils, geochemistry, biotic organism (bacteria, plants, invertebrates, fishes, birds, and mammals) and biophysical interaction. Wetland management issues will be examined including: wetland policy, regulation and law; assessment, mitigation, restoration and monitoring of vulnerable and impacted wetland resources; identification of wetland ecosystem goods and services. Students will be assessed based on written responses to reading and in-class activities, written exams, a paper based on field or lab group research, and demonstration of oral communication skills through in-class discussion and presentation.. \$25 Course Fee. Prereq: CHMY 141, CHMY 143, and either BIOB 160 or BIOB 170; or c/i. (spring/odd-numbered years)

## BIOH-Biology: Human

*A prerequisite for any course with a BIOH rubric is documented mathematical ability equivalent to M 095 Intermediate Algebra. Ability can be demonstrated by appropriate college/university credit or ACT/SAT Math score*

BIOH 365 HUMAN ANATOMY & PHYSIOLOGY I FOR HEALTH PROFESSIONS (4)

Structure and function of body tissues and the circulatory, skeletal, muscular, and nervous systems. Lab included. \$25 Course Fee. Prereq: BIOB 160 or c/i (fall)

BIOH 370 HUMAN ANATOMY & PHYSIOLOGY II FOR HEALTH PROFESSIONS (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 BIOB 101 or BIOB 160 before enrolling in this course. \$10 Course Fee. Prereq: BIOB 160 or c/i. (spring)

## BIOM- Biology-Micro

*A prerequisite for any course with a BIOH rubric is documented mathematical ability equivalent to M 095 Intermediate Algebra. Ability can be demonstrated by appropriate college/university credit or ACT/SAT Math score.*

### BIOM 260 GENERAL 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. \$40 Course Fee. Prereq: BIOB 260. (fall)

### BIOM 427 GENERAL PARASITOLOGY (4)

This lab intensive course will give students an understanding of the taxonomy, morphology, life cycles, and ecology of parasitic protozoa, helminths, and arthropods. Laboratory activities include the microscopic examination of preserved and collected specimens as well as a laboratory and/or field-based project that will result in a written report and oral presentation. Students will be assessed based on written exams, laboratory practical exams, and a written report and oral presentation of a laboratory and/or field-based project. \$35 Course Fee. Prereq: Junior/Senior standing (spring/even-numbered years)

## BIOO- Biology: Organismal

*A prerequisite for any course with a BIOO rubric is documented mathematical ability equivalent to M 095 Intermediate Algebra. Ability can be demonstrated by appropriate college/university credit or ACT/SAT Math score.*

### BIOO 101 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. \$30 Course Fee. Gen Ed: Nat Sci. (fall/spring)

### BIOO 120 INTRODUCTION TO ETHNOBOTANY (4)

Introduction into the discipline of ethnobotany focusing on the role of plants in culture. Field trips to parks and visits with people active in the use of plants will provide opportunities for hands-on experience with techniques and methods used by field ethnobotanists. \$50 Course Fee. Gen Ed: Nat Sci. (fall)

### BIOO 220 GENERAL BOTANY (4)

This experientially-based course will delve into the study of conifers and flowering plants, with emphasis on anatomy, morphology, taxonomy, ethnobotanical uses and evolution. The principles of genetics, ecology, and physiology of various example species will be examined. Assessment will be based on exams, quizzes, case studies, and the development of an ongoing research project. \$50 Course Fee. Prereq: BIOB 160.

### BIOO 262 INTRODUCTION TO ENTOMOLOGY (4)

Taxonomy, morphology, behavior, and ecology of representative families of insects. Collection required; students should consult with instructor prior to summer. Lab included. \$25 Course Fee. Prereq: BIOB 170; or c/i. (on demand)

### BIOO 435 PLANT SYSTEMATICS (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. \$55 Course Fee. Prereq: BIOO 220. (spring)

### BIOO 450 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. \$25 Course Fee. Prereq: BIOB 170. (spring/odd-numbered years)

### BIOO 470 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. \$45 Course Fee. Prereq: BIOB 170. (spring/even-numbered years)

### BIOO 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. \$35 Course Fee. Prereq: BIOB 170. (fall/even-numbered years)

## BMGT- Business: Management

### BMGT 210 SMALL BUSINESS ENTREPRENEURSHIP (4)

Students will be introduced to startup ventures and how to make them unique. They will explore the legal issues of business startup or expansion, and demonstrate an understanding of the marketing, finance, and management skills necessary for success by creating a business plan. Activities will include some team-based projects. \$20 Course Fee. (fall/spring)

### BMGT 322 OPERATIONS MANAGEMENT (4)

This course introduces students to the quantitative techniques of operations management used by management in business decision-making. Topics include the study and application of goods and services, chain management, performance, measurement systems, quantitative decision theories, quality concepts, inventory management and project management, and supporting control theories. Course applications include some team-based projects. \$20 Course Fee. Prereq: BGEN 253. (fall/spring)

### BMGT 327 RISK MANAGEMENT & INSURANCE (4)

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. \$20 Course Fee. Prereq: BUS 217 and CAPP 131. (fall/spring)

### BMGT 329 HUMAN RESOURCE MANAGEMENT (4)

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. \$20 Course Fee. Prereq: BMGT 335. (fall/spring)

#### **BMGT 335 MANAGEMENT & ORGANIZATION (4)**

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 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. \$15 Course Fee. Prereq: ACTG 201, ACTG 202, BGEN 235, BUS 217, CAPP 131, and ECNS 201 or 203). (fall/spring)

#### **BMGT 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. \$25 Course Fee.

#### **BMGT 353 ORGANIZATIONAL BEHAVIOR (3)**

This course is an investigation of individual, group, and organizational behavior in the multi-cultural environment. The course will cover theory, research, and selected applications on topics such as organizational structure, technology, communication, ethics and social responsibility, group dynamics, and change and development. Throughout this course, issues and challenges of managing organizations are discussed and illustrated with real-world examples to help students understand the groups and organizations to which they currently belong and of which they will become a part in their later careers. Prereq: BMGT 335 and Junior standing.

#### **BMGT 355 CONVENTION MANAGEMENT (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. \$25 Course Fee. Prereq: Sophomore standing and c/i.

#### **BMGT 362 LABOR RELATIONS & COLLECTIVE BARGAINING (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: Junior standing, and either BMGT 335 or BMGT 329; or c/i. (spring)

#### **BMGT 401 EVENT MANAGEMENT (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.

#### **BMGT 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 and prepare 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)

#### **BMGT 448 ENTREPRENEURSHIP (4)**

Entrepreneurial ability is an intangible and very powerful tool for small business owners and managers if they can learn to recognize and

manage it, both in themselves as well as in their employees. This course focuses on applying entrepreneurship theory to recognition, hiring, motivation, management, and retention of entrepreneurial employees in order to grow a small business. \$20 Course Fee. Prereq: BMGT 335 and Junior standing. (fall/spring)

#### **BMGT 499 CAPSTONE (4)**

Analysis of the operations of small businesses and the roles they play in the economy is the focus of this capstone course, which is taken prior to the internship experience. Using a strategic planning context, the following topics are covered: strategic planning, marketing, finance, production, management, legal issues, and technology. Activities, many of which involve teams, include case studies, shadowing, consulting, guest speakers, and simulations. A national standardized exam is administered at the conclusion of this course. \$20 Course Fee. Prereq: Completion of Business Administration core. (fall/spring)

## **BMIS- Business: Management Information Systems**

#### **BMIS 306 BUSINESS INFORMATION SYSTEMS LAB (4)**

This course provides students with an individualized opportunity to learn specific software that the student has an interest and will broaden the scope of their software knowledge and expertise. Students will work with the faculty member to develop a contract that details the hands-on projects that will be completed. (fall/spring)

#### **BMIS 311 MANAGEMENT INFORMATION SYSTEMS**

This course provides an introduction to management information systems that students need to know to be successful in the world of business. Some of the topics covered include: MIS, explaining the role of information systems in supporting organizational strategy and competitive advantage, fundamental IT concepts, hardware and software, database processing, data communications, electronic commerce, ethical implications of information technology, and the basics of networking. Students will be evaluated by oral and written assignments, examinations, and a final project. \$20 Course Fee. (fall)

#### BMIS 397 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. \$35 Course Fee. Prereq: TEP, and all Business & Computer Applications Education Core courses. (fall)

### BMKT- Business Marketing

#### BMKT 325 PRINCIPLES OF MARKETING (4)

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. \$20 Course Fee. Prereq: CAPP 131; BUS 217 and ECNS 201 or 203. (fall/spring)

#### BMKT 337 CONSUMER BEHAVIOR (4)

This course introduces students to internal and external factors that influence buyer behavior in a theoretical and practical manner by considering the disciplines of economics, psychology, and sociology. The course focuses on individual consumer variables such as perception, motivation, learning, personality, and attitude, and group variables such as social class, family, and status symbolism, as well as the buying decisions consumers and groups make and the culture they live in. Throughout the course a special emphasis is placed on the practical application of this knowledge. Prereq: BMKT 325. (fall)

### BUS-Business

#### BUS 200 INTERNSHIP (V 1-12)

An elective for 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. Prereq: Sophomore standing and c/i. (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 203 MULTICULTURAL LEADERSHIP (4)

This course covers an in-depth understanding of national and global multiculturalism. The course concentrates on both theory and concepts of leadership and their application in resolving economic, ethical, religious, social, political, and scientific conflicts arising from differentiated frameworks used by various cultures. Topics include Multicultural Mentorship—experiential learning to develop individual vision and foster teamwork, multiculturalism and its historical and current dimensions, nationally and globally. The course will include exercises, project work, field studies, web-based research reports, and case studies of real life cultural experiences. The workshop approach focuses on building conflict resolution skills needed to improve the workplace relationships by understanding and applying the concepts of leadership. In practice, students will learn both concepts and techniques of communications, mediation, win-lose and win-win negotiations, and Alternate Dispute Resolution procedures. An added feature of this course is learning creative problem-solving by developing sensitivity to Native American, Hispanic, black American, white American, as well as global cultures including Asia (China, Japan, Korea, Singapore, Taiwan), Latin America, European Union, Middle East, and Africa. Prereq: c/i.

#### BUS 210 CAREER PLANNING (2)

Taken before or concurrent with 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 (4)

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. \$15 Course Fee. Prereq: WRIT 101. (fall/spring)

#### BUS 281 BUSINESS LAW I

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.

#### 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.

#### BUS 304 LEADERSHIP (4)

The course covers theories, principles, and techniques of effective leadership with an emphasis on the following concepts and skills: strategy formulation, visioning, ethics-building, interpersonal relations (internal & external), group dynamics, team communications, cross-cultural and global issues in leadership; political skills required by effective leaders; change master; negotiation, mediation, stress management, and problem-solving. The course will cover experiential learning exercises, real life case analysis, comparative analysis of political and business leaders, and analysis and presentation of real life current events related to leadership. A detailed field-based project report and case presentations are required. (fall/spring/summer)

#### BUS 351 METHODS & MATERIALS OF BUSINESS THEORY SUBJECTS (2)

Methods of lesson and unit planning and presen-



tation 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. \$35 Course Fee. Prereq: TEP and Junior standing. (fall)

#### BUS 401 MANAGING PERSONAL & ORGANIZATIONAL STRESS (4)

The course will provide an in-depth analysis of contemporary stressors, concepts of stress, distress, technostress, job burnout, and technoburnout. Topics include factors leading to personal, social, and organizational stressors in both private and public sector organizations. Topics include practical techniques and tools in managing personal stress as well as organizational stress, physiological, psychological, and organizational consequences of stress and burnout, and prevention and management strategies in a variety of cultural and global settings. The course will provide implications for culture, leadership, employee productivity, and organizational change. Emphasis will be placed on both conceptual and experiential aspects by using role-play and stress coping exercises. Includes project report, presentations, and Internet and field-based research. Prereq: Junior standing, or c/i.

#### BUS 410 CAREER PLANNING (2)

Taken before or concurrent with 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 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 work group 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: BMGT 335 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 off-line and online marketing systems, and strategic, ethical, and ergonomic issues. A significant research-based project report is required. Prereq: BMKT 325 and Junior standing. (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, c/i, c/pc, and c/vc. (fall/spring)

## CAPP- Computer Application

#### CAPP 100 SHORT COURSES: COMPUTER LITERACY (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, e-mail system, and Learning Management System. 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. \$10 Course Fee (fall/spring)

#### CAPP 112 SHORT COURSES: MICROSOFT 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)

#### CAPP 114 SHORT COURSES: MICROSOFT WORD (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)

#### CAPP 115 SHORT COURSES: ADVANCED MICROSOFT WORD (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: CAPP 114; or c/i. (fall/spring)

#### CAPP 116 SHORT COURSES: MICROSOFT EXCEL (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 Excel. Students will be evaluated by hands-on assignments, examinations, and a final portfolio. This course is articulated through Tech Prep. (fall/spring)

#### CAPP 118 SHORT COURSES: MICROSOFT ACCESS (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)

#### CAPP 131 BASIC MICROSOFT OFFICE (4)

In this hands on course, students will develop a working knowledge of word processing, spreadsheets, presentations, and database management software applications in relation to business. During the course, students will complete computer concept and information literacy assignments. Students will also take the Information & Technology Literacy exam which is required for graduation. The course will be evaluated by hands on assignments and examinations. \$10 Course Fee (fall/spring)

#### CAPP 160 MULTIMEDIA: MICROSOFT PUBLISHER & POWERPOINT (2)

In this hands-on course, students will use Microsoft Publisher to create a variety of documents

and publications including calendars, brochures, and newsletters. Students will also further develop their competence in presentation software by using advanced features of Microsoft PowerPoint, and will learn to use different varieties of digital cameras and their features. At the conclusion of the course, students will have covered the competencies for the Microsoft Office Specialist exam in PowerPoint. Students will be evaluated by hands-on assignments, special projects, examinations, and a final portfolio. Prereq: CAPP 100; or c/i. (fall)

#### CAPP 251 ADVANCED MICROSOFT OFFICE (4)

In this hands-on course, students will further develop their competence using word processing, electronic spreadsheets, and database features. Students will also explore the integration of computer applications. Students will be evaluated by hands-on assignments, special projects, and examinations. Prereq: CAPP 131. (fall/spring)

#### CAPP 254 ADVANCED MICROSOFT WORD (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)

#### CAPP 258 ADVANCED MICROSOFT ACCESS (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)

#### CAPP 266 ADVANCED MICROSOFT EXCEL 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

## CHEM-Chemistry

*A prerequisite for any course with a CHEM rubric is documented mathematical ability equivalent to M 095 Intermediate Algebra. Ability can be demonstrated by appropriate college credit or ACT/SAT Math score*

#### CHEM 441 BIOCHEMISTRY (4)

Biochemistry is the chemistry of biological molecules and processes. 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. This course will meet for an additional 3-hour session one day each week during weeks 1-3 of the block. \$40 Course Fee. Prereq: CHMY 323 and BIOB 260 grade C- or higher; or c/i. (spring/odd-numbered years)

## CMHY- Chemistry

*A prerequisite for any course with a CHMY rubric is documented mathematical ability equivalent to M 095 Intermediate Algebra. Ability can be demonstrated by appropriate college credit or ACT/SAT Math score.*

#### CHMY 121 INTRODUCTION TO GENERAL 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 included. \$20 Course Fee. Prereq: equivalent of M 095 or higher; high school chemistry recommended. Gen Ed: Nat Sci.

#### CHMY 141 COLLEGE CHEMISTRY I (4)

Fundamental principles of modern chemistry. Major areas of emphasis include stoichiometry, gas laws, thermochemistry, atomic structure and periodicity, chemical bonding, molecular geometry, and solutions. Lab included. \$25 Course Fee. Prereq: equivalent of M 095 or higher; high school chemistry or CHMY 121 recommended. Gen Ed: Nat Sci. (fall)

#### CHMY 143 COLLEGE CHEMISTRY II (4)

Fundamental principles of modern chemistry. Major areas of emphasis include acid-base and oxidation-reduction reactions, kinetics, chemical equilibrium, solubility, thermodynamics, nuclear chemistry, organic, and biochemistry. Lab included. \$25 Course Fee. Prereq: CHMY 141 grade C- or higher. (spring)

#### CHMY 290 UNDERGRADUATE RESEARCH (V 2-8)

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

#### CHMY 292 INDEPENDENT STUDY (V 1-4)

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

#### CHMY 311 ANALYTICAL CHEMISTRY-QUANTITATIVE ANALYSIS (4)

Course in analytical chemistry emphasizing laboratory skills, which include gravimetric, volumetric, and spectrophotometric techniques. Lab included. \$30 Course Fee. Prereq: CHMY 143. (on demand)

#### CHMY 321 ORGANIC CHEMISTRY I (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. \$30 Course Fee. Prereq: CHMY 143 grade C- or higher; or c/i. (fall/even-numbered years)

#### CHMY 323 ORGANIC CHEMISTRY II (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. \$30 Course Fee. Prereq: CHMY 321 grade C- or higher; or c/i. (spring/odd-numbered years)

#### CHMY 361 ELEMENTS OF 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: CHMY 143; or c/i. (on demand)

#### CHMY/GEO 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. Includes exams and teamwork. A field-based research project will require extended class hours during the second and/or third week of class. May have a service-learning component. \$120 Course Fee. Prereq: CHMY 143, and either GEO 101 or GEO 103. (spring/odd-numbered years)

#### CHMY 490 UNDERGRADUATE RESEARCH (V 2-8)

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

#### CHMY 492 INDEPENDENT STUDY (V 1-4)

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

#### CHMY 498 INTERNSHIP/COOPERATIVE EDUCATION (V 1-15)

Incorporation of an appropriate work experience into the student's academic preparation. Prereq: Junior/Senior standing, c/i, c/pc, and c/vc. (fall/spring)

#### CHMY 499 SENIOR THESIS/CAPSTONE (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, c/i, c/pc, and c/vc. (fall/spring)

## CJUS- Criminal Justice

#### CJUS 121 INTRODUCTION TO CRIMINAL JUSTICE (4)

This course introduces the student to the function and practices of the agencies that make up the criminal justice system: policy, courts, and corrections. The various stages in the criminal justice process are the focus. Ideological and organizational factors influencing decision-making throughout the criminal justice system are examined. (fall odd-numbered years)

#### CJUS 200 PRINCIPLES OF CRIMINAL LAW (4)

this course is an introduction to substantive criminal law, with appropriate examples from particular crimes. Historical development of substantive criminal law and its role in society will be covered (fall even-numbered years)

## COA- Coaching

#### COA 210 INTRODUCTION TO SPORTS 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/even-numbered years)

#### COA 240 COACHING 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 odd-numbered years)

#### COA 242 COACHING 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/even-numbered years)

#### COA 245 COACHING 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/even-numbered years)

#### COA 246 COACHING SOFTBALL/BASEBALL (2)

Emphasis on the methods of teaching and coaching baseball and softball. The course focuses on detailed instruction in the knowledge of skills for various events, coaching various styles and techniques, training and conditioning methods, planning for practice sessions, and game situations. Students are expected to demonstrate comprehension through course examinations, out-of-class assignments, and completion of a manual. (spring/odd-numbered years)

#### COA 256 COACHING 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)

#### COA 258 COACHING WRESTLING (2)

Emphasis on the methods of teaching and coaching wrestling. Offense and defensive strategies, player-coach relationships, and planning practice sessions and meets will be areas of concentration. Students are assessed through class assignments and examinations. (on demand)

#### COA 294 WORKSHOP (V 1-4)

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

#### COA 305 COACHING: PEDAGOGY, ADMINISTRATION, & ETHICS (4)

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)

#### COA 394 WORKSHOP (V 1-4)

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

#### COA 494 WORKSHOP (V 1-4)

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

#### COA 498 INTERNSHIP: COACHING (V 1-4)

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 an evaluation of the student's performance. Prereq: AHAT 210, corresponding coaching techniques class, and c/i. (fall/spring)

## COMS- Computer Science

#### COMS 112 ADVANCED PROGRAMMING (3)

Continuation of useful programming techniques using a variety of languages. Prereq: CSCI 110. (on demand)

#### COMS 115 COMPUTER BASICS FOR EDUCATORS (4)

In this hands on course, students will develop a working knowledge of word processing, spreadsheet, presentations, and database management software applications in relation to education. During this course, students will complete computer concepts and information literacy assignments. Students will also take the Information & Technology Literacy exam which is required for graduation and entrance into TEP. The course

will be evaluated by hands on assignments and examinations. \$10 Course Fee. (fall/spring)

#### COMS 201 COMPUTER PROGRAM APPLICATION (V 1-2)

Special problems in programming. Prereq: CSCI 110. (on demand)

#### COMS 212 INTRODUCTION TO WEB DESIGN (4)

This project-based course introduces students to the basic concepts related to designing web-sites. Students will be creating sites with website development software and HTML. They learn and follow the steps to create a website by planning, designing, and developing. Students will be evaluated by hands-on projects and examinations. (fall)

#### COMS 235 VIDEO & AUDIO DESIGN (4)

In this project-based introductory course, students will gain the competencies to create video and audio projects. Skills developed in this course will be design of video and audio projects, capturing and editing video and audio, pod casts, communication through a digital media, and project management. Students will be evaluated on hands-on projects and examinations. (spring/odd-numbered years)

#### 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 242 DIGITAL PRINT MEDIA (4)

In this project-based course, students will gain competencies in communication skills in print and graphic design. Through hands-on activities, students will learn how to create interactive documents meant for digital publication. Students will be evaluated on hands-on projects and examinations. (spring/even-numbered years)

#### 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 325 DIGITAL GRAPHICS & ANIMATION DESIGN (4)

This project-based course will introduce students to the concepts of creating graphics and animations for the web. Students will design images for background, text, graphics, navigation, and animation. Students will gain competencies in using colors, file formats, and compression methods. Students will be evaluated on hands-on projects and examinations. \$15 Course Fee. (spring/odd-numbered years)

#### COMS 334 ADVANCED MULTIMEDIA (2)

In this hands-on course, students will use a variety of hardware, software, and input/output media to complete multimedia projects including web pages, electronic presentations and portfolios, and printed publications. Students will be evaluated by hands-on assignments, special projects, examinations, and a final portfolio. Prereq: CAPP 100 and CAPP 160; or c/i. (on demand)

#### COMS 335 ADVANCED WEB DESIGN (4)

Building on COMS 212 (Intro to Web Design) this course probes deeper into web-related concepts and techniques. Students will learn how to set up, add content, and launch a web site using a hosting services. In addition students will learn about managing content, plug-ins, and FTP (File Transfer Protocol). Students will be evaluated on Hands-on projects and examinations. Prereq: COMS 212. (spring/even-numbered years)

#### COMS 410 CAPSTONE PROJECT (4)

This hands-on course will integrate all competencies gained during the Web & Digital Media courses to complete an individual project. This

course will include discussions about professional and ethical issues related to the discipline of Web & Digital Media Development. Students will be evaluated on the hands-on project created in class. Prereq: ARTZ 106, BMIS 270, ITS 205, COMS 212, COMS 235, COMS 242, COMS 325, and COMS 335; or c/i.

#### 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, c/pc, and c/vc. (fall/spring/summer)

### COMX- Communication

#### COMX 217 ORAL INTERPRETATION OF LITERATURE (4)

This class has a dual purpose: to guide students in finding their "voice" and confidence while speaking in front of a group and to explore various modes for performing literary texts. Primary topics include analysis of literary modes and styles, communication objectives of the writer and speaker, and intellectual and emotional interpretation. Practical skills will include vocal production, facial and body expression, memory enhancement, and visualization. In addition, the course will cover strategies to lessen and control performance anxiety. Teaching and learning techniques will include occasional lecture, speaking/listening exercises and imagination building games, rehearsal techniques, oral presentations, and performance analyses. It is recommended for anyone who needs a speech component, future educators, and those who wish to improve their speaking and interpretive skills. Gen Ed: Lit/Art. (fall)

### CRWR- Creative Writing

#### CRWR 240 INTRODUCTION TO CREATIVE WRITING WORKSHOP (4)

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: WRIT 101; or c/i. Gen Ed: Exp Art. (fall/spring)

#### CRWR 310 INTERMEDIATE 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: CRWR 240; or c/i. (spring/odd-numbered years)

#### CRWR 311 INTERMEDIATE 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: CRWR 240; or c/i. (fall/even-numbered years)

#### CRWR 312 INTERMEDIATE NONFICTION WORKSHOP (4)

A writing workshop that focuses on the techniques of writing nonfiction. This course will involve the critical analysis of students' writing, as well as reading and discussing the genre under study. Prereq: CRWR 240; or c/i. (spring)

#### CRWR 410 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 while providing them with a ground within the tradition of fiction writing upon which to build and experiment. Prereq: CRWR 310; or c/i. (spring/odd-numbered years)

#### CRWR 411 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: CRWR 311; or c/i. (fall/even-numbered years)

#### CRWR 412 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: CRWR 312; or c/i. (spring)

## CSCI- Computer Science/Programming

### CSCI 110 PROGRAMMING WITH VISUAL BASIC I (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: CAPP 100, and either M 128 or STAT 121. (fall)

### CSCI 112 PROGRAMMING WITH C I (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: CSCI 110. (spring)

## CSTN-Construction Trades

### CSTN 120 CARPENTRY BASICS ROUGH-IN FRAMING (4)

This course will introduce the student to the different components used for residential floor systems (joists, rim joists, hangers, etc.), wall systems (king studs, trimmer studs, headers, wall plates, rough sills, etc.), roof systems (both truss and rafter), with an emphasis placed on platform framing. Students will have the opportunity to participate in live work as the lab portion of this construction class. Prereq or Coreq: IT 240 or CSTN 110. (fall)

## CTE- Career & Technical Education

### CTE 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)

### CTE 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.

## DANC-Dance

### DANC 285 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. \$5 Course Fee. (fal/spring)

### DANC 286 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. \$5 Course Fee. (fall/spring)

## DDSN-Drafting Design

### DDSN 114 INTRODUCTION TO COMPUTER-AIDED DRAFTING (3)

This course provides students introductions to computer-aided design software. AutoCAD and/or Revit are featured software using a 2-D medium with emphasis on features, limitations, and considerations associated with the commands and characters. IT 130 strongly suggested. (fall/spring)

## ECNS-Economics

### ECNS 101 ECONOMIC WAY OF THINKING (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 ECNS 202 or ECNS 201 for the Social Science Broadfield or Business & Computer Applications Secondary Education degrees.] (on demand)

### ECNS 201 PRINCIPLES OF MICROECONOMICS (4)

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. Gen Ed: Behav/Soc Sci.

### ECNS 202 PRINCIPLES OF MACROECONOMICS (4)

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. Gen Ed: Behav/Soc Sci. (fall)

### ECNS 203 PRINCIPLES OF MICROECONOMICS & MACROECONOMICS (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. Gen Ed: Beh/Soc Sci.

#### ECNS 290 UNDERGRADUATE RESEARCH (V 2-8)

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

#### ECNS 292 INDEPENDENT STUDY (V 1-4)

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

#### ECNS 313 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. Students will be able to demonstrate how individual and central banks operate to facilitate personal, business, and international transactions while maintaining national stability. 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: ECNS 203, or ECNS 202, or ECNS 201; or c/i. (spring)

#### ECNS 332 ECONOMICS OF NATURAL RESOURCES (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. \$20 Course Fee. Prereq: ECNS 203. (fall/spring)

#### ECNS 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: ECNS 203, or ECNS 202, or ECNS 201; or c/i. (fall)

#### ECNS 431 INTERNATIONAL TRADE (4)

Principles of trade and finance in a world economy. Analysis of comparative advantage, impediments to trade, and international financial systems. 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. 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: ECNS 203, or ECNS 202, or ECNS 201. (fall/spring)

#### ECNS 490 UNDERGRADUATE RESEARCH (V 2-8)

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

#### ECNS 492 INDEPENDENT STUDY (V 1-4)

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

#### ECNS 494 SEMINAR/WORKSHOP (V 1-4)

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

#### ECNS 498 INTERNSHIP/COOPERATIVE EDUCATION (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, c/i, c/pc, and c/vc. (fall/spring)

#### ECNS 499 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, c/pc, and c/vc. (fall/spring)

## ECON-Economics

#### 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: ECNS 203, ECNS 202, or ECNS 201. (on demand)

## ECP- Emergency Care Provider

#### ECP 100 FIRST AID & CPR (1)

Students will complete certification requirements for adult and child CPR and AED, infant CPR, and basic first aid. Students must demonstrate hands-on techniques for each skill and will also be assessed through written examinations. \$25 Course Fee. Prereq: Junior/Senior standing; HHP major or admitted to TEP or c/i. (fall/spring)

## EDEC- Early Childhood Education

#### EDEC 210 MEETING THE NEEDS OF FAMILIES (2)

Introduction of benefits, barriers, foundations, and techniques for encouraging parent-teacher partnerships. Students also explore family structures and dynamics, both functional and dysfunctional. (fall even-numbered years)

#### EDEC 211 MEETING THE NEEDS OF FAMILIES 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. \$6 Course Fee. (fall/even-numbered years)

**EDEC 220 CREATING AN ENVIRONMENT FOR LEARNING-EARLY CHILDHOOD (2)**

Explores the developmentally appropriate environment and its effect on the learner in the physical, cognitive, and social domains. It also deals with planning for learning: units, scheduling, transitions, lesson planning, children's safety, nutrition, and health. (spring/even-numbered years)

**EDEC 221 CREATING AN ENVIRONMENT FOR LEARNING-EARLY CHILDHOOD LAB (1)**

Designing and implementing developmentally appropriate classroom arrangements, learning centers, schedules, lesson plans, and transitions. \$6 Course Fee. (spring/even-numbered years)

**EDEC 225 WAYS OF KNOWING AND CRITICAL THINKING FOR EARLY CHILDHOOD PROFESSIONAL (3)**

This course familiarizes students with basic elements of critical thinking and four categories of knowledge. Thinking skills and organizational strategies will be practiced through online discussion and written assignments that refer to common scenarios and professional "hot topics" in the profession of early childhood care and education. Prereq: WRIT 101 and general education math (fall)

**EDEC 230 POSITIVE CHILD GUIDANCE AND MANAGEMENT (4)**

Focuses on developing skills in using positive guidance techniques such as I messages, reflecting feelings, natural and logical consequences, providing choices, conflict resolution, developing positive behavioral interventions, self concept development, and enhancement, and children's pro-social skills. The course includes a 45 hour lab where students implement what is learned in class Assessment is based on exams, activities including a classroom management plan and learning plans, and professional observation of guidance skills.

**EDEC 247 CHILD & ADOLESCENT GROWTH & DEVELOPMENT (3)**

Students will examine, analyze, and apply research, theories, and issues concerning basic bio-social, cognitive, and psychosocial developmental stages from conception through childhood and adolescence. Gen Ed: Behav/Soc Sci. (fall/odd-numbered years)

**EDEC 248 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. \$6 Course Fee. (fall/odd-numbered years)

**EDEC 249 INFANT/TODDLER DEVELOPMENT & GROUP CARE (4)**

Provides a basic developmental foundation for the student. Examines 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)

**EDEC 265 LEADERSHIP & PROFESSIONALISM IN EARLY CHILDHOOD EDUCATION (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: EDEC 283/284; or c/i. (spring/odd-numbered years)

**EDEC 266 LEADERSHIP & PROFESSIONALISM IN EARLY CHILDHOOD EDUCATION 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. \$6 Course Fee. (spring/odd-numbered years)

**EDEC 268 INTRODUCTION TO BUSINESS FOR EARLY CHILDHOOD PROGRAMS (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.

**EDEC 281 EARLY CHILDHOOD CURRICULUM DESIGN & IMPLEMENTATION 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: EDEC 220/221 and EDEC 230/231; or c/i. (fall/even-numbered years)

**EDEC 282 EARLY CHILDHOOD CURRICULUM DESIGN & IMPLEMENTATION 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. \$6 Course Fee. Prereq: EDEC 220/221 and EDEC 230/231; or c/i. (fall/even-numbered years)

**EDEC 283 EARLY CHILDHOOD CURRICULUM DESIGN & IMPLEMENTATION 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: EDEC 281/282; or c/i. (spring/odd-numbered years)

**EDEC 284 EARLY CHILDHOOD CURRICULUM DESIGN & IMPLEMENTATION II LAB (1)**

Implementation of developmentally appropriate activities and projects for young children, which include science, mathematics, and the arts. \$6 Course Fee. Prereq: EDEC 281/282; or c/i. (spring/odd-numbered years)

**EDEC 291 CULTURAL DIVERSITY IN EARLY CHILDHOOD (3)**

This course provides the opportunity for Early Childhood Education and PreK-Grade 3 students to investigate philosophy and research regarding best teaching practices with regard to diversity; for example, culture religion, gender, sexual orientation, family structure, health status, and economic conditions are considered. The course has a special emphasis on best practices for supporting the needs of American Indian children, meeting the Montana Law MCA 20-1-501 requirements. This course provides students with a background in sociological, philosophical and multicultural issues and aspects of child development and education. It is also intended to assist students in examining early education practices reflectively

and critically. Students will question their own beliefs regarding diversity as well as how their views shape instruction. Students will examine curriculum for cultural relevance.

**EDEC 298 EARLY CHILDHOOD INTERNSHIP (V 1-6)**

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)

**EDEC 340 A PRACTICING INCLUSION IN PRESCHOOL PROGRAMS (3)**

This course has been specifically developed for students who teach preschoolers in early childhood settings that may include young children with disabilities or development delays. Through course assignments and application of practices in current early childhood settings, students synthesize the broad base knowledge and skills around inclusion into core principles that will serve as a guide in their roles directly with young children and as advocates and leaders in the field of inclusion. The knowledge and skills they develop during course activities strengthen their ability to support the growth and development of each and every child in their program or group. Students will apply core inclusion principles and strategies to current teaching practices with young children in an active early childhood setting. Students will regularly participate in lab work in an early childhood program

**EDEC 345 CREATIVE CURRICULUM AND DEVELOPMENT FOR YOUNG CHILDREN (3)**

Creative Development focuses on the creative development of young child in dance, music, theatre, and visual arts. The elements in each creative arts area are explored in depth and students discuss and plan how to support these art elements in young children. Students design and implement activities that encourage learning of the creative arts in children age birth to eight years. Students create an assessment tool using the Early Learning Guidelines, National, and State Standards for the arts. The student will use the observation tool to assess their current creative arts practices and environment. The outcome of the assessment will support a planning and implementation process to help create a project

that enriches the current practice and environment thus integrating the arts into content area studies.

**EDEC 352 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 with preschool age children. Prereq: EDEC 283/284. (fall)

**EDEC 353 FOSTERING MOVEMENT IN YOUNG CHILDREN (1)**

Examines high quality, meaningful physical activity and physical education experiences across a developmental continuum including discussion of cultural differences and gender expectations. Prereq: EDEC 283/284.

**EDEC 391A INTEGRATING TECHNOLOGY INTO EARLY CHILDHOOD EDUCATION CLASSROOMS (2)**

This hands-on course is designed to prepare early childhood teachers with knowledge of appropriate technology for young children and the skills to use these to enhance children's learning. Students will be creating technology-enhanced units to use in the early childhood classroom. Special emphasis will be given to communication, production, and technology integrating in the curriculum.

**EDEC 391B MATHEMATICS FOR THE EARLY CHILDHOOD (K-3) (3)**

Focus on developmentally appropriate, research based curriculum, methods, and assessment in early childhood (K-3) math. Examine the integration of technology, key concepts and skills, and the Montana high quality, meaningful math content, which focus on hands-on exploration and investigation of meaningful content. Pre-req: EDEC 281, 282, 283, 284 and admission to TEP.

**EDEC 391C SCIENCE AND SOCIAL STUDIES FOR EARLY CHILDHOOD (K-3) (3)**

Focus on developmentally appropriate, research-based curriculum, methods, and assessment in early childhood (K-3) science and social

studies. Examine the integration of technology, state, and national standards, and key concepts and skills into science and social studies curriculum. Develop high quality, meaningful science and social studies experiences, focus on hands-on exploration and investigation of meaningful content. Pre-req: EDEC 281, 282, 283, 284 and admission to TEP.

**EDEC 405 ASSESSMENT IN EARLY CHILDHOOD (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: EDEC 248, 265, and 283. (fall)

**EDEC 410 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. Prereq: EDEC 230/231, and 225; or c/i. (fall)

**EDEC 430 SOCIAL/EMOTIONAL DEVELOPMENT IN YOUNG CHILDREN (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: EDEC 230/231, 248, and 405 or 210/211. (spring)

**EDEC 445 CHILD DEVELOPMENT RESEARCH (3)**

In-depth examination of current qualitative and quantitative methodology and research relating to child development from prenatal to age 8. Class is taught online in a seminar format. In this course, students develop and share a literature review and facilitate a discussion around their chosen topic. Knowledge of research methodology is also assessed through an exam. Prereq: EDEC 247, 265, and 225 (spring)

#### EDEC 450 LITERACY IN THE EARLY CHILDHOOD CLASSROOM (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. This will include a literacy case study with a kindergarten age child and an interview and observation in a kindergarten classroom. Prereq: EDEC 283/284; or c/i. (fall)

#### EDEC 452 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. Field Trip Fee-Varies.

#### EDEC 460 MENTORING & COACHING IN EARLY CHILDHOOD EDUCATION (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. Prereq: EDEC 247, 265, 430, 452, 450, 340, 225, and senior standing. (spring)

#### EDEC 495 EARLY CHILDHOOD ADVANCED PRACTICUM (V 1-6)

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. Prereq: EDEC 225 and 460. (fall/spring/summer)

## EDSP- Special Education

#### EDSP 281 COLLABORATION & PLANNING TO EXECUTE IEPs (4)

This course prepares students for the IEP process. This IEP process should be a seamless collabora-

tion between key stakeholders in planning, writing, and implementing individualized plans for children with disabilities. Students will learn both the legal and pedagogical mechanics of writing IEPs as well as the human process. Emphasis will be placed on family-centric communication and bridging the needs of all through sound principles of collaboration, effective instruction, and professional behavior. This course investigates the relationships that exist between professionals, parents, and outside agencies. Students will learn to work effectively with teachers, principals, other school personnel, parents, and agencies. Communication skills, collaboration, and professionalism will be stressed to promote harmonious working conditions to benefit students with differences. Students will complete and be evaluated upon a variety of applied activities including simulated IEP development, case studies and applied activities relative to relationship building, and web-based assignments. (spring; summer/even-numbered years)

#### EDSP 302 TEACHING STUDENTS WITH EMOTIONAL DISTURBANCE (4)

This course focuses on identifying, recording, evaluating, and changing serious social and behavior disorders. Principles and practices of data-based intervention will be learned. Application of robust technologies of assessment, behavior change, and accountability as they apply to children with severe behavioral problems such as conduct disorder, ADHD, withdrawal, depression, and autism. Students are assessed by completion by team case studies and empathy driven essays. Developing intensive individual behavior management plans will be emphasized. (spring; summer/odd-numbered years)

#### EDSP 303 TEACHING STUDENTS WITH INTELLECTUAL DISABILITIES (4)

This course focuses on students with moderate and severe disabilities in intellectual, motor, communication, perceptual, and/or social skills. The needs of these students are particularly unique. Thus, students taking this class will need to acquire a comprehensive knowledge of instruction planning for students with severe or multiple disabilities. With the move toward inclusive schools, the role of special education and general education teachers has changed considerably in the past two decades. Finding the right tools for students can help them both reach their potential and become part of the classroom and adult community. Students are assessed by

case-based intervention plans. (spring; summer/odd-numbered years)

#### EDSP 434 BEHAVIORAL PRINCIPLES OF LEARNING & TEACHING (4)

This course focuses on identifying, recording, evaluating, and changing social behaviors of special and diverse populations. Principles and practices of data-based intervention will be learned. Application of robust technologies of assessment, behavior change, and accountability as they apply to children with mild to aggregate and environmentally sustained behavior problems will be addressed. Developing classroom and individual behavior management plans using principles of research will be emphasized. Students will be evaluated based upon weekly content-based assignments and applied research project. (fall; summer/even-numbered years)

#### EDSP 464 METHODS OF INSTRUCTION FOR STUDENTS WITH HIGH INCIDENCE DISABILITIES (4)

The purpose of this course is to prepare teachers to accommodate academic and/or social intervention for students with a variety of mild to moderate educational needs. The course will cover educational best practices which have documented efficacy and a parsimonious approach to intervention design. Because textbooks can provide neither comprehensive nor the most current information available for the wide-ranging problems seen in classrooms, students will hone their ability to use the literature as a tool for selecting authentic data-based methods. Students will be evaluated based upon professional learning community contributions and content-based applied modules. (spring; summer/even-numbered years)

#### EDSP 470 RESPONSE TO INTERVENTION BEST PRACTICES (4)

The purpose of this course is to prepare teachers to work cooperatively with school-based Response to Intervention (RTI) teams. As a result of reauthorization of IDEA (2004), RTI is now mandated. RTI is a process of providing general education adaptations to close the gap between struggling learners and their typical classmates. The purpose of RTI is also to identify children with learning disabilities who may be eligible for special education. Documentation of how a child responds to scientific, research-based interventions is part of the RTI process. Students will complete a variety of applied activities including

micro-teaching using effective reading and math curricula and web-based notes. (spring; summer/odd-numbered years)

## EDU- Education

### EDU 201 INTRODUCTION TO EDUCATION WITH FIELD EXPERIENCE (4)

The first formal course in the Teacher Education Program, this course provides an introduction to the field of education and the relationships between schools and society. Students begin to evaluate the reasons chosen to become a teacher and the effects that decision will have on their lives. Students examine social, cultural, political, legal, economic, and historical issues within schools and how these issues impact professional educators. During this course, students begin to assemble the professional portfolio, which is a requirement for entry into the Teacher Education Program (TEP). The portfolio will be maintained throughout participation in the Teacher Education Program and is an integral part of the evaluation process. Students will complete a field experience in a school setting. The field experience placement will be made by the Director of Field Experiences. \$10 Course Fee. (fall/ spring/ summer)

### EDU 222 EDUCATIONAL PSYCHOLOGY & CHILD DEVELOPMENT (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. \$10 Course Fee. (fall/spring)

### EDU 233 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. \$10 Course Fee. Prereq: EDU 234.

### EDU 234 READING & WRITING CONNECTIONS FOR ALL LEARNERS K-8 (4)

What happens when young readers write? What happens when young writers read? Using a reading and writing workshop model designed for the K-8 setting, students in this course will be immersed in authentic, process-based experiences in responding to, analyzing, and writing about texts that are commonly used in the elementary and middle school settings. The central experiential learning outcome of this course will be an understanding of the complex ways in which the reading process supports development of writing skills, while immersion in the writing process in turn supports development of reading proficiency. Emphasis will be placed on the composing process, and students will write for a wide range of purposes. Students will carefully examine methods for the development and support of an understanding of grammar and writing conventions, in elementary age students, and in their own writing as well. Students will be assessed with quizzes, reflections on research articles, literature circles, research papers, and observation form. \$10 Course Fee. (fall/spring)

### EDU 253 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)

### EDU 263 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. (on demand)

### EDU 291 INTRODUCTION TO SERVICE, CITIZENSHIP, & COMMUNITY (V 2-4)

Students in this course work with a non-profit, school, or government organization through volunteer service as a way to gain experience and knowledge that aligns with their personal or professional goals.

### EDU 292 INDEPENDENT STUDY (V 1-4)

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

### EDU 306 SCHOOL LAW & ADVOCACY FOR ALL K-12 LEARNERS (4)

Candidates develop understanding of the rights and responsibilities of all stakeholders in the education of diverse students in public education: parents, educators, community, and children. Candidates analyze key legislative mandates, such as Title I, No Child Left Behind, and the Individuals with Disabilities Education Act, and their implications for and impact on K-12 schools. In particular, candidates examine the uses of assessment in schools. Candidates examine seminal legislation such as the Civil Rights Act of 1965 and its application to education; the processes of the judicial system and the implications of landmark litigation, such as *Brown v Board of Education*, *Tinker v Des Moines*, *Rowley v Board of Education*, and *Everson v Board of Education*. Assessment is based on exams, research papers, and case studies. \$10 Course Fee. Prereq: EDU 382; and admission to TEP. (fall/spring/summer)

### EDU 311 CULTURES, DIVERSITY, & ETHICS IN GLOBAL EDUCATION (4)

This is a survey course to acquaint the student with the cultural foundations of education. Special emphasis is given to the multicultural and global dimensions of education. In addition, students study educational outcomes for American Indian students. High dropout rates, overrepresentation in special education, substance abuse, teenage pregnancy, and poor prospects for employment are endemic in this population of students. This course meets the Montana Law MCA 20-1-501 requirements. This course requires a field experience practicum of 4 or 5 days during which candidates engage in observation and practice teaching in Native American reservation schools and evening activities. Takes place in a

diverse setting where exceptionality is present. Assessment is based on projects, reports, exams, and field work. \$175 Course Fee. Prereq: Admission to TEP. (fall/spring/ summer)

#### EDU 334 CHILDREN'S & YOUNG ADULT LITERATURE (4)

Students explore the extensive body of literature for children and young adults. Students develop professional skills in using literature in a variety of cross-curricular applications in the instruction of children and young adults. Students explore various genres of fiction, nonfiction, and the oral tradition. Students read from a wide range of texts including but not limited to novels, folklore, mythology, Native American literature, poetry, film and play scripts, picture books, graphic novels, periodicals, and digital texts. Classic and award-winning materials are emphasized. Students develop an understanding of oral and folk traditions that preceded print and electronic publication, including indigenous oral traditions. Each student completes a reflective reading journal and an individualized research project. Experiential learning activities may include clinical experiences in the integration and use of children's and young adult literature in a variety of educational settings, and may include real-world experiences with teachers, librarians, and youth. \$10 Course Fee. (fall/spring on campus; summer via internet)

#### EDU 340 CLASSROOM MANAGEMENT (4)

Teacher education candidates examine research on classroom management, with emphasis on strategies for positive student interaction and motivation, positive behavioral interventions, and principles of universal design for learning. Candidates develop and implement Action Research. A two-week field experience in a public school setting is incorporated within the course. Candidates will remain in the field experience school for the full school day. Assessment is based on exams, a classroom management plan, self-reflections of a videotaped lesson, Action Research, and professional observation form. Prereq: EDU 382; and admission to TEP; taken in semester prior to student teaching. (fall/spring)

#### EDU 341 POSITIVE DISCIPLINE & CHILD DEVELOPMENT (4)

Candidates develop skills for establishing a positive social environment in elementary school classrooms. Candidates will demonstrate understanding of child development as it relates to positive guidance techniques, enhancing

children's self-concept, and developing children's pro-social skills, with a special emphasis on developing these skills in young children. A two-week field experience in an early childhood or primary school setting is required. Candidates will remain in the school throughout the school day. Candidates are assessed using observation forms, exams, lesson plans, and journals. Prereq: Admission to TEP or permission of Early Childhood Education Program. (fall/spring)

#### EDU 344 CLASSROOM MANAGEMENT IN ELEMENTARY SCHOOLS (4)

Through exploration of positive discipline practices, students gain understanding of the principal tenets of guidance and classroom management, with a major focus on prevention of behavioral problems and development of democratic social skills. Prevention strategies include environmental engineering, rapport building, active engagement, high expectations, and development of self-efficacy. Students develop professional skills in using strategies for mitigation of mild to moderate behavior problems that do arise, including skills in using conflict resolution, class meetings, contracts, and group contingencies. Assessment includes exams and demonstration of professional skills, knowledge, and behaviors. The course is designed for the final semester prior to student teaching. \$15 Course Fee. Prereq: Admission to TEP, and at least 2 of the following: EDU 397A, EDU 397S, or EDU 397L. (fall/spring/summer)

#### EDU 352 FIELD EXPERIENCE K-8 (4)

Teacher candidates experience a 14-day supervised field experience in a classroom in an elementary school, after a two- to three-day preparation at UMW, and followed up by a one-day debriefing at UMW. Candidates engage in this extensive field experience in the final semester prior to student teaching. They spend the entire school day in the assigned elementary school. Principal tenets of the field experience include co-teaching (co-planning, co-instruction, and co-assessment) with their mentor teacher. Candidates gain practice in co-teaching all content areas and engaging in related professional activities at the school. Assessment includes the development of a partial Teacher Work Sample, and demonstration of professional skills, knowledge, and behaviors. \$15 Course Fee. Prereq: Admission to TEP, EDU 344 or EDEC 230 and EDU 382. (fall/spring)

#### EDU 370 INTEGRATING TECHNOLOGY INTO EDUCATION (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. \$10 Course Fee. Prereq: Admission to TEP and EDU 382. (fall/spring)

#### EDU 371 FOUNDATIONS OF EDUCATIONAL TECHNOLOGY FOR SECONDARY SCHOOLS (2)

In this course, students will gain an understanding of how technology plays an important role in the secondary education curriculum. Through this course, students will gain an overview to the foundation of educational technology. Students will look at the current and future use of technology in education, theories of learning regarding the use of technology in education, and the implications of using technology through hands-on and project-based learning activities. \$10 Course Fee. Prereq: Admission to TEP.

#### EDU 382 ASSESSMENT, CURRICULUM, & INSTRUCTION (4)

Teacher education candidates examine educational research on effective strategies for instruction and assessment in K-12 classrooms, including principles of universal design for learning, Action Research, and Response to Intervention (RTI). Candidates develop lessons that demonstrate professional skills in instructional design and assessment, aligned with standards for K-12 students. Candidates examine school curricula and classroom resources. Candidates develop a working knowledge of descriptive statistics and probability in relationship to standardized testing used in educational settings. Assessment is based on lesson plans, integrated unit plan, assessment design, exams, and professional observation form. \$10 Course Fee. Prereq: EDU 201 and EDU 222. (fall/spring)

#### EDU 385 MATHEMATICS FOR K-8 SCHOOLS WITH PEDAGOGY I (4)

Developing mathematical thinking in K-8 students, part I. Candidates examine the research on teaching and learning mathematics. Candidates



develop skills in and strategies for assisting children to develop problem-solving and computation skills, number sense and number concepts, and meanings for the operations. Candidates develop skills in assisting children to work with real and rational numbers, place value, mental computation and estimation, fractions, decimals, percents, ratio, proportion, algebra, functions, and variables. \$10 Course Fee. Prereq: Admission to TEP. (fall/spring)

#### EDU 386 MATHEMATICS FOR K-8 SCHOOLS WITH PEDAGOGY II (4)

Developing mathematical thinking in K-8 students, part II. Candidates examine the research on teaching and learning mathematics. Candidates develop skills in and strategies for assisting children to develop two- and three-dimensional geometric thinking, measurement, probability, statistics, and logical reasoning. \$10 Course Fee. Prereq: Admission to TEP.

#### EDU 397A METHODS: K-8 INTEGRATED ARTS FOR ALL LEARNERS (4)

Teacher Education candidates develop 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. Candidates engage in creative and critical experiences with the arts. They design integrated arts instruction while learning how to document and assess student progress. Candidates work directly with children in microteaching or field experience. \$35 Course Fee. Prereq: Admission to TEP; must have completed courses in two different forms of artistic expression from: ARTZ 100, THTR 101, MUSI 103, ARTH 160, or DANC 285 and DANC 286. (fall/spring)

#### EDU 397D METHODS: K-12 DRAMA (4)

Candidates develop an understanding of drama as an art form as well as drama's integration with other subject areas. They develop learning strategies and assessment techniques which are in accordance with state and national standards in the arts. They develop their own creative thinking and expressive arts skills by participating in instructor- and peer-lead activities, and by assignments targeted for risk-taking and creative problem-solving. Infused topics include creative drama in the K-5 setting and play production in the upper grades; drama literature and history; film and theatre analysis. Infused topics include creating a stimulating learning environment for

the arts; diversity; Indian Education for All; visual literacy; and competitive speech and drama practices at the high school level; advocacy for arts education. Candidates skills and learning are assessed through a methods including experiential learning activities in devising teaching strategies, peer teaching and a field experience in a K-setting. \$10 Course Fee. Prereq: Admission to TEP and completion of all drama courses required for the Minor; or c/i. (spring/odd-numbered years)

#### EDU 397L METHODS: K-8 LANGUAGE ARTS & SOCIAL STUDIES FOR ALL LEARNERS (4)

Candidates will demonstrate knowledge of the major concepts of social studies and language arts instruction in a K-8 classroom. Candidates will demonstrate skills in using developmentally appropriate practices to ensure that all students can learn in a positive environment. Candidates will incorporate social studies and language arts within lesson plans, while creating instructional frameworks for the integrated study of other subjects. Through micro-teaching or field experience, candidates demonstrate skills in teaching children how to read and write, with a focus on developing in children the joy of learning. Candidates demonstrate skills in using a variety of methods and strategies for literacy development, including the development of literacy for second language learners. Candidates learn to plan a balanced literacy program that includes integrated, thematic instruction. Multicultural topics, including issues and concepts relevant to Native American history and culture, citizenship, and guided decision-making are included. Candidates are assessed through development of lesson plans and a unit plan, designed to ensure that students with diverse learning needs are successful. Other assessments include quizzes, candidate-developed assessments, peer teaching, observations of teaching K-8 children, and portfolio items. Candidates' professional skills and dispositions are also assessed using an observation form. \$10 Course Fee. Prereq: Admission to TEP and EDU 233. (fall/spring)

#### EDU 397M METHODS: K-8 MUSIC (4)

An activity-based exploration of techniques and materials relevant to the instruction of music in the elementary classroom. \$10 Course Fee. Prereq: Admission to TEP, and either MUSI 103 or 2 credits of any MUSI 114, MUSI 147, MUSI 314, MUSI 312. (fall/spring)

#### EDU 397S METHODS: K-8 SCIENCE & MATHEMATICS INQUIRY FOR ALL LEARNERS (4)

Candidates develop K-8 science and mathematics instruction and assessments that are aligned with state and national standards and the principles of universal design for learning. Candidates gain familiarity with instructional methods and materials appropriate for teaching content and problem-solving skills, primarily through inquiry and experiential learning. Candidates develop skills in integrated instruction, incorporating mathematics, physical science, earth and space science, and life science. Infused topics include technology, lab safety, cooperative learning, assessment, environmental education, and Indian Education for All. Students will demonstrate skills working with children in field experiences or micro-teaching related to science and mathematics instruction. \$10 Course Fee. Prereq: Admission to TEP. (fall/spring)

#### EDU 438 LITERACY ASSESSMENT, DIAGNOSIS, & INSTRUCTION (4)

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. \$10 Course Fee. Prereq: EDU 233; and admission to TEP or verification that student is a certified teacher. (fall/spring)

#### EDU 444 CLASSROOM MANAGEMENT FOR SECONDARY EDUCATION (4)

Teacher education candidates examine research on classroom management, with emphasis on strategies for positive student interaction and motivation, positive behavioral interventions, and principles of universal design for learning. Candidates develop and implement Action Research. A one-week field experience in a public school setting with an emphasis on co-teaching is incorporated within the course. Candidates will remain in the field experience school for the full school day. Assessment is based on exams, a classroom management plan, teaching video-analysis, Teacher Work Sample, and professional observation form. \$10 Course Fee. Prereq: Admission to TEP; taken in semester prior to student teaching. (fall/spring)

**EDU 448 ADVANCED LITERACY ASSESSMENT, DIAGNOSIS, & INSTRUCTION (4)**

This is an advanced assessment class that will explore theories of literacy variabilities and the various forms of literacy assessment and instruction appropriate for K-12 classroom and clinical situations. Standardized tests, performance-based assessment, portfolios, and 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. \$10 Course Fee. Prereq: EDU 438; and admission to TEP or verification that student is a certified teacher. (fall)

**EDU 481 CONTENT AREA LITERACY (2)**

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, 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. \$10 Course Fee. Prereq: EDU 382; Admission to TEP or verification that student is a certified teacher. (fall/spring)

**EDU 489 RESEARCH & PROFESSIONALISM IN LITERACY EDUCATION (4)**

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. \$10 Course Fee. Prereq: EDU 448; and admission to TEP or verification that student is a certified teacher. (spring)

**EDU 492 INDEPENDENT STUDY (V 1-4)**

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

**EDU 495A STUDENT TEACHING: K-12 (V 2-15) R**

A full-time supervised clinical practicum at a school location approved by the Director of Field Experiences for candidates pursuing a K-12 endorsement. A seminar at the university campus is incorporated near the completion of student teaching. Number of days for student teaching varies based on the candidate's particular combination of endorsement areas. Evaluation of student teaching is based on various evaluation and observation forms, and the Phase III portfolio. Prereq: Admission to Student Teaching and c/dfe. (fall/spring)

**EDU 495K STUDENT TEACHING: K-8 (V 2-15) R**

A full-time supervised clinical practicum at a school location approved by the Director of Field Experiences. A seminar at the university campus is incorporated near the completion of student teaching. Number of days for student teaching varies, based on the candidate's particular combination of endorsement areas. Evaluation of student teaching is based on various evaluation and observation forms, and the Phase III portfolio. Prereq: Admission to Student Teaching and c/dfe. (fall/spring)

**EDU 495S STUDENT TEACHING: 5-12 (V 2-15) R**

A full-time supervised clinical practicum at a school location approved by the Director of Field Experiences. A seminar at the university campus is incorporated near the completion of student teaching. Number of days for student teaching varies based on the candidate's particular combination of endorsement areas. Evaluation of student teaching is based on various evaluation and observation forms, and the Phase III portfolio. Prereq: Admission to Student Teaching and c/dfe. (fall/spring)

**EDU 497C METHODS: 5-12 INTEGRATED LITERATURE & COMPOSITION II (4)**

This course gives students both theory and experience in teaching English language arts and focuses on integrating strategies for teaching Montana Content Standards in literature, reading, speaking and listening, and media literacy. Students are expected to demonstrate their understanding through lesson planning, microteaching, projects, and other assignments. The course includes lecture, group discussions, and cooperative learning. Professional education

field experience in a school required. \$10 Course Fee. Prereq: Admission to TEP. Coreq: EDU 497L in same semester. (fall)

**EDU 497H METHODS: 5-12 SOCIAL STUDIES (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. \$35 Course Fee. Prereq: Admission to TEP. (fall)

**EDU 497L METHODS: 5-12 INTEGRATED LITERATURE & COMPOSITION I (4)**

This course gives students both theory and experience in teaching English language arts and focuses on strategies for teaching Montana Content Standards in writing. Students are expected to demonstrate their understanding through lesson planning, microteaching, projects, and other assignments. The course includes lecture, group discussions, and cooperative learning. Professional education field experience in a school required. \$10 Course Fee. Prereq: Admission to TEP. Coreq: EDU 497C in same semester. (fall)

**EDU 497M METHODS: 5-12 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, and skills in effective communication with students and peers on mathematical and professional educator topics. Professional education field experience in a school required. \$25 Course Fee. Prereq: Admission to TEP and M 329 grade C- or higher; or c/i. (spring)

**EDU 497S METHODS: 5-12 SCIENCE (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. Professional education field experience in a school required. \$35 Course Fee. Prereq: Admission to TEP. Preferably, students will take this course in the semester prior to student teaching. (fall)

#### EDU 498 INTERNSHIP (V 2-12)

Work closely with the UMW Department of Education Director of Field Experiences to develop the criteria for the internship, and complete the paperwork for the internship contract. The internship is used for three categories of students: (1) Students who wish to complete an appropriate internship/work experience as part of their degree may complete a one-semester internship, number of credits to be determined in consultation with the Director of Field Experiences. (2) Candidates who are pursuing a teaching license and already have a non-teaching degree from an accredited college. These candidates must have completed a major that is suitable for teaching licensure in Montana and is an approved teaching major at UMW. Candidates may have more than one teaching major or minor, but must have at least one teaching major. They must have been admitted to the UMW Teacher Education Program; have obtained a Class 4 or Class 5 license in the field for which they are seeking program completion; and have an offer for employment, or currently are employed, in an appropriate K-12 setting in the licensure field. These candidates must enroll in 4 credits of supervised internship every semester (with a minimum of two semesters) until all program requirements are met. (3) Teachers who already hold a Class 1 or Class 2 Montana teaching license and wish to add an additional endorsement. Teachers must complete the course requirements for the teaching major or minor, and will substitute the internship for student teaching. The teacher must enroll in 4 credits of supervised internship every semester (with a minimum of two semesters) until all program requirements are met. Prereq: c/dfe. (fall/spring/summer)

## ENSC- Environmental Science

#### ENSC 292 INDEPENDENT STUDY (V 1-4)

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

#### ENSC 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. \$100 Course Fee. Prereq: demonstrated math ability at M 095 or higher; and either CHMY 121 or CHMY 141; and either BIOB 101, BIOB 160, or BIOB 170; and either GEO 101 or GEO 103; or c/i. (spring/odd-numbered years)

#### ENSC 394 SEMINAR: GEOGRAPHIC INFORMATION SYSTEMS (2)

This course introduces students to the industry-standard geographic information systems (GIS) technology (specifically ArcGIS) in a seminar format. Students learn the basics of GIS technology and apply their knowledge in a major field and lab project that includes individual and group presentations of results. Sometimes the class will include a public presentation and/or service-learning component. Students are assessed based on their successful completion of computer exercises, homework, project work, and presentations. Completion of the general education curriculum and ENV 269 recommended, but not required, before taking this class. \$200 Course Fee via UMW Outreach. (fall)

#### ENSC 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. \$100 Course Fee. Prereq: Junior/Senior standing; or c/i. (fall)

#### ENSC 492 INDEPENDENT STUDY (V 1-4)

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

#### ENSC 494 SEMINAR/WORKSHOP (V 1-4)

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

#### ENSC 494P SEMINAR: PUBLIC PRESENTATION (1)

Students will prepare and deliver a professional public presentation outlining their work on either an internship or senior thesis. This presentation will generally be performed at the annual spring campus research symposium, or occasionally at another professional venue as approved by the student's advisor. Pass/Fail. Prereq or Coreq: ENSC/ENST 498, or ENSC/ENST 499; and c/i. (fall/spring)

#### ENSC 498 INTERNSHIP/COOPERATIVE EDUCATION (V 1-15)

Incorporation of an appropriate work experience into the student's academic preparation. Prereq: Junior/Senior standing, c/i, c/pc, and c/vc. (fall/spring)

#### ENSC 499 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 Environmental Science department advisor. Prereq: Junior/Senior standing, c/i, c/pc, and c/vc. (fall/spring)

## ENST- Environmental Studies

#### ENST 275 ENVIRONMENTAL INTERPRETATION I (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. Students will be assessed through three short oral interpretive talks, exams, essay, and an interpretive group project. \$100 Course Fee. Prereq: BIOB 170 and GEO 103. (fall)

#### ENST 292 INDEPENDENT STUDY (V 1-4)

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

#### ENST 391A ENVIRONMENTAL POLICY (4)

An intensive introduction to the history, development, and implementation of environmental policies. Environmental policy topics may include wilderness, public lands, clean air and water, waste management, energy development, and population growth. Emphasis is placed on analyzing domestic and international case studies and arguing positions on these topics orally. Construction of educational pamphlet on a topic of local or regional concern will serve as the capstone, experiential-learning component of the course. Prereq: Junior/Senior Standing (spring, odd-numbered years)

#### ENST 472 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. \$45 Course Fee. Prereq: c/i. (fall)

#### ENST 475 ENVIRONMENTAL INTERPRETATION II (4)

Students will further develop their skills to become professional environmental interpreters. In this class, students will examine key examples of the literature of environmental interpretation and the contributions of selected, significant

naturalists from the late 18th century to present. In addition, this course teaches advanced creative approaches to methods for establishing effective programming featuring environmental themes. It addresses specific techniques for diverse audiences, especially those fostering science education, natural history, wildlife, and ecology topics. Students will be assessed through a 45-minute oral interpretive talk based on a shadowing experience that takes place throughout the block and a large group interpretive project. \$100 Course Fee. Prereq: ENST 275. (spring)

#### ENST 492 INDEPENDENT STUDY (V 1-4)

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

#### ENST 494 SEMINAR/WORKSHOP (V 1-4)

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

#### ENST 494P SEMINAR: PUBLIC PRESENTATION (1)

Students will prepare and deliver a professional public presentation outlining their work on either an internship or senior thesis. This presentation will generally be performed at the annual spring campus research symposium, or occasionally at another professional venue as approved by the student's advisor. Pass/Fail. Prereq or Coreq: ENSC/ENST 498, or ENSC/ENST 499; and c/i. (fall/spring)

#### ENST 498 INTERNSHIP/COOPERATIVE EDUCATION (V 1-15)

Incorporation of an appropriate work experience into the student's academic preparation. Prereq: Junior/Senior standing, c/i, c/pc, and c/vc. (fall/spring)

#### ENST 499 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 Environmental Science department advisor. Prereq: Junior/Senior standing, c/i, c/pc, and c/vc. (fall/spring)

## ENVS- Environmental Studies

#### ENVS 101 CAREER ORIENTATION FOR WILDLANDS GUIDES (1)

A look at professional opportunities as a naturalist, back country guide, and outfitter business person in both the public and private sector.

A preview of the training needed for these professions. The course results in the completion of the five core courses of the Professional Guide Institute (origins and mission of the background guide, our wildland heritage, back country leadership, wildlands interpretation, and outfitter operations). Performance-based assessment. (fall)

#### ENVS 180 APPLIED SUSTAINABLE LANDSCAPE HORTICULTURE (4)

This primarily field-based class will allow students to study and practice the way human beings—as individuals and societies—can participate in the creation of ethical and ecological support systems. The course is designed to introduce students to the scientific principles of sustainable landscape design and horticulture. Students will become integrated in the campus gardening and compost project where their research and findings will become part of a long-term experiment monitoring and testing microbial succession and species composition of soil used in the garden. Students will be evaluated through the application of quizzes, exams, group and individual projects. \$75 Course Fee. Gen Ed: Nat Sci. (fall/even-numbered years)

#### 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, horse packing, 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. \$80 Course 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. \$40 Course Fee. Prereq: equivalent of M 095 or higher; or c/i.

#### ENVS 384 GEOGRAPHIC INFORMATION SYSTEMS WORKSHOP (2)

This class will serve as a broad introduction to using the industry-standard ArcGIS geographic information systems software available on campus. In the computer lab, students will complete a professor-guided tutorial program on the use of the software, learn additional enriching applications, participate in discussions related to GIS applications in field sciences, and apply what they learn to a group project in the environmental sciences. The class will have a field component in which students will use GPS technology to collect data and work with it in GIS format. Assessment will be based on successful completion of the tutorial program and participation in the discussions and applied project. Participants who successfully complete the workshop will receive an ESRI Certificate of Completion. Pass/Fail. (spring/odd-numbered years)

## EQUH- Equine Horsemanship

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

The student will gain an understanding of the basic concepts of natural horsemanship, first via groundwork, and then riding. Using a natural approach, the student will learn and implement a number of basic maneuvers to gain the horse's respect and confidence. 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. The student will begin to understand the importance of feel, timing, and balance when working with horses. The student will learn safe and efficient saddle techniques and how to safely mount the horse. In the saddle, the student will learn the fundamentals of rein position and will practice control of the horse in the gaits of walk and trot. In addition to mastery of the theory and ideology of natural horsemanship, students must also demonstrate their competency and mastery of covered techniques by their correct application of skills sets with their horse both on the ground and under saddle. Students will demonstrate their understanding of course material via class participation, written field and research reports,

and examinations. Prereq: Acceptance into Natural Horsemanship program, with a suitable horse with required vaccinations; or c/i.

#### EQUH 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)

#### EQUH 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 EQUH 155, the goal was to develop respect and confidence. The student will develop more feel, better timing, and more harmony with the horse. The student will learn about impulsion and how to use reins less and the seat more while in the saddle. In addition to mastery of the theory and ideology of natural horsemanship, students must also demonstrate their competency and mastery of covered techniques by their correct application of skills sets with their horse, both on the ground and under saddle. If time permits, students will refine that respect and confidence to build a connection that will be tested by work at liberty (without a lead line and halter). Students will demonstrate their understanding of course material via class participation, written field and research reports, and examinations. Prereq: Acceptance into Natural Horsemanship program, and EQUH 155, and horse evaluation; or c/i.

#### EQUH 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 EQUH 155 and 252 and further develop these skills so that the horse and the human achieve positive reflexes. Students will progress to using a higher level of communication on the ground, and see more of the relationship from ground to saddle. In the saddle, students will get 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 and the importance of rein and feet connection. In addition to mastery of the theory and ideology of natural horsemanship, students must also demonstrate their competency and mastery of covered techniques by their correct application of skills sets with their horse, both on the ground and under saddle. Students will demonstrate their understanding of course material via class participation, written field and research reports, and examinations. Prereq: Acceptance into Natural Horsemanship program, and EQUH 252; or c/i.

#### EQUH 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 lead rope-to-feet connection. In the saddle, the horse and rider will develop more emotional collection, improving impulsion, and self-carriage in all three gaits. The increased harmony between ground connection developed through increased harmony between the horse and rider will prepare them for the next level of refinement. In addition to mastery of the theory and ideology of natural horsemanship, students must also demonstrate their competency and mastery of covered techniques by their correct application of skills sets with their horse, both on the ground and under saddle. Students will demonstrate their understanding of course material via class participation, written field and research reports, and examinations. Prereq: Acceptance into Natural Horsemanship program, and EQUH 254; or c/i.

#### EQUH 292 INDEPENDENT STUDY: 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, c/i, c/pc, and c/vc.



#### EQUH 298 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, c/i, c/pc, and c/vc.

#### EQUH 351 NATURAL HORSEMANSHIP: REFINING THE FOUNDATION I (4)

In this course, the student uses skills including seat connection and impulsion patterns gained in EQUH 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 through the reins. The goal of the next two courses is for the student to continually refine the foundation to allow for lateral movements, vertical flexion, impulsion, and rein-to-feet connection. In addition to mastery of the theory and ideology of natural horsemanship, students must also demonstrate their competency and mastery of covered techniques by their correct application of skills sets with their horse, both on the ground and under saddle. Students will demonstrate their understanding of course material via class participation, written field and research reports, and examinations. Prereq: Acceptance into Natural Horsemanship program, and EQUH 255; or c/i.

#### EQUH 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 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 the 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. The solid foundation will enable the student and horse to progress into whatever facet of horsemanship is desired. In addition to mastery of the theory and ideology of natural horsemanship, students must also demonstrate their competency and mastery of covered techniques by their correct application of skills sets with their horse, both on the ground and under saddle. Students

will demonstrate their understanding of course material via class participation, written field and research reports, and examinations. Prereq: Acceptance into Natural Horsemanship program, and EQUH 351; or c/i.

#### EQUH 404 CONTEMPORARY ISSUES & ETHICS IN THE EQUINE INDUSTRY (4)

In this course, students will gain knowledge of contemporary issues and current affairs in the equine industry. Over the last century, the perspective of horse ownership has changed; horses have moved from being utility to companion animals. This class will examine that important distinction along with the pertinent politics, any federal and state legislation, and the financial impacts of that transition. Subject material may vary year to year depending on the relevant topics that dramatically affect the equine industry. Ethics and concerns regarding horse use (breeding, buying, and selling horses, equine events and competitions) will be investigated. Students will demonstrate their understanding of course material via class participation, written field and research reports, and examinations. Prereq: Senior standing; or c/i.

#### EQUH 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 usually range from 2- to 3-years of age, and will have had little to no prior handling. This course requires a strong base of knowledge and skills gained in the previous horsemanship courses (EQUH 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. Students will be directly assessed on their ability to apply acquired natural horsemanship techniques by demonstrating their competency, mastery, and positive progression through the training of these young horses. Prereq: EQUH 352, and a suitable horse with appropriate vaccinations; or c/i.

#### EQUH 454 EQUINE BEHAVIOR (4)

In this capstone course, students will examine the fundamental behavioral characteristics of horses and recognize how these behaviors were utilized

in the history and theory of horsemanship. The practical application of these theories will enable the graduate to identify normal and abnormal equine behaviors on an individual and herd level. 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. Students will demonstrate their understanding of course material via class participation, written field and research reports, and examinations. Prereq: EQUH 201, EQUH 203, EQUH 204, and EQUH 352.

#### EQUH 492 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: EQUH 204, c/i, c/pc, and c/vc.

#### EQUH 494 SEMINAR (V 1-4)

Selected topics of interest, with emphasis on experiential learning. Prereq: EQUH 255 and c/i (demonstrated ability).

#### EQUH 498 NATURAL HORSEMANSHIP INTERNSHIP (4)

This field experience provides a broader application of the techniques of natural horsemanship courses 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. 40 hours of contact (work) for each hour of semester credit awarded. Prereq: Senior standing, c/i, c/pc, and c/vc. (fall/spring/summer)

## EQUUS- Equine Science

#### EQUUS 101 INTRODUCTION TO EQUINE SCIENCE (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. Students will be expected to demonstrate an understanding and comprehension of course content through class discussions of lecture material, course examinations, and other written assignments. \$40 Course Fee.

#### EQUUS 102 EQUINE SELECTION & JUDGING (4)

This class covers basic conformation while stressing the importance of form to desired function. The students will learn judging methods and procedures for various types of judging contests, Western and English classes, shows, events, and other related topics. Professional conduct at these types of events will be discussed. Students will be expected to demonstrate an understanding and comprehension of course content through class discussions of lecture material, laboratory activities, examinations, and other assignments. \$40 Course Fee.

#### EQUUS 110 GROOMING: BASICS (4)

In this introductory course to Pet Grooming/Styling, students will have the opportunity to learn the basic principles of professional pet styling techniques. Lecture topics will include: Pet Stylist terminology, techniques, standards of professionalism, organization in a working salon, accurate record keeping, and how to handle an emergency situation in the salon. Key components of the course include discussion of grooming tools, shampoos, conditioners, finishing sprays and their uses. Basic pet styling principles; nail trimming; ear cleaning, gland expression, bathing techniques, dematting; undercoat removal; trimming of the feet, belly, legs, rear, sanitary trimming and the purposes behind each of these basic principles. The course also covers introduction to keeping a clean salon and tools, and the importance of this in a professional salon. \$40 Course Fee.

#### EQUUS 111 GROOMING: INTERMEDIATE (4)

This hands on course builds on the techniques and principles presented in grooming basics. Students have the opportunity to apply introductory shaving/clipping techniques as a component of the UMW Grooming education. Basic face patterns, tail patterns, foot patterns, ear patterns, and the proper techniques for applying them correctly to specific breed, and to lay a solid foundation for further studies in Grooming: Advanced Train-

ing. Proper use of clip-on combs for achieving longer clips will be learned. Students will work on efficiency through practice, and proficiency with equipment as well as sanitation, professionalism, and respect for the art to further continue to enhance the students learning experience. \$40 Course Fee. Prereq: EQUUS110.

#### EQUUS 112 GROOMING: ADVANCED (4)

This course builds on the techniques demonstrated in previous courses. Students will develop the skills in the identification and application of full body patterns, along with the continued practice of techniques learned in grooming basics and grooming intermediate. This course will also address the importance of professional courtesy and behavior in the salon, specific record keeping, food/diet of pets and how it effects skin and coat health, educating customers with tact to be "the expert" in the customers eyes. Students will also be introduced to continued education with joining a professional pet stylist organization and attend trade shows and seminars on pet styling. The course will also touch on tips for searching for job placement as a Pet Stylist. \$40 Course Fee Prereq: EQUUS111 and EQUUS 112.

#### EQUUS 113 ANIMAL BEHAVIOR, SAFETY & HANDLING (4)

In this course, the student will learn the fundamentals of animal behavior and safe handling. Knowing each species specific defensive behaviors is required to know how to safely restrain the animal. Restraint is sometimes necessary for both grooming and treatment of the animal, so that both the animal and the restrainer do not get injured in the process. The student will understand how to approach each animal species, what sets off the fight/flight reaction and how to both catch and restrain the animal in a human manner. Different knot tying techniques will be demonstrated for equine restraint for both farrier work and treatment. Students will be evaluated based on knowledge of course content through class discussions of lecture material, course examinations, and other written and lab assignments. \$35 Course Fee

#### EQUUS 114 ANIMAL PRACTICE OFFICE SKILLS (4)

In this course, the student will learn the fundamentals of running an office and dealing with the public. Computer skills, communication skills, HR, Accounts Receivables, Payables, and Collections will be reviewed. Legal and ethical issues will also

be addressed, as well as safety, inventory, billing and records management. \$35 Course Fee.

#### EQUUS 115 COMPARATIVE ANIMAL ANATOMY & PHYSIOLOGY (4)

In this course, the student will learn the fundamentals of animal anatomy, physiology, and disease processes using a step-wise system approach. The normal anatomy and physiology of each system of various species will be discussed and compared. The basic concepts of disease and the important diseases of each system in the various species will be emphasized. The first part of the course will cover important concepts of the animal as a whole, and then will cover the various systems. Students will be evaluated based on knowledge of course content through class discussions of lecture material, course examinations, and other written and lab assignments.

#### EQUUS 120 FARRIER SCIENCE: THEORY OF TRIMMING (3)

In this course, the student will be introduced to Farrier Science, which include the long history and evolution of the farrier industry. Students will gain an understanding of why we shoe horses and the mechanics involved. Evaluation of medial/lateral balance, the hoof/pastern axis and the techniques of trimming will be discussed. The study of equine lower limb anatomy is essential for proper understanding of equine conformation and how it is impacted by the trim on the hoof. Discuss of safe handling and horsemanship will be included. Nutritional requirements of horses as it relates to hoof quality and hoof growth will be covered. The course will include assigned reading, video format, evaluation of trimming, assessment of balance and conclude a rationale for the trim or corrective action. Students will be evaluated based on knowledge of course content through class discussion of lecture material, course examination, and other written and lab assignments. \$35 Course Fee.

#### EQUUS 121 FARRIER SCIENCE: TRIMMING (3)

In this course, the student will gain hands on experience with the basics of trimming the balanced equine foot. The equine lower limb anatomy will be reviewed, as it applies to the effects of the trim on the foot. The student will gain an understanding of tools used for trimming and how trimming can effect performance and/or cause lameness issues. Students are expected to demonstrate an understanding and comprehension of trimming and how to safely get

around the horse and under the horse to work. The course will include evaluation of trimming, assessment of balance and conclude a rational for the trim or corrective action. Students will be evaluated based on knowledge of course content through class discussion, course examinations, and other written and lab assignments. \$35 Course Fee Prereq: EQUUS 120 or c/i

#### EQUUS 122 FARRIER SCIENCE: THEORY OF HORSE SHOEING (3)

In this course, the student will learn the principles of horseshoeing. The concepts of horse shoeing as it relates to normal and lame horses will be reviewed. Abnormal conditions of the equine foot will be discussed as it relates to lameness issues. Gait analysis for the lame horse and diagnostic techniques will be discussed. The student will gain an understanding of tools used for shoeing and the use and costs of these tools. Students will be evaluated based on knowledge of course content through class discussion of lecture material, course examination, and other written and lab assignments. \$35 Course Fee. Prereq: EQUUS 120 or c/i.

#### EQUUS 123 FARRIER SCIENCE: HORSE SHOEING (3)

In this course, the student will learn the principles of horseshoeing. The concept of trimming and shoeing as it relates to normal and lame horses will be reviewed. Hand tools for trimming and shoeing will be demonstrated. The student will gain a hands on understanding of tools used for horse shoeing and the use and costs of these tools. Students are expected to demonstrate a hands on understanding and comprehension of horse shoeing and how to safely get around the horse and under the horse to work. Students will be evaluated based on knowledge of course content through class discussions, course examinations, and other written and lab assignments. \$35 Course Fee. Prereq: EQUUS 120, EQUUS 122 or c/i.

#### EQUUS 201 BASIC HORSE CARE & NUTRITION (4)

In this course, the student will learn the basic principles of horse care and nutrition which is essential for the proper development, conditioning, and performance of horses. The student will gain a basic understanding of the nutritional requirements of horses in a variety of life stages, activity levels, and reproductive statuses. Related aspects of basic equine care including gastrointestinal parasite control, anthelmintic, dental care,

hoof care, and preventative medicine will also be covered. Student will be expected to demonstrate and understanding and comprehension of course content through class discussion of lecture material, examinations, and other written assignments. \$40 Course Fee. Prereq: EQST 101; or c/i

#### EQUUS 202 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 course 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 digestive system. Students will be expected to demonstrate an understanding and comprehension of course content through class discussions, laboratories, examinations, and other written assignments. \$40 Course Fee. Prereq: BIOB 101 or BIOB 160, and EQUUS 201; or c/i. (fall)

#### EQUUS 203 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, urogenital system, integumentary system, special senses, and the basics of equine genetics and reproduction. Students will be expected to demonstrate an understanding and comprehension of course content through class discussions, laboratories, examinations, and other written assignments. \$40 Course Fee. Prereq: EQUUS 202; or c/i. (spring)

#### EQUUS 204 EQUINE FACILITIES MANAGEMENT (4)

In this capstone course, the student will learn the fundamentals of managing and operating an equine facility by utilizing knowledge that they gained in the previous EQUUS courses. The paradigm for the course will be the creation and maintenance of a productive, healthy environment for horses with a variety of stabling and pasture scenarios, while emphasizing the business aspects of the operation. Ancillary equine health-related

topics will include record keeping nutrition and feeding protocols, disease prevention, human and equine safety, and equine athletic conditioning. Topics related to facility management may include barn/stable design, regulatory aspects of building an equine facility, barn ventilation and waste management, development and maintenance of performance surfaces (arenas and tracks), and equine transportation. Students will demonstrate their understanding of course material via class participation, laboratories, field and research reports, presentations, and examinations. \$40 Course Fee. Prereq: EQUUS 101, EQUUS 201, EQUUS 202, and EQUUS 203; or c/i.

#### EQUUS 302 BASIC EQUINE SCIENCE I (4)

In this course, the student will learn the fundamentals and in depth study of equine anatomy, physiology, and disease processes using a step-wise system approach. The normal anatomy and physiology of each system of the horse will be discussed initially, followed by the basic concepts of disease and the important disease of each of those systems. The first of this two-part course series will cover important concepts of the horse as a whole. Then the study of the cell and tissue types. Each system studies in the course include the hematopoietic system, the cardiovascular system, the respiratory system, the digestive system, and the musculoskeletal system. \$45 Course Fee. Prereq: BIOB 101 or BIOB 160, and EQUUS 201; or c/i. (fall)

#### EQUUS 303 EQUINE SCIENCE II (4)

In this two-course series, the student will learn the fundamentals and in depth study 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, followed by the basic concepts of disease and the important diseases of each of the systems. This second part of the two-part series will include a more in depth study of tissue types. Each system studied in the course include the integumentary system, the urinary system, the nervous system, the endocrine system, and the reproductive system. \$45 Course Fee. Prereq: BIOB 101 or BIOB 160, and EQUUS 201; or c/i. (spring)

#### EQUUS 346 EQUINE REPRODUCTIVE MANAGEMENT (4)

In this course, the student will learn the fundamentals of equine reproduction and management. Topics covered will include the physiology, behavior, and nutrition of reproduction, assisted

reproductive techniques, mare and stallion management, perinatal mare and foal care, equine fertility assessment (stallions and mares), abortion causes and prevention, hormone therapy to enhance and manipulate conception of pregnancy, nutrition of growth, and barren mare management. Current trends and research in equine reproduction will be discussed. Field trips and hands-on laboratories to enhance and supplement learning from class lectures and discussions will be scheduled when possible. Students will demonstrate their understanding of course material via class participation, laboratories, field and research reports, presentations, and examinations. \$45 Course Fee. Prereq: EQUUS 201, EQUUS 202, and EQUUS 203; or c/i. (spring)

#### EQUUS 395 HERD HEALTH MANAGEMENT PRACTICUM (V 1-4) (R)

This upper division course will enable students to take that necessary step from the classroom to the real world. Here, serious students will apply knowledge gained in the previous equine science and management courses in a facility setting, while under the supervision of a faculty mentor. In turn, the students will serve as upper class mentors for incoming students, advising them on a variety of topics ranging from nutrition to routine management practices (dentistry, hoof care, parasite control, and others). Hands-on experience will be gained from a wide variety of events that occur at the equine facility from visits by the farrier or veterinarian, to dealing with illness or injuries via a thorough understanding of first aid and emergency medicine. The course must be set up with the course coordinator the semester prior to when the student wants to participate in the course. Students will be assessed on their mastery of the required knowledge and skills sets through course participation, written assignments, presentations, and examinations. Prereq: Junior standing; EQUUS 203, EQUUS 204, and EQUUS 425 highly recommended; or c/i. (fall/spring/summer)

#### EQUUS 425 ADVANCED HORSE CARE & NUTRITION (4)

This knowledge-based course is intended to further broaden the student's understanding of a horse's health and welfare. Students will combine knowledge gained in EQUUS 201, 202, and 203 to more fully understand the interconnections between nutrition and management, and the various problems and diseases of horses. Topics will include dietary formulations for special equine needs, equine dental problems, parasite

diagnosis and control, emergency and preventive medicine, and pertinent anatomy and physiology as it relates to health concerns. Students will learn to use scientific research methodologies to find answers and develop solutions to various equine health issues. Students will demonstrate their understanding of course material via class participation, laboratories, written field and research reports, presentations, and examinations. \$40 Course Fee. Prereq: EQUUS 201, EQUUS 202, EQUUS 203, and EQUUS 204; or c/i.

#### EQUUS 492 INDEPENDENT STUDY (V 1-4)

This advanced course allows the student to focus on a contemporary area of interest in the equine world. 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 paper requiring independent research skills. Prereq: EQUUS 204, c/i, c/pc, and c/vc.

#### EQUH 494 SEMINAR/WORKSHOP (V 1-4)

Selected topics of interest, with emphasis on experiential learning.

#### EQUUS 499 SENIOR THESIS/CAPSTONE (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, c/i, c/pc, and c/vc.

## GEO- Geoscience: Geology

*A prerequisite for any course with a GEO rubric is documented mathematical ability equivalent to M 095 Intermediate Algebra. Ability can be demonstrated by appropriate college credit or ACT/SAT Math score.*

#### GEO 101 INTRODUCTION TO PHYSICAL 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 modelling, geologic time, evolution of life, and Earth history. Includes hands-on experience with rocks, minerals, fossils, and maps. \$100 Course

Fee. Prereq: equivalent of M 095 or higher. Gen Ed: Nat Sci.

#### GEO 103 INTRODUCTION TO 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. \$100 Course Fee. Prereq: equivalent of M 095 or higher. Gen Ed: Nat Sci. (spring)

#### GEO 107 NATURAL HAZARDS (4)

This course covers natural hazards and their impact on human society. Geohazards such as volcanism, earthquakes, tsunamis, landslides, floods, coastal erosion, asteroid impacts, climate change, and more will be covered. The emphasis is on the processes that cause the hazards and how they can be mitigated to minimize their societal impacts. The course includes experiential field and laboratory projects, including a service-learning research project. Prereq: equivalent of M095 or higher. Gen Ed: Nat Sci.

#### GEO 110 WEATHER AND CLIMATE (4)

Weather and larger scale shifts in climate are responsible for floods, droughts, violent storms, and temperature extremes and directly impact human lives and alter landscapes across the planet. In this course we will explore how atmospheric circulation drives daily weather patterns, how ocean circulation impacts annual precipitation and temperature, and how Earth's orbit, atmospheric composition and the position of the continents influence climate through geologic time. Through hands-on work, students will learn to read weather maps, collect meteorological data, understand local weather patterns and work with long-term climate data. The course includes experiential field and laboratory projects, including a service-learning research project. Prereq: equivalent of M095 or higher. Gen Ed: Nat Sci.

#### GEO 115 ESSENTIALS OF GEOLOGY (4)

This course provides an introduction to geologic processes and Earth history. Students will learn about the interrelationships between biological systems, atmospheric processes, oceanic processes, crustal processes, and deep-Earth processes, and apply their understanding to Earth history

and the impacts that their existence has on the natural environment. The course is taught in an online format, and is not intended for students majoring in Environmental Science or Environmental Interpretations. Gen Ed: Nat Sci.

#### GEO 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. \$100 Course Fee. Prereq: GEO 101 or GEO 103; and either CHMY 121 or CHMY 141; or c/i. (spring/even-numbered years)

#### GEO 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. Students successfully completing the course will demonstrate an integrated understanding of the topic in field activities, an annotated field photographic journal, small-group work, labs, exams, and short written and oral research presentations. Class includes several half-day field trips and one longer field trip (usually the entire second week of class) that may require a passport (depending on location). May have a service-learning component. \$200 Course Fee. Prereq: GEO 101 or GEO 103. (fall/even-numbered years)

#### GEO 290 UNDERGRADUATE RESEARCH (V 2-8)

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

#### GEO 292 INDEPENDENT STUDY (V 1-4)

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

#### GEO 294 SEMINAR/WORKSHOP (V 1-4)

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

#### GEO 309 SEDIMENTATION & STRATIGRAPHY (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. \$125 Course Fee. Prereq: GEO 101 or GEO 103; or c/i. (spring/even-numbered years)

#### GEO 315 STRUCTURAL GEOLOGY (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. \$125 Course Fee. Prereq: GEO 226; or c/i. (fall/odd-numbered years)

#### GEO 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. Field trips and field projects will require extended class hours during the second and/or third week of class and may include overnight travel. The field project usually includes a service-learning component. \$100 Course Fee. Prereq: GEO 226 or BIOO 220 or BIOO 435; or c/i. (fall/even-numbered years)

#### GEO 421 HYDROLOGY (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. \$100 Course Fee. Prereq: GEO 101 or GEO 103, M 161 or M 171, and STAT 121, and Junior/Senior standing; or c/i. (spring/odd-numbered years)

#### GEO/CHMY 431 ENVIRONMENTAL GEO-CHEMISTRY (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. Includes exams and teamwork. A field-based research project will require extended class hours during the second and/or third week of class. May have a service-learning component. \$120 Course Fee. Prereq: CHMY 143, and either GEO 101 or GEO 103. (spring/odd-numbered years)

#### GEO 470 GEOLOGICAL RESEARCH AND WRITING (4)

In-depth research of a selected topic of current interest in the geosciences. Students use published literature and other sources of information to research various aspects of a topic, write professional or layperson documents and present their results to the appropriate stakeholders. Oral presentation may also be required. The research topics will be of interest to the public, private businesses, and/or land-management agencies, and the outcomes will center on providing well-researched, well-written products, suitable for consumption and use by these stakeholders. \$75 Course Fee. Prereq: Junior/Senior standing and GEO 101 or GEO 103; or c/i (spring, odd-numbered years)

#### GEO 490 UNDERGRADUATE RESEARCH (V 2-8)

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

#### GEO 492 INDEPENDENT STUDY (V 1-4)

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

**GEO 498 INTERNSHIP/COOPERATIVE EDUCATION (V 1-15)**

Incorporation of an appropriate work experience into the student's academic preparation. Prereq: Senior standing, c/i, c/pc, and c/vc. (fall/spring)

**GEO 499 SENIOR THESIS/CAPSTONE (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, c/i, c/pc, and c/vc. (fall/spring)

## **GPHY- Geoscience: Geography**

**GPHY 121 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. Gen Ed: Behav/Soc Sci.(Internet—fall/spring)

**GPHY 246 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. (on demand)

**GPHY 290 UNDERGRADUATE RESEARCH (V 2-8)**

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

**GPHY 292 INDEPENDENT STUDY (V 1-4)**

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

**GPHY 294 SEMINAR/WORKSHOP (V 1-4)**

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

**GPHY 325 CULTURAL 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)

**GPHY 433 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: SOCI 203, ISSS 222 or HSTR 200; or c/i. (spring/even-numbered years). This course was previously listed as ISSS 475.

**GPHY 490 UNDERGRADUATE RESEARCH (V 2-8)**

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

**GPHY 492 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: GPHY 121; and SOCI 203, ISSS 222 or HSTR 200 ; and c/i, c/pc, and c/vc. (on demand)

**GPHY 494 SEMINAR/WORKSHOP (V 1-4)**

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

**GPHY 498 INTERNSHIP/COOPERATIVE EDUCATION (V 1-15)**

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: GPHY 121; and SOCI

203 ; and c/i, c/pc, and c/vc. (on demand)

**GPHY 499 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 or program evaluation skills. Prereq: GPHY 121; and SOCI 203, ISSS 222 or HSTR 200; and c/i, c/pc, and c/vc. (on demand)

## **HEE- Health Education**

**HEE 301 METHODS OF SECONDARY HEALTH EDUCATION (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. \$25 Course Fee. Prereq: Admission to TEP and HEE 340. (spring)

**HEE 302 METHODS OF INSTRUCTIONAL STRATEGIES IN ELEMENTARY PHYSICAL EDUCATION (4)**

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. The practicum portion will take theory into practice and students will have a field experience in the public schools. Students will demonstrate competency through class participation, examinations, completion of laboratory assignments, and projects. \$25 Course Fee. Prereq: Admission to TEP. (fall/spring)

#### HEE 303 METHODS OF LIFETIME FITNESS ACTIVITIES (4)

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, methodology, and assessment. Students will demonstrate competency through class participation, peer teaching, examinations, and projects. \$55 Course Fee. Prereq: KIN 205. (fall)

#### HEE 304 METHODS OF TEAM SPORTS (4)

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, methodology, and assessment. Students will demonstrate competency through class participation, peer teaching, examinations, and projects. \$50 Course Fee. Prereq: KIN 205. (spring)

#### HEE 310 METHODS OF ADAPTED HEALTH EDUCATION (4)

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. \$25 Course Fee. Prereq: Admission to TEP. (fall/even-numbered years)

#### HEE 340 METHODS OF HEALTH EDUCATION (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. \$15 Course Fee. (fall/spring)

#### HEE 410 ORGANIZATION & ADMINISTRATION IN SPORT FITNESS (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: KIN 205; or c/i. (fall/spring)

#### HEE 490 UNDERGRADUATE RESEARCH (V 1-5)

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

## HHP- Health & Human Performance

#### HHP 134 LIFE SKILLS FOR STUDENT ATHLETES I (1)

Introduction of the skills necessary for student-athletes to achieve success in college, intercollegiate athletics, and as young adults. Topics include learning strategies, mental health topics, physical health topics, and personal development in line with the Five Core Values of the NAIA Champions of Character program. (fall)

#### HHP 234 LIFE SKILLS FOR STUDENT ATHLETES III (1)

Continuing introduction to the skills necessary for student-athletes to achieve success in college, intercollegiate athletics, and as young adults. Students will be exposed to information designed to enhance their personal care as well as prepare them for greater involvement in their campus and community. Topics include learning strategies, mental health topics, physical health topics, and personal development in line with the Five Core Values of the NAIA Champions of Character program. (fall)

#### HHP 236 LIFE SKILLS FOR STUDENT ATHLETES IV (1)

Continuing introduction to the skills necessary for student-athletes to achieve success in college, intercollegiate athletics, and as young adults. Topics include learning strategies, career skills preparation, mental, physical, and social health topics, and personal development in line with the Five Core Values of the NAIA Champions of Character program. (spring)

#### HHP 334 LIFE SKILLS FOR STUDENT ATHLETES V (1)

This course offers continuing education and development opportunities of skills necessary for student-athletes to achieve success in college, intercollegiate athletics, and as young adults. Topics include academic and career strategies, mental health topics, physical health topics, and personal development in line with the Five Core Values of the NAIA Champions of Character program. (fall)

#### HHP 336 LIFE SKILLS FOR STUDENT ATHLETES VI (1)

Continuing development of the skills necessary for student-athletes to achieve success in college, intercollegiate athletics, and as young adults. Topics include academic success strategies, personal health and wellness education and development topics in line with the Five Core Values of the NAIA Champions of Character program. (spring)

#### HHP 434 LIFE SKILLS FOR STUDENT ATHLETES VII (1)

Introduction to the skills necessary for student-athletes to achieve success in college, intercollegiate athletics and as young adults. Topics include learning strategies, mental health topics, physical health topics, and personal development in line with the Five Core Values of the NAIA Champions of Character program. (fall)

#### HHP 436 LIFE SKILLS FOR STUDENT ATHLETES VIII (1)

This course provides student-athletes with an opportunity to develop and refine skills necessary for career and personal success. Focus will be on the transition from college athlete to full-time student completing a degree or young professional. (spring)

## HONR- Honors

*Students must apply and be accepted to the Honors Program in order to enroll in Honors Seminars. 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*

#### HONR 19X FRESHMAN HONORS SEMINAR (4)

Title, content, and sequence vary. Class will include significant components associated with experiential education. \$15 Course Fee.



HONR 29X SOPHOMORE HONORS SEMINAR (4)

Title, content, and sequence vary. Class will include significant components associated with experiential education. \$15 Course Fee.

HONR 39X JUNIOR HONORS SEMINAR (4)

Title, content, and sequence vary. Class will include significant components associated with experiential education. \$15 Course Fee.

HONR 49X SOPHOMORE HONORS SEMINAR (4)

Title, content, and sequence vary. Class will include significant components associated with experiential education. \$15 Course Fee

## HSTA- History: American

HSTA 101 AMERICAN HISTORY I (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. Gen Ed: Hist (fall/spring)

HSTA 102 AMERICAN HISTORY II (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. Gen Ed: Hist. (fall/spring)

HSTA 111 AMERICAN CIVIL RIGHTS MOVEMENT (4)

This course examines the historic background of the civil rights movement in the United States and discusses the events at the core of the movement in the 1950's and 1960's putting the civil rights movement in the context of US political, social, and economic history. Lecture, discus-

sion, and group projects. Gen Ed: Hist. (spring/odd-numbered years)

HSTA 215 POST-WORLD WAR II AMERICA (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. Gen Ed: Hist (fall/even-numbered years)

HSTA 290 UNDERGRADUATE RESEARCH (V 2-8)

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

HSTA 292 INDEPENDENT STUDY (V 1-4)

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

HSTA 294 SEMINAR/WORKSHOP (V 1-4)

Selected topics of interest. (on demand)

HSTA 331 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. (on demand)

HSTA 341 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)

HSTA 355 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. Stu-

dents will engage in class discussion and prepare written assignments based on core readings and library research. Lecture and discussion. \$20 Course Fee. (fall/odd-numbered years)

HSTA 380 PROBLEMS IN CONSTITUTIONAL HISTORY (4)

An examination of major issues in the American constitutional past. Topics include the creation of the U.S. Constitution and the problem of "original intent" courts and judicial review, slavery and anti-slavery, the bill of rights, industrial capitalism and the welfare state, and majority rule and minority rights in American democracy. Students will be expected to participate in class discussion, and complete writing and research assignments. lecture, discussion and group projects. (spring even-numbered years)

HSTA 386 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. (spring/odd-numbered years)

HSTA 412 AMERICAN THOUGHT & CULTURE (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: SOCI 203, ISSS 222 or HSTR 200; or c/i. (fall/odd-numbered years)

HSTA 490 UNDERGRADUATE RESEARCH (V 2-8)

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

HSTA 492 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: SOCI 203, ISSS 222, or HSTR 200; and c/i, c/pc, and c/vc. (on demand)

#### HSTA 494 SEMINAR/WORKSHOP (V 1-4)

Selected topics of interest. Prereq: Junior standing. (spring/even-numbered years)

#### HSTA 498 INTERNSHIP/COOPERATIVE EDUCATION (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 either SOCI 203, ISSS 222 or HSTR 200; and c/i, c/pc, and c/vc. (on demand)

#### HSTA 499 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: SOCI 203, ISSS 222, or HSTR 200; and c/i, c/pc, and c/vc. (on demand)

## HSTR- History: World

#### HSTR 101 WESTERN CIVILIZATION I (4) (CD)

A comprehensive introductory history of western civilization from classical antiquity to 1715. 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. Gen Ed: Hist. (fall/spring)

#### HSTR 102 WESTERN CIVILIZATION II (4) (CD)

A comprehensive introductory history of western civilization from 1715 to the present. 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. Gen Ed: Hist.(fall/spring)

#### HSTR 200 INTRODUCTION TO HISTORICAL METHODS (4)

This course introduces students to the practice of history and prepares them for upper-division courses in the field. It is required for recently declared history majors and minors. Students will

learn to critically read secondary sources, research in primary sources, analyze documents, and write clear and convincing historical essays. Students should take this course before taking upper-division history courses. Prereq: History major or HPSS minor or c/i (fall)

#### HSTR 230 COLONIAL LATIN AMERICA (4)

Latin America from conquest to wars for independence. Focus on social relations, imperial and local politics, hegemony, resistance, and change. Students will be expected to participate in class discussion, and complete writing and research assignments. Lecture, discussion, and group projects. Gen Ed: Hist. (fall)

#### HSTR 231 MODERN LATIN AMERICA (4)

Latin America from wars of independence to the present. Focus on social relations, development models, politics, and popular movements. Students will be expected to participate in class discussion, and complete writing and research assignments. Lecture, discussion, and group projects. Gen Ed: Hist. (spring)

#### HSTR 255 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. Gen Ed: Hist. (on demand)

#### HSTR 260 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. Gen Ed: Hist. (on demand)

#### HSTR 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. Gen Ed: Hist.(spring)

#### HSTR 290 UNDERGRADUATE RESEARCH (V 2-8)

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

#### HSTR 292 INDEPENDENT STUDY (V 1-4)

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

#### HSTR 294 SEMINAR/WORKSHOP (V 1-4)

Selected non-Western historical topics of interest. (spring)

#### HSTR 310 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 assign-

ments based on critical core readings and library research, and examinations. Lecture, discussion, and group projects-research. (fall/even-numbered years)

#### HSTR 311 HISTORY OF CENTRAL EUROPE II (4)

The course will pick up where HSTR 310 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. (on demand)

#### HSTR 326 CONTEMPORARY 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/even-numbered years)

#### HSTR 357 RUSSIA TO 1881 (4)

Surveys the history of Russia, from the emergence of Kiev to the mid-nineteenth century. Broadly emphasizes Russian cultural and intellectual traditions and developments. Lecture and discussion. (fall/even-numbered years)

#### HSTR 358 RUSSIA SINCE 1881

Surveys the history of Russia from the mid-nineteenth century to the present. Broadly emphasizes Russian/Soviet cultural and intellectual traditions and developments. Lecture and discussion. (spring/odd-numbered years)

#### HSTR 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)

#### HSTR 391 SPECIAL TOPICS (4)

Experimental offerings of visiting professors, experimental offerings of new courses or one-time offering of current topics. (on demand)

#### HSTR 422 PHILOSOPHIES OF HISTORY (4)

This course introduces students to key ideas, theories, and historians in the history of historical writing. While study of major theories of historical interpretation and philosophies of history is an important field in its own right, students will also engage in practical applications of the theoretical material to the practices of historical writing. Seminar and small group discussion. Prereq: SOCI 203, ISSS 222, or HSTR 200 or c/i. (spring/even-numbered years)

#### HSTR 423 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). Prereq: PSCI 250; and SOCI 203, ISSS 222 or HSTR 200; or c/i. (fall/even-numbered years)

#### HSTR 490 UNDERGRADUATE RESEARCH (V 2-8)

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

#### HSTR 492 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: SOCI 203, ISSS 222, or HSTR 200; and c/i, c/pc, and c/vc. (on demand)

#### HSTR 494 SEMINAR/WORKSHOP (V 1-4)

Selected topics of interest. Prereq: Junior standing. (Block 5 spring/odd-numbered years)

#### HSTR 498 INTERNSHIP/COOPERATIVE EDUCATION (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 either SOCI 203, ISSS 222, or HSTR 200; and c/i, c/pc, and c/vc. (on demand)

#### HSTR 499 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: SOCI 203, ISSS 222, or HSTR 200; and c/i, c/pc, and c/vc. (on demand)

## HTH- Health

#### HTH 220 HUMAN SEXUALITY (4)

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 education, 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 during group experiences, projects, examinations, and written assignments. \$10 Course Fee. Gen Ed: Behav/Soc Sci. (fall/spring)

## ISSS- Interdisciplinary Studies: Social Science

### ISSS 220 QUANTITATIVE SOCIAL 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: Completion of General Education Behavioral & Social Sciences requirements and STAT 121; or c/i. (on demand)

### ISSS 221 QUANTITATIVE RESEARCH METHODS FOR SOCIAL SCIENCE (4)

This course introduces students to the basic quantitative research methods used in the Social Sciences and History. The emphasis in this course is not on the mathematics underlying quantitative design and statistics, but on understanding and using quantitative methods for research and for reasoning, thinking, and problem-solving. Areas to be covered include the relationship between theory and research methods, design, sampling, measurement, data collection, analysis, and reporting. Evaluation is based on writing assignments and class participation, as well as individual and group projects. Prereq: Completion of General Education Behavioral & Social Sciences requirements. (on demand)

### ISSS 290 UNDERGRADUATE RESEARCH (V 2-8)

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

### ISSS 292 INDEPENDENT STUDY (V 1-4)

Directed research or study, with emphasis on experiential learning. Prereq: c/i, c/pc, and c/vc. (on demand)

### ISSS 294 SEMINAR/WORKSHOP (V 1-4)

Selected topics of interest with emphasis on experiential learning in democratic values and engagement with global society. Evaluation is based on writing assignments and class participation. Prereq: c/i. (on demand)

### ISSS 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: SOCI 203, ISSS 222 or HSTR 200; or c/i. (fall/even-numbered years)

### ISSS 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: Junior standing; or c/i. (on demand)

### ISSS 490 UNDERGRADUATE RESEARCH (V 2-8)

Selected topics under faculty supervision. Prereq: SOCI 203, ISSS 222, or HSTR 200; and c/i, c/pc, and c/vc. (on demand)

### ISSS 492 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: SOCI 203, ISSS 222 or HSTR 200; and c/i, c/pc, and c/vc. (on demand)

### ISSS 494 SEMINAR/WORKSHOP (V 1-4)

Selected topics of interest, with emphasis on experiential learning. Prereq: Junior standing and c/i. (on demand)

### ISSS 498 INTERNSHIP/COOPERATIVE EDUCATION (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: SOCI 203, ISSS 222 or HSTR 200; and c/i, c/pc, and c/vc. (on demand)

### ISSS 499 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: SOCI 203, ISSS 222 or HSTR 200; and c/i, c/pc, and c/vc. (on demand)

## IT-Industrial Technology

*IT courses offered only at Helena College UM*

### 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 FUNDAMENTALS (3)

This course provides students a broad introduction to historical development and contemporary use of current energy sources and their economic, environmental, and social impacts. Specific areas of study include use of simple machines, conversion of work to energy, basic electrical concepts, and two and four stroke engine theory. Traditional energy production, alternative power, and sustainability are also areas of study. Power fundamentals is an activity-centered course with the majority of lab and practical focus on small engines. Emphasis will be on the four major theories of small engines—compression, ignition, carburetion, and governing. (fall/spring)

### IT 130 GRAPHIC COMMUNICATION (3)

This course provides students an introduction to graphic communication, with the primary emphasis being technical drawing and geometric construction. This course will cover a wide range



of Graphic Communication experiences for the purpose of developing an ability to plan, express, and interpret ideas correctly and efficiently. (fall)

#### IT 210 HISTORICAL DEVELOPMENTS IN INDUSTRIAL TECHNOLOGY (2)

Technological developments have changed the direction of history over the years. This course focuses on a select group of these developments and examines their effect on the society and economy of the time. Activities will include the research and fabrication of historical implements. (on demand)

#### IT 219 DIRECTED STUDY (V 1-5)

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

#### IT 220 APPLIED ELECTRICITY & ELECTRONICS (2)

Students learn the principles of electricity including energy; power; Ohm's and Watt's law; series, parallel and combination circuits, direct and alternating current. The course is delivered in a lab-based setting and is intended for introductory level students. Successful students will learn basic terminology as well as the use of electricity and electronics to safely solve problems. Residential wiring and circuitry are also a point of emphasis. 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.

#### IT 246 ADVANCED WOODWORKING & STATIONARY MACHINES (4)

This course enhances students' use of stationary machines commonly used in a shop, lab setting. Emphasis will be on safety and general usages and applicable material processing and practices. The student should be able to name, recognize, and build the different components used in cabinet construction. Students will be introduced to the usage of a multi-pin borer, stationary and portable pocket cutters, European hinge cutter, as

well as advanced table saw techniques and joinery practices. Students are expected to design, draw, and build a personal wood project as an assessment of personal skill development in advanced woodworking. Students will each develop and deliver a minimum of one lesson plan and lab demonstration. Prereq: IT 130 or DDSN 114; and IT 240. (spring)

#### 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.

#### IT 290 INDEPENDENT STUDY (V 1-4)

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

This course enhances student awareness of management concepts and techniques in a shop/lab setting. Students will study tool and material storage arrangement as well as floor plans and stationary tool placement. Emphasis will be on safety and general usages and applicable material processing and practices with regard to flow and productivity process. Special emphasis will be given to planning for optimum teaching-learning process in the lab environment. Students will perform equipment maintenance and repair. Students will each develop a lab/shop use policy. Each student will deliver a minimum of one lesson plan and one lab demonstration. Prereq: IT 130 or DDSN 114; and IT 240. (fall)

#### IT 351 METHODS & MATERIALS IN INDUSTRIAL TECHNOLOGY (4)

This course provides students an introduction to the techniques and planning processes used in Industrial Technology Instruction. Students will gain skills required to effectively manage a

lab and classroom environment. Students will develop a teaching aid directory file cabinet both physically and electronically. This course includes unit and lesson plan development, classroom management techniques, textbook selection, as well as use of common instructional technologies. Students will participate in microteaching and field experiences to gain experience as classroom and lab managers. Prereq: All 100- and 200-level IT courses; or c/i. (spring)

#### IT 400 COOPERATIVE EDUCATION/INTERNSHIP (V 1-15)

This option is intended to provide students with an opportunity to incorporate an appropriate extended field experience into their academic program. Prereq: Senior standing, c/i, c/pc, and c/vc. (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 440 MASS PRODUCTION (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. 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: CSTN 120; 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, c/pc, 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, c/i, c/pc, and c/vc. (fall/spring)

## ITS- Information Technology Systems

#### ITS 176 INTRODUCTION TO ROUTER TECHNOLOGY (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: c/i. (spring)

#### ITS 205 COMPUTER HARDWARE & SOFTWARE MANAGEMENT (4)

This course provides a basic understanding of how personal computers work. Topics include hardware and software, understanding the motherboard, the CPU, and troubleshooting basics, managing memory, understanding, installing, and troubleshooting disk drives, supporting input, output, and multimedia devices, supporting printers, installing and using operating systems, managing and supporting operating systems, connecting PCs to networks and the Internet, and maintenance and troubleshooting fundamentals. Students will be evaluated by hands-on projects, oral and written assignments, and examinations. \$15 Course Fee. (fall)

#### ITS 258 ROUTING & SWITCHING (4)

This course covers advanced router configurations with both lecture and hands-on activities. Topics include LAN switching, network man-

agement, 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: c/i. (spring)

#### ITS 270 NETWORK DESIGN (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: ITS 258; or c/i. (spring)

#### ITS 292 INDEPENDENT STUDY (V 1-4)

Pre-Fall 2010 UMW course: COMS 290 Independent Study Directed research or study on an individual basis. Prereq: c/i, c/pc, and c/vc. (fall/spring)

#### ITS 360 BUSINESS TELECOMMUNICATIONS & NETWORKING (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: ITS 205; or c/i. (fall)

#### ITS 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. Prereq: BMIS 270, ITS 205, CAPP 254, and CAPP 266; or c/i. (fall)

#### ITS 420 CERTIFICATIONS IN SOFTWARE (4)

Students will work closely with their instructor to identify and review nationally recognized software and internet/computer core exams. Students are responsible for all exam fees. Students will earn a minimum of one computer certification and will be evaluated through trainings and examinations. Prereq: CAPP 131 and CAPP 251. (fall)

#### ITS 492 INDEPENDENT STUDY (V 1-4)

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

#### ITS 498 INTERNSHIP/COOPERATIVE EDUCATION (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, c/i, c/pc, and c/vc. (fall/spring)

## KIN- Kinesiology

#### KIN 205 FOUNDATIONS IN HEALTH & HUMAN PERFORMANCE (4)

Historical, philosophical, sociological, psychological, and scientific underpinnings of health and physical education. Emphasis on development of multidimensional perspective on design of health and physical education activities and motor skill development. Students will demonstrate an understanding of the relationships among historical, anatomical/physiological, psychological, and sociological perspectives in the field of health & physical education through a variety of hands-on and lab experiences. \$15 Course Fee.

#### KIN 221 HEALTH ANATOMY & PHYSIOLOGY (4)

This course will focus on key aspects of anatomy and physiology necessary for students in allied health professions. It is more specifically geared toward students who will work in the areas of health enhancement education, community health, and kinesiology. However, it is also a beneficial course for those in other health-related areas like nutrition and exercise science. The aim of this course is to provide foundational knowledge of the structure and function, as well as the application of knowledge, of the primary body systems including the skeletal, muscular, nervous, cardiovascular, respiratory, endocrine, immune, lymphatic, digestive, and urinary systems, as well



as body metabolism. Prereq: KIN 205.

#### KIN 320 EXERCISE PHYSIOLOGY (4)

An introduction to the physiological aspects of human motion. Emphasis on the physiological factors to include the metabolic, cardiovascular-respiratory, and neuromuscular-skeletal systems that influence physical activity and exercise with reference to the acute and chronic effects of exercise and improving or maintaining physical fitness. Students will demonstrate competency through class participation, examinations, completion of laboratory assignments, and projects. Prereq: KIN 221; or c/i. (fall/spring)

#### KIN 325 BIOMECHANICS (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: KIN 221; or c/i. (fall/spring)

#### KIN 330 MOTOR LEARNING & CONTROL (4)

A conceptual and practical introduction to the neural mechanisms and performance characteristics of human movement production and motor learning. Introduction to the relationships among psychological variables and participation and performance in sport and exercise. Students will demonstrate competence through class participation, examinations, completion of laboratory assignments, and group research project/presentation. Prereq: KIN 221; or c/i. (fall/spring)

#### KIN 410 ADVANCED STRENGTH TRAINING & CONDITIONING (4)

A study of the application of physiological, psychological, biomechanical, and maturational principles that guide effective fitness programming through a required field experience. Students will analyze conditioning and rehabilitation programs including program selection, prescription, and evaluation. Students will demonstrate competency through practical application while working with clients, class participation, examinations, portfolios, and completion of assignments and projects. Prereq: AHAT 210; or c/i. (spring)

#### KIN 490 UNDERGRADUATE RESEARCH (V 1-5)

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

#### KIN 492 INDEPENDENT STUDY (V 1-4)

Directed research or study on relevant kinesiology topics. Prereq: c/i, c/pc, and c/vc. (fall/spring)

#### KIN 494 SEMINAR/WORKSHOP (V 1-4)

Upon completion of the course, a student will experience selected topics in health, kinesiology, and physical education. This course will be offered with an integrated approach incorporating concepts of the exercise science, 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)

#### KIN 498 INTERNSHIP/COOPERATIVE EDUCATION (V 1-15)

A 15-week fieldwork experience related to the student's career or post-graduate education goals. 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, c/i, c/pc, and c/vc. (fall/spring/summer)

#### KIN 499 SENIOR THESIS/CAPSTONE (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, c/pc, and c/vc. (fall/spring)

## LIBM- Library Media

*The Library Media K-12 Minor is offered through the combined campuses of The University of Montana Western, Dillon (UMW) and The University of Montana, Missoula (UMM) Note: Course rotations may be subject to change; contact the department for specific course information. To apply for the Library Media Program on the Dillon and Missoula campuses, go to: <http://my.umwestern.edu/Academics/library/libk12/grad/admission.htm>*

#### LIBM 461 INFORMATION LITERACY (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. (UMW-spring/even-numbered years; summer/odd-numbered years)

#### LIBM 463 LIBRARY COLLECTION DEVELOPMENT (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. (UMM-fall)

#### LIBM 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. (UMW-fall)

#### LIBM 465 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. (UMM-spring)

#### LIBM 466 LIBRARIES & 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. (UMM-spring/even-numbered years; summer/odd-numbered years)

#### LIBM 468 ADMINISTRATION & ASSESSMENT OF THE LIBRARY MEDIA PROGRAM (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. (UMM-spring/odd-numbered years; summer/even-numbered years)

#### LIBM 492 INDEPENDENT STUDY (3)

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

#### LIBM 495 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/spring intermittent; UMM-summer 2014/spring 2015)

## LING-Linguistics

#### LING 301 HISTORY OF THE ENGLISH LANGUAGE (4)

Students will investigate the evolution of the English language through its literature. Texts may include, but are not limited to: Beowulf, The Canterbury Tales, Hamlet, Samuel Johnson's Dictionary, The Professor and the Madman, and Their Eyes Were Watching God. Experiential learning activities may include group discussions, create and/or analytical writing (including the composition of a Lingo Dictionary), and research practice.

Student learning will be assessed through a variety of activities including, but not limited to, critical and/or creative written assignments, class discussion, and quizzes/examinations. Prereq: WRIT 101 (Spring odd)

## LIT-Literature

#### LIT 110 INTRODUCTION TO LITERATURE (4)

Study of the major genres of literature: poetry, fiction, and drama—and practice of effective critical writing based on close analysis of literary texts. May include work with other genres, including film and creative non-fiction, and possible focus on a theme, experiential component, etc. Gen Ed: Lit/Art. (fall/spring)

#### LIT 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. Gen Ed: Lit/Art.

#### LIT 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. Gen Ed: Lit/Art.

#### LIT 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. Gen Ed: Lit/Art.

#### LIT 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. Gen Ed: Lit/Art.

#### LIT 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. Gen Ed: Lit/Art.

#### LIT 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. Gen Ed: Lit/Art.

Students with scores within ranges indicated below may be admitted to 200-level English courses prior to taking WRIT 101 or with consent of instructor (c/i):
10-12 on the Writing Sub-score or an equivalent score on the Combine English/Writing section of the Optional Writing Test of the ACT; or
10-12 on the Essay or an equivalent on the Writing Section of the SAT; or
5-6 on the Montana University System Writing Assessment or;
4-5 on the AP English Language or English Literature Examination
All students are required to successfully complete WRIT101 or its equivalent for General Education credit

#### LIT 210 AMERICAN LITERATURE I (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: WRIT 101; or c/i. Gen Ed: Lit/Art. (spring/odd-numbered years)

#### LIT 221 BRITISH LITERATURE: ENLIGHTENMENT TO ROMANTIC (4)

Students will investigate British literature from the eighteenth and nineteenth centuries which may include the study of authors such as Alexander Pope, Samuel Richardson, Fanny Burney, William Wordsworth, Jane Austen, and Samuel Coleridge. Students will learn to interpret and situate literature in a national context while describing the impact of national literature on a culture and history and vice versa. Experiential learning activities may include group discussions, creative and/or analytical writing, and research practice. Students will show an understanding of the materials through a variety of activities including, but not limited to, critical and/or creative written assignments, class discussion, and quizzes/examinations. Prereq: WRIT 101. Gen Ed:

Lit/Art. (Spring/even-numbered years)

#### LIT 222 BRITISH LITERATURE: VICTORIAN TO CONTEMPORARY (4)

Students will investigate British literature from the late nineteenth and twentieth centuries which may include the study of authors such as Elizabeth Barrett Browning, Matthew Arnold, Virginia Woolf, W.B. Yeats, T.S. Eliot, and Jean Rhys. Students will learn to interpret and situate literature in a national context while describing the impact of national literature on a culture and history and vice versa. Experiential learning activities may include group discussions, creative and/or analytical writing, and research practice. Students will show an understanding of the material through a variety of activities including, but not limited to, critical and/or creative written assignments, class discussion, and quizzes/examinations. Prereq: WRIT 101. Gen Ed: Lit/Art. (fall/even-numbered years)

#### LIT 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: WRIT 101; or c/i. Gen Ed: Lit/Art. (fall/odd-numbered years)

#### LIT 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 modern-ism (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, vis-

its with authors, inter-views, internet and off-campus activities, research practice, etc. Prereq: WRIT 101; or c/i. (spring/even-numbered years)

#### LIT 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: WRIT 101; or c/i. Gen Ed: Lit/Art. (fall/even-numbered years)

#### LIT 273 ORAL LITERATURE (4)

A study of oral literature. Possible authors may include Homer and the Beowulf-poet. Possible types of literature may include the myths, leg-ends, 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: WRIT 101; or c/i. Gen Ed: Lit/Art. (spring/odd-numbered years)

#### LIT 274 GEOFFREY CHAUCER AND THE MANUSCRIPT TRADITION (4)

Students will investigate literature of medieval England which may include the study of authors such as Geoffrey Chaucer, the Gawain poet, Margery Kempe, Julian of Norwich, Marie de France, and the Wakefield Master. Special consideration will be given to medieval manuscript making and illuminated manuscripts such as the Ellesmere Chaucer. Experiential learning activities may include group discussions, creative and/or analytical writing, and research practice. Student will show an understanding of the materials through a variety of activities including, but not limited

to, critical and creative writing assignments (including creating a manuscript), class discussion, and quizzes. Gen Ed: Lit/Art. (fall/odd-numbered years)

**LIT 282 CHILD & YOUNG ADULT LITERATURE (4)**

Students survey literature for children and young adults. A critical student learning outcome is an understanding of the development in the 19th and 20th centuries of literature for youth as a distinct literary category. Students compare past works with diverse present-day content and forms, including novels, Native American literature, poetry, film and play scripts, picture books, graphic novels, periodicals, and computer games. Classic and award-winning materials are emphasized. Students develop an understanding of oral and folk traditions that preceded print and electronic publication, including indigenous oral traditions. Each student completes a reflective reading journal and an individualized research project. Students are assessed on the breadth of their reading, and the depth of oral and written presentations. Experiential learning activities include small group work, guided library research, and peer editing. Gen Ed: Lit/Art.

**LIT 285 MYTHOLOGIES (4)**

Students will explore the mythologies of various cultures, such as the ancient Greeks, Vikings, Romans, Egyptians, Chinese, and indigenous Americans including, but not limited to, mythology of Montana American Indians. Special emphasis will be placed on similarities these stories highlight among such cultures. Instructional activities will include a combination of lecture, group discussion, and other experientially-based activities. Prereq: WRIT 101; or c/i. Gen Ed: Lit/Art. (fall/odd-numbered years)

**LIT 290 UNDERGRADUATE RESEARCH (V 2-8)**

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

**LIT 300 LITERARY CRITICISM (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 contempo-

rary 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: WRIT 101; or c/i. (spring)

**LIT 302 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. Prereq: WRIT 101. (spring)

**LIT 327 SHAKESPEARE**

Students will read, analyze, watch, and enact several of William Shakespeare's works. Genres under consideration may include, but are not limited to, comedies, tragedies, romances, and sonnets. Experiential learning activities may include group discussion, scene production, analytical writing, playwriting, and film analysis. Student learning will be assessed through a variety of activities including but not limited to, critical and/or creative written assignments, class discussion, and quizzes/examinations. Prereq: WRIT 101. (spring even)

**LIT 335 WOMEN & 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. Course instruction will be a combination of lecture, group discussion, and other experientially-based activities. Prereq: WRIT 101. (fall/even-numbered years)

**LIT 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. Prereq: WRIT 101 (spring/even-numbered years)

**LIT 490 UNDERGRADUATE RESEARCH (V 2-8)**

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

**LIT 492 INDEPENDENT STUDY (V 1-4)**

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

**LIT 494L SEMINAR: LITERARY PERIOD (V 1-4) 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. Prereq: ENG 279 (LIT 300).

**LIT 494G SEMINAR: GENRE (V 1-4) 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. Prereq: ENG 279 (LIT 300).

**LIT 494M SEMINAR: MAJOR AUTHORS (V 1-4) R**

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. Prereq: ENG 279 (LIT 300).

**LIT 498 INTERNSHIP/COOPERATIVE EDUCATION (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, c/i, c/pc, and c/vc. (fall/spring)

**LIT 499 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, c/pc, and c/vc. (fall/spring)



## M-Mathematics

*NOTE: Credit for M 090 and M 095 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 M 090 and M 095 are not used in calculation of the GPA.*

### M 090 INTRODUCTORY ALGEBRA (4)

This course focuses on the interactions of the basic operations of mathematics. Additionally, the course teaches students effective study and classroom skills with regard to mathematics. Students learn and use the rigorous definitions of the operations, solving linear equations, graphing lines, equations of lines, ratios, proportions, and exponents. Note: Students who receive grade D or lower in M 095 are required to take this course. (fall/spring)

### M 095 INTERMEDIATE ALGEBRA (4)

This course is a rigorous study of the basic operations of mathematics. Students will learn and apply the operations by solving and manipulating algebraic problems. Topics include linear equations, quadratic equations, absolute values, inequalities, exponents, logarithms, and rational functions. Prereq: minimum 18 score on math portion of the ACT, or minimum 440 score on math portion of the SAT, or grade C- or higher in M 090; or c/i. Note: Students who receive grade D or lower in this course are required to complete and pass M 090 before taking M 095 again. (fall/spring)

All mathematics courses beyond this level satisfy the Mathematic General Education requirement

Math Proficiency Standards (see page 8): Prerequisites for all 100-level Math courses is one of the following

-M095 grade C- or higher

- C- or higher in any MATH 100 level (or higher) course

- Score of 22 or higher on the Math section of the ACT

- Score of 520 or higher on the Math section of the SAT

-Consent of instructor (c/i)

-Students may be deemed proficient if they complete a Rigorous High School core including four years of mathematics

### M 107 INTRODUCTORY 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: M 095 grade C- or higher, or meet one Math Proficiency standard above; or c/i. Gen Ed: Math. (fall/spring)

### M 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: M 095 grade C- or higher, or meet one Math Proficiency standard above; or c/i. Gen Ed: Math. (fall)

### M 119 INTRODUCTION TO 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: M 095 grade C- or higher, or meet one Math Proficiency standard above; or c/i. Gen Ed: Math. (fall/spring)

### M 121 COLLEGE ALGEBRA (4)

This course explores a wide variety of functions, including polynomial, rational, exponential, and logarithmic functions. Students will be able to manipulate complicated expressions, understand the relationship between algebra and graphs, and apply their skills to a variety of applications. Prereq: M 095 grade C- or higher, or meet one Math Proficiency standard above; or c/i. Gen Ed: Math. (fall/spring)

### M 125 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: M 095 grade C- or higher, or meet one Math Proficiency standard above; or c/i. Gen Ed: Math.

### M 127 TOPICS IN MATHEMATICS (4)

Introductory mathematical topics appropriate for students with a back-ground in intermediate algebra. This course will investigate an instructor-selected area of mathematics that involves reflective-analytic, mathematical reasoning, and computational components. Prereq: M 095 grade C- or higher, or meet one Math Proficiency standard above; or c/i. Gen Ed: Math.

### M 161 SURVEY OF CALCULUS (4)

Survey of Calculus introduces the basics of both differentiation and integration at a level of depth that is sufficient to allow (primarily) science majors to participate in mathematical modeling experiences that are relevant or transferable to their field of study. Students of M161 will learn to compute exact derivatives of polynomial power, logarithmic, and exponential functions and demonstrate how these results may be used to model rates of change that occur in the natural world. Students will also develop exact techniques for integrating selected functions that fall within these categories. These techniques, which include both direct substitutions and integration by parts, will be used by students in applications that might include hydrostatics, the computation of area, volumes, and masses and the solution of certain scientifically relevant initial value problems. Students of M161 will also have the opportunity to experiment with a computer algebra system (such as Mathematica) for solving applied problems and analyzing mathematical models that require calculus techniques that fall outside the scope of this course. Student mastery of the learning outcomes in this course is typically assessed with exams, quizzes, graded homework, and scientifically relevant projects that illustrate ways in which calculus may be used to understand the natural world through mathematical modeling. Prereq: M 095 grade C- or higher. For students who met this prerequisite more than one year ago, it is recommended (but not required) that they refresh their algebra skills by taking M121 (College Algebra) before taking M 161. Gen Ed: Math. (fall/spring)

### M 171 CALCULUS I (4)

This is the first course in the calculus sequence. This course will provide the student with an intro-

duction to differential and integral calculus. The student will investigate functions in one variable geometrically, numerically, and algebraically. Topics are introduced by the investigation of practical problems and include limits, continuity, derivatives, antiderivatives, and the Fundamental Theorem of Calculus. Prereq: M 112 grade C- or higher, or evidence of grade C- or higher in high school trigonometry; or c/i. (fall)

#### M 172 CALCULUS II (4)

This is the second course in the calculus sequence. This course will provide the student with a more comprehensive knowledge of differential and integral calculus. As a continuation of M 171, 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: M 171 grade B- or higher; or c/i. (spring)

#### M 210 INTRODUCTION TO MATHEMATICAL SOFTWARE (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: Any 100-400 level mathematics course grade B- or higher; or c/i. (fall)

#### M 221 INTRODUCTION TO 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: M 171 and M 210 grade B- or higher; or c/i. (fall/even-numbered years)

#### M 273 MULTIVARIABLE CALCULUS (4)

This third course in the calculus sequence em-

phasizes 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: M 172 grade B- or higher; or c/i. (spring)

#### M 274 INTRODUCTION TO DIFFERENTIAL EQUATIONS (4)

This course is designed to introduce students to differential equations and how they are used to model problems in engineering and science (e.g., radioactive decay, population models, mechanical and electrical vibrations). Students will gain proficiency in analyzing and solving first- and second-order differential equations and differential systems using analytical, numerical, and qualitative methods. Prereq: M 172 and M 210 grade B- or higher; or c/i. (fall/odd-numbered years)

M 290 UNDERGRADUATE RESEARCH (V 2-8)  
Selected topics under faculty supervision. Prereq: c/i, c/pc, and c/vc. (on demand)

#### M 292 INDEPENDENT STUDY (V 1-4)

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

#### M 329 MODERN 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 and the historical context in which they came about. 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: Sophomore standing and meet the math proficiency standards; or c/i. (spring)

#### M 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, group theory, and the historical contexts in which these concepts came about. Prereq: Sophomore standing and meet the math proficiency standards; or c/i. (fall)

#### M 414 DETERMINISTIC MODELS (4)

An introduction to discrete and continuous time models that arise from the study of dynamical systems designed to model phenomena that occur in nature. Difference equation, matrix equation, and ordinary differential equation models will be formulated for a broad range of applications and analyzed both analytically and numerically. Prereq: M 172 and M 210 grade B- or higher; or c/i. (spring/odd-numbered years)

#### M 431 ABSTRACT ALGEBRA I (4)

An introduction to the fundamental algebraic structures such as groups, rings, and fields. Prereq: M 343 grade B- or higher; or c/i.

#### M 435 ADVANCED CALCULUS I (4)

An introduction to the fundamental concepts in calculus such as limits, continuity, differentiability, convergence, sequences, series, and integrability. Prereq: M 172 and M 343 grade B- or higher; or c/i.

#### M 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: M 343 grade B- or higher; or c/i.

#### M 472 INTRODUCTION TO COMPLEX ANALYSIS (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: M 273 and M 343 grade B- or higher; or c/i.

M 490 UNDERGRADUATE RESEARCH (V 2-8)  
Selected topics under faculty supervision. Prereq: c/i, c/pc, and c/vc. (on demand)

#### M 492 INDEPENDENT STUDY (V 1-4)

Directed research or study on an individual basis.



Prereq: c/i, c/pc, and c/vc. (on demand)

#### M 494 SEMINAR/WORKSHOP (4)

This course is a complement to the other 400-level mathematics courses in the UMW Catalog. It is intended to be an upper-level seminar in which students can practice authentic research in mathematics. When this course is offered, the topic will typically relate to a field of expertise or great interest of the instructor. The topic chosen will not significantly overlap that of one of the existing 400-level math courses at UMW. Prereq: M 343 grade B- or higher, and other (topic dependent) courses to be set by the instructor; or c/i.

#### M 498 INTERNSHIP/COOPERATIVE EDUCATION (V 1-15)

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, c/i, c/pc, and c/vc.

#### M 499 SENIOR PROJECT/THESIS (V 1-15)

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, c/i, c/pc, and c/vc. (fall/spring)

## MART- Media Art

#### MART 226 INTRODUCTION TO DIGITAL MEDIA 2-D (4)

This studio course introduces the expressive, conceptual, and communication possibilities of digital technology as an artistic medium. This course also examines art as an expression of culture and historical context and includes writing exercises in aesthetics and art criticism. (spring)

#### MART 326 INTERMEDIATE DIGITAL MEDIA 2-D (4)

This intermediate studio course builds upon the technical and conceptual framework of MART 226, with added emphasis upon personal explo-

ration and expression. Prereq: MART 226

## MCH- Machining & Manufacturing Technology

#### MCH 170 METAL MATERIALS AND PROCESSES (4)

Students will examine metal materials and their atomic structures and applications in industry. Students will learn metallurgical processes of heat treating, casing, 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 (spring)

#### MCH 171 PLASTICS (2)

This course introduces the student to various types of plastics and their most common uses. Students will have the opportunity to observe several plastic uses and methods in an industrial setting. This class will provide a lab setting for students to use plastics as a basis component in material processing. (spring)

#### MCH 200 MACHINING (3)

Students in this course will be introduced to machining principles and metal production systems used for the metals fabrication industry. Students will fabricate projects using the engine lathe, vertical milling machine, drill press, as well as other metal working machinery and devices. Skills using micrometers, dial indicators, and dial calipers will be developed. Prereq: IT 130 or DDSN 114. (fall)

#### MCH 270 WOODWORKING & STATIONARY MACHINES (3)

This course introduces students to the fundamental use of stationary machines commonly used in the shop/lab setting. Emphasis will be on safety and general usages and applicable material processing and practices. Students will have the opportunity for skill development as well as acquisition of techniques and processes for operating stationary machines. (fall)

#### MCH 275 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.

#### MCH 279 COMPUTER-AIDED MANUFACTURING: METALS (3)

This course is delivered in a lab-based setting. This class covers the use of CAD/CAM/CNC machining to manufacture various metal products. Both Computer Numerical Control (CNC) of lathes and mills will be taught. Students will have opportunities to machine a wide variety of materials and gain other practice in CAD/CAM operations. . Prereq: MCH 200. (spring)

#### MCH 375 COMPUTER-AIDED MANUFACTURING (4)

Overview of computerized applications in the secondary material processing industry. Advanced technologies for machining of material including CNC routing, point-to-point machining centers, molding, and laser cutting. Practice in CAD/CAM operations.

## MUS-Music

#### 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 143 HISTORY OF ROCK & ROLL (4)

This course presents the roots, components, and development of Rock & Roll. This course will also focus upon the significant performing artists and groups from historic eras and explore sociological, economic, and cultural factors that shaped the Rock & Roll art form. This course includes lecture, audio/visual, and live performances. Activities include research projects/presentations. \$25 Course Fee. Gen Ed: Lit/Art (fall/even-numbered years)

#### MUS 209 STRING METHODS (1)

A laboratory-oriented course in which students develop elementary level performance skills 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 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 219 DIRECTED STUDY (V 1-5)

Selected topics under faculty supervision. Prereq: c/i, c/pc, 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. Offered only in conjunction with musical stage productions. Prereq: c/i.

#### MUS 233 MUSIC THEORY & EAR TRAINING III (4)

Continuation of MUSI 109 with emphasis on more complex harmonic progressions and formal analysis. Students will continue to develop musical reading and writing skills through sight-singing, diction, and keyboarding, as in Applied Musicianship. Prereq: MUSI 109; or c/i. (fall/odd-numbered years)

#### 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 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: MUSI 109; 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: MUSI 109.

#### MUS 409 MUSIC SEMINAR (V 1-3) R

Selected topics of interest. Prereq: c/i and c/pc. (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: MUSI 107 and MUSI 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)

## MUSE- Music: Education

#### MUSE 133 TECHNIQUES: WOODWINDS (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)

#### MUSE 134 TECHNIQUES: PERCUSSION (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)

#### MUSE 497 METHODS: SECONDARY SCHOOL MUSIC PROGRAMS (4)

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. Will provide opportunities to observe, teach, and/or conduct research in conjunction with secondary school music programs. Prereq: Admission to TEP and MUSI 109. (spring/odd-numbered years)

## MUSI- General Music

#### MUSI 103 FUNDAMENTALS OF MUSICAL CREATION (4)

Students are introduced to the universal elements of music (such as rhythm, melody, harmony) and Western notation of music. They demonstrate basic music literacy skills through creative work such as small compositions, singing, playing instruments, and through listening activities and exams. They study some history of music and learn about a variety of forms, functions, styles, instruments, composers, and performers from many cultures, including traditional and contemporary music of Montana Native Americans. Students examine global issues such as censorship, the commercialization of music, and the education and training of musicians. Gen Ed; Exp. Art. (fall/spring)

#### MUSI 107 MUSIC THEORY I & AURAL PERCEPTION (4)

This course will serve as an introduction to functional harmony and analysis that includes part-writing in two, three, and four parts. Students will develop aural skills through sight-singing, diction, and keyboard harmony. Student composition projects and presentations will synthesize course material and promote knowledge and understanding of subject. Prereq: MUSI 103; or c/i. (fall/even-numbered years)

**MUSI 109 MUSIC THEORY II & AURAL PERCEPTION (4)**

Continuation of study from MUSI 107, with emphasis on more complex harmonic progressions, sight-singing, diction, and keyboard harmony. Student composition projects and presentations will synthesize course material and promote knowledge and understanding of subject. Prereq: MUSI 107; or c/i. (spring/odd-numbered years)

**MUSI 114 BAND: UMW CONCERT BAND (1) R**

Students will experience instrumental ensemble participation at the highest level possible, increase reading and playing skills, prepare and perform a minimum of two concerts per semester, and research a wide variety of styles and genres in band literature. At this level, students will provide oral and written presentation of research findings. Gen Ed: Exp. Art

**MUSI 131 JAZZ ENSEMBLE I: UMW (1) R**  
Prereq: c/i.

**MUSI 147 CHORAL ENSEMBLE: UMW (1) R**  
Students and community members will experience choir participation at the highest level possible, increase music reading and singing skills, prepare and perform one to two concerts per semester, and research a wide variety of styles and genres in choral literature. Students will provide oral and written presentations of research findings. Prereq: c/i. Gen Ed: Exp. Art.

**MUSI 150 BEGINNING VOICE (V 1-2) R**  
Private lessons for advanced students only. Beginning students should enroll in a vocal group. Prereq: c/i. (fall/spring)

**MUSI 152 VOICE IN CLASS (4)**  
This course will introduce students to fundamentals of tone production; breathing, resonance, vowel formation, and posture. This course will also focus upon vocal techniques and skills relating to general music classes and choral ensembles, such as producing crescendo, diminuendo, legato, flexibility, velocity, and piano techniques relevant to choral rehearsals. Additionally, students will research, report, and write in the areas of music history and music of diverse cultures. Gen Ed: Exp Art. (spring/even-numbered years)

**MUSI 160 BEGINNING GUITAR (2)**  
Basic techniques of guitar; development of fundamental skills for performance and instruction.

Prereq: c/i. (spring/even-numbered years)

**MUSI 187 PERFORMANCE STUDY (1) R-8 CREDITS MAXIMUM**

Signature UMW vocal ensemble performing for both on- and off-campus special events and concerts. Intermediate to advanced singers selected by audition. May be repeated at upper division level for up to a total of 8 credits. Prereq: Audition and c/i. (fall/spring)

**MUSI 195 APPLIED MUSIC I (V 1-2) R**  
Private lessons. Prereq: c/i.

**MUSI 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. Gen Ed: Lit/Art (fall/odd-numbered years)

**MUSI 292 INDEPENDENT STUDY (V 1-4)**  
Directed research or study on an individual basis. Prereq: c/i, c/pc, and c/vc. (fall/spring)

**MUSI 312 CHOIR III: UMW (1) R**  
Students and community members will experience choir participation at the highest level possible, increase music reading and singing skills, prepare and perform one to two concerts per semester, and research a wide variety of styles and genres in choral literature. Students will provide oral and written presentations of research findings. Prereq: c/i.

**MUSI 314 BAND III: UMW CONCERT BAND (1) R**

Students will experience instrumental ensemble participation at the high-est level possible, increase reading and playing skills, prepare and perform a minimum of two concerts per semester, and research a wide variety of styles and genres in band literature. At this level, students will present findings orally and in written form and will also prepare program notes and

prepare community information and education announcements.

**MUSI 331 JAZZ ENSEMBLE II: UMW (1) R**  
Prereq: c/i.

**MUSI 363 VOICE (V 1-2) R**  
Private lessons for advanced students only. Prereq: c/i.

**MUSI 387 PERFORMANCE STUDY (1) R-8 CREDITS MAXIMUM**  
Signature UMW vocal ensemble performing for both on- and off-campus special events and concerts. Intermediate to advanced singers selected by audition. May be repeated at upper division level for up to a total of 8 credits. Prereq: Audition and c/i. (fall/spring)

**MUSI 395 APPLIED MUSIC III (V 1-2) R**  
Private lessons for advanced students only. Prereq: c/i. (fall/spring)

**MUSI 492 INDEPENDENT STUDY (V 1-4)**  
Directed research or study on an individual basis. Prereq: c/i, c/pc, and c/vc. (fall/spring)

**MUSI 498 INTERNSHIP/COOPERATIVE EDUCATION (V 1-15)**  
Incorporation of an appropriate work experience into the student's academic preparation. Prereq: Senior standing, c/i, c/pc, and c/vc. (fall/spring)

**MUSI 499 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, c/i, c/pc, and c/vc. (fall/spring)

## **NRSM- Natural Resources & Management**

**NRSM 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: BIOE 250, CHMY 141, and GEO 103; or c/i. (spring)

#### NRSM 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)

## NUTR- Nutrition

#### NUTR 411 NUTRITION FOR SPORTS & EXERCISE (4)

This course examines the interaction between nutrition, exercise, and physical performance. Topics will include the biological, psychological, and sociological aspects of nutrition as it relates to exercise performance. A focus will be on 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. 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 develop strategies for communicating with the recreational and professional athlete, coach, and athletic trainer. Experiential learning will be used throughout the course with students applying their developing knowledge through case studies. Assessment will be conducted through formal testing and scholarly writing assignments as well as through individual and group experiential projects. Prereq: KIN 320; or c/i. (fall/spring)

## PHOT- Photography

#### PHOT 154 INTRODUCTION TO PHOTOGRAPHY [2-D] (4)

This studio course introduces the basic operation of a 35mm camera and black & white film and printing techniques, and the expressive, conceptual, and communication possibilities of black & white photography as an artistic medium. This course also examines art as an expression of culture and historical context and includes writing exercises in aesthetics and art criticism. \$25 Course Fee. (fall/spring)

## PHL- Philosophy

#### PHL 101 INTRODUCTION TO PHILOSOPHY: REASON & REALITY (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. Gen Ed: Lit/Art. (on campus/fall; internet/spring)

#### PHL 122 HISTORY & PHILOSOPHY OF THE SOCIAL SCIENCES (4)

This course will introduce students to the historical development of the social sciences. Comparisons will be made between philosophies of social science and philosophies of natural science on the one hand, and philosophies of history on the other. Primary emphasis will be placed on controversies over the philosophy of knowledge and the proper ethical role of the social scientist in society, including: positivism vs. post-positivism, agency vs. structure, and description vs. explanation vs. interpretation vs. critique. Students will demonstrate understanding of course content through writing assignments and oral debates. Lecture and group discussion. (on demand)

#### PHL 241 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. Gen Ed: Lit/Art. (spring)

#### PHL 292 INDEPENDENT STUDY (V 1-4)

Directed research or study, with emphasis on experiential learning. Prereq: PHL 101, c/i, c/pc, and c/vc. (on demand)

#### PHL 294 SEMINAR/WORKSHOP (V 1-4)

Selected topics of interest. (on demand)

#### PHL 492 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: PHL 101, c/i, c/pc, and c/vc. (on demand)

#### PHL 494 SEMINAR/WORKSHOP (V 1-4)

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

#### PHL 498 INTERNSHIP/COOPERATIVE EDUCATION (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, c/i, c/pc, and c/vc. (on demand)

#### PHL 499 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: PHL 101, c/i, c/pc, and c/vc. (on demand)

## PHSX- Physics

*A prerequisite for any course with a PHSX rubric is documented mathematical ability equivalent to M 095 Intermediate Algebra. Ability can be demonstrated by appropriate college credit or ACT/SAT Math score*

#### PHSX 103 OUR PHYSICAL WORLD (4)

Elementary principles of mechanics, thermodynamics, electricity, and magnetism, with application to chemistry, earth, and life sciences. Lab



included. \$10 Course Fee. Prereq: equivalent of M 095 or higher. Gen Ed: Nat Sci.

**PHSX 220 PHYSICS I (WITH CALCULUS) (4)**  
A calculus-based introduction to classical mechanics, including fluid and wave mechanics. Lab included. Prereq: M161 or M 171. (fall)

**PHSX 222 PHYSICS II (WITH CALCULUS) (4)**  
Electricity and magnetism. Lab included. Prereq: M 161 or M171 (spring)

**PHSX 224 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: M161 or M 171.

**PHSX 249 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. \$60 Course Fee. Prereq: equivalent of M 095 or higher. Gen Ed: Nat Sci. (fall/odd-numbered years)

**PHSX 292 INDEPENDENT STUDY (V 1-4)**  
Directed research or study on an individual basis. Prereq: c/i, c/pc, and c/vc. (fall/spring)

**PHSX 492 INDEPENDENT STUDY (V 1-4)**  
Directed research or study on an individual basis. Prereq: c/i, c/pc, and c/vc. (fall/spring)

**PHSX 498 INTERNSHIP/ COOPERATIVE EDUCATION (V 1-15)**  
Incorporation of an appropriate work experience into the student's academic preparation. Prereq: Senior standing, c/i, c/pc, and c/vc. (fall/spring)

**PHSX 499 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, c/pc, and c/vc. (fall/ spring)

## PHYS- Physics

*A prerequisite for any course with a PHYS rubric is documented mathematical ability equivalent to M 095 Intermediate Algebra. Ability can be demonstrated by appropriate college credit or ACT/SAT Math score*

**PHYS 340 TOPICS IN MODERN PHYSICS: MECHANICS (4)**  
Introduction to nonlinear mechanics and chaos with applications to population dynamics. Prereq: PHYS 235 (PHSX 224). (fall)

**PHYS 401 TOPICS IN MODERN PHYSICS: INTRODUCTION TO QUANTUM MECHANICS (4)**  
The development of wave mechanics and the solution of the Schrödinger equation with applications to atoms and molecules. Prereq: PHSX 224. (spring)

## PSCI- Political Science

**PSCI 210 INTRODUCTION TO AMERICAN GOVERNMENT (4)**  
Constitutional principles, structures, and the political processes of the national government. Students will be expected to participate in class discussion, and complete writing and research assignments. Lecture, discussion, and group projects. \$15 Course Fee. Gen Ed: Behav/Soc Sci. (spring odd-numbered years)

**PSCI 220 INTRODUCTION TO COMPARATIVE GOVERNMENT (4)**  
Introduction to the basic political concepts, themes, values, and dilemmas as they apply to the world's diverse societies and cultures. Students will be expected to participate in class discussion and complete writing and research assignments. Lecture, discussion, and group projects. \$15 Course Fee. Gen Ed: Behav/Soc Sci. (fall)

**PSCI 230 INTRODUCTION TO INTERNATIONAL RELATIONS (4)**  
A survey of the major institutions, issues, and political processes of the contemporary global system. Students will be introduced to the major theories that inform international political decision-making and policy development, and will use these theories to evaluate the substantive issues of world politics—including international conflict, genocide, global trade and capital flows, human rights, environmental decline, and pop-

ulation health. Evaluation is based on individual writing assignments, class participation, and group and individual presentations deriving from class activities. \$15 Course Fee. Gen Ed: Behav/ Soc Sci.(spring).

**PSCI 250 INTRODUCTION TO 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. Gen Ed: Behav/Soc Sci.(spring)

**PSCI 290 UNDERGRADUATE RESEARCH (V 2-8)**  
Selected topics under faculty supervision. Prereq: c/i, c/pc, and c/vc. (on demand)

**PSCI 292 INDEPENDENT STUDY (V 1-4)**  
Directed research or study, with emphasis on experiential learning. Prereq: c/i, c/pc, and c/vc. (on demand)

**PSCI 294 SEMINAR/WORKSHOP (V 1-4)**  
Selected topics of interest. Prereq: c/i. (spring)

**PSCI 331 INTERNATIONAL RELATIONS THEORY (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. \$15 Course Fee. Prereq: ISSS 222, SOCI 203, or HSTR 200; or ci. (Block 1 fall/even-numbered years)

**PSCI 347 U.S. CONGRESS (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: PSCI 210. (on demand)

**PSCI 421 COMPARATIVE LEGAL SYSTEMS (4)**

Emphasis on non-western approaches to law, specifically Islamic law and legal systems of East Asia. Focus on constitutional law, judicial process, civil liberties, and law enforcement and corrections. Students will be expected to participate in class discussion, and complete writing and research assignments. Lecture, discussion and group projects. \$15 course fee (spring odd)

**PSCI 434 INTERNATIONAL LAW (4)**

The nature and origin of modern public international law and its role in contemporary world politics. Topics include the rights and duties of states, human rights, law pertaining to armed conflict, aggression and international crimes, and the role of international law in conflict management. Students will be expected to participate in class discussion and complete writing and research assignments. Lecture, discussion, and group projects. \$15 course fee (on demand)

**PSCI 471 AMERICAN 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. \$15 Course Fee. Prereq: PSCI 250, and either ISSS 222, SOCI203 or HSTR 200; or c/i. (fall/odd-numbered years)

**PSCI 490 UNDERGRADUATE RESEARCH (V 2-8)**

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

**PSCI 492 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: ISSS 222, SOCI 203, or HSTR 200 and c/i, c/pc, and c/vc. (on demand)

**PSCI 494 SEMINAR/WORKSHOP (V 1-4)**

Selected topics of interest. Prereq: Junior standing and c/i. (spring)

**PSCI 498 INTERNSHIP/COOPERATIVE EDUCATION (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: ISSS 222, SOCI 203, or HSTR 200; and c/i, c/pc, and c/vc. (on demand)

**PSCI 499 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: SOCI 203, ISSS 222, or HSTR 200 and c/i, c/pc, and c/vc. (on demand)

## PSYX- Psychology

**PSYX 100 INTRODUCTION TO PSYCHOLOGY (4)**

A 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. Gen Ed: Behav/Soc Sci. (fall/spring)

**PSYX 203 INTRODUCTION TO SOCIAL SCIENCE RESEARCH METHODS (4)**

A survey of research methods and tools used by behavioral scientists. 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. Gen Ed: Behav/Soci Sci. (on demand)

**PSYX 230 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. Gen Ed: Behav/Soc Sci.(fall)

**PSYX 252 FUNDAMENTALS OF 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. Gen Ed: Behav/Soc Sci. (fall)

**PSYX 270 FUNDAMENTAL PSYCHOLOGY OF LEARNING (4)**

A 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. Gen Ed: Behav/Soc Sci. (on demand)

**PSYX 280 FUNDAMENTALS OF MEMORY & 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 influences everyday thinking, communication, and problem-solving. Specific emphasis will be placed on how socio-cultural context impacts perception and internal ideation. Students are expected to demonstrate understanding and comprehension of course content through course examinations and out-of-class writing assignments.



ments. Gen Ed: Behav/Soc Sci.(fall/even-numbered years)

**PSYX 290 UNDERGRADUATE RESEARCH (V 2-8)**

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

**PSYX 292 INDEPENDENT STUDY (V 1-4)**

Directed research or study, with emphasis on experiential learning. Prereq: c/i, c/pc, and c/vc. (on demand)

**PSYX 294 SEMINAR/WORKSHOP (V 1-4) (R)**

Selected topics of interest. (Spring)

**PSYX 322 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 Behavioral & Social Science requirement, 6 credits of lower division psychology coursework beyond PSYX 100, and STAT 233; or c/i. (spring)

**PSYX 340 ABNORMAL PSYCHOLOGY & RESEARCH (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: Junior standing, or c/i. (spring/odd-numbered years)

**PSYX 356 HUMAN NEUROPSYCHOLOGY (4)**

This course is the study of the organization of the nervous system, functional neuroanatomy, and behavioral neurology. Specific topics will include structures and related behaviors as well as the methods used to study these relationships. Investigations will include simulations as well as exploration of the research literature. Prereq: Junior standing, or c/i.(fall/odd-numbered years)

**PSYX 360 SOCIAL PSYCHOLOGY (4)**

Social psychology will focus on the investigation of how the embedding context of cultural and group membership impact the typical individual. Prereq: Junior standing, or c/i. (spring /even-numbered years)

**PSYX 366 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: Junior standing, or c/i. (on demand)

**PSYX 375 BEHAVIOR MODIFICATION**

This course is a survey of principles and applications of operant and classical conditioning. The focus of the course is human behavior change with emphasis on practical techniques for changing individual and group behavior in real-life situations. Course activities will include both applied and theoretical behavior change plans. Prereq: Junior standing or c/i; PSYX 322 is highly recommended. (spring/even-numbered years)

**PSYX 385 PSYCHOLOGY OF PERSONALITY (4)**

This course is designed as an introduction to the basic history, research methods, and general theories of personality psychology. Students are expected to demonstrate understanding and comprehension of course content through course examinations and out-of-class writing assignments. Prereq: PSYX 322; or c/i. (spring/odd-number years)

**PSYX 490 UNDERGRADUATE RESEARCH (V 2-8)**

Selected topics under faculty supervision. Prereq: PSYX 322, c/i, c/pc, and c/vc. (on demand)

**PSYX 492 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: PSYX 322, c/i, c/pc, and c/vc. (on demand)

**PSYX 494 SEMINAR/WORKSHOP (V 1-4)**

Selected topics of interest. Prereq: PSYX 322 or c/i. (fall)

**PSYX 498 INTERNSHIP/COOPERATIVE EDUCATION (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: PSYX 322, c/i, c/pc, and c/vc. (on demand)

**PSYX 499 SENIOR THESIS/CAPSTONE (V 1-15)**

This course is intended as a culminating experience. Working with a faculty advisor, the student will generate a project or thesis that demonstrates a competent, independent application of basic psychological research or program evaluation skills. Completion of a thesis or project is a developmental process and is projected to be completed over a 3- to 4-semester time frame. Students completing a thesis are expected to enroll in the course for no more than 2 credits per semester. Prereq: PSYX 322, c/i, c/pc, and c/vc. (on demand)

## SOCI- SOCIOLOGY

**SOCI 101 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. Gen Ed: Behav/Soc Sci. (fall)

**SOCI 201 SOCIAL PROBLEMS (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 comprehension of course content through course examinations and out-of-class writing assignments. Gen ed: Behav/Soc Sci. (spring/even-numbered years)

**SOCI 203 QUALITATIVE RESEARCH METHODS FOR SOCIAL SCIENCE (4)**

A survey of research methods and tools used by behavioral scientists. 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-elect-ed problem. Lecture, small group discussions, and problem-solving Gen Ed: Behav/Soc Sci(Fall/Spring)

#### SOCI 290 UNDERGRADUATE RESEARCH (V 2-8)

Selected topics under faculty supervision. Prereq: SOCI 101, c/i, c/pc, and c/vc. (on demand)

#### SOCI 292 INDEPENDENT STUDY (V 1-4)

Directed research or study, with emphasis on experiential learning. Prereq: SOCI 101, c/i, c/pc, and c/vc. (on demand)

#### SOCI 294 SEMINAR/WORKSHOP (V 1-4)

Selected topics of interest. (on demand)

#### SOCI 317 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: ISSS 222, SOCI 203, ISSS 222, or HSTR 200; and Junior/Senior standing; or c/i. (on demand)

#### SOCI 325 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: ISSS 222, SOCI 203, ISSS 222, or HSTR 200; or c/i. (fall/even-numbered years). This course was previously listed as ISSS 450.

#### SOCI 332 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: SOCI 101. (on demand)

#### SOCI 360 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. (on demand)

#### SOCI 455 CLASSICAL SOCIOLOGICAL 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. (on demand) This course was previously listed as ISSS 305.

#### SOCI 485 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. (fall/odd-numbered years)

#### SOCI 490 UNDERGRADUATE RESEARCH (V 2-8)

Selected topics under faculty supervision. Prereq: ISSS 222, SOCI 203, ISSS 222, or HSTR 200; and c/i, c/pc, and c/vc. (on demand)

#### SOCI 492 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: ISSS 222, SOCI 203, ISSS 222, or HSTR 200; and c/i, c/pc, and c/vc. (on demand)

#### SOCI 494 SEMINAR/WORKSHOP (V 1-4)

Selected topics of interest. Prereq: Junior standing. (spring/odd-numbered years)

#### SOCI 498 INTERNSHIP/COOPERATIVE EDUCATION (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: SOCI 203, ISSS 222, or HSTR 200; and c/i, c/pc, and c/vc. (on demand)

#### SOCI 499 SENIOR THESIS/CAPSTONE (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: SOCI 203, ISSS 222, or HSTR 200; and c/i, c/pc, and c/vc. (on demand)

## STAT-Statistics

All mathematics courses beyond this level satisfy the Mathematic General Education requirement

Math Proficiency Standards (see page 8): Prerequisites for all 100-level Math courses is one of the following

-M095 grade C- or higher

- C- or higher in any MATH 100 level (or higher) course

- Score of 22 or higher on the Math section of the ACT

All mathematics courses beyond this level satisfy the Mathematic General Education requirement
- Score of 520 or higher on the Math section of the SAT
-Consent of instructor (c/i)
-Students may be deemed proficient if they complete a Rigorous High School core including four years of mathematics

#### STAT 121 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. As such, students are required to have a calculator that can compute probability distributions. A calculator from the TI-83/84 family is recommended. Prereq: M 095 grade C- or higher; or meet one Math Proficiency standard above; or c/i. Gen Ed: Math. (fall/spring)

#### STAT 217 INTERMEDIATE STATISTICAL CONCEPTS (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: STAT 121 grade C- or higher; or c/i. (fall/spring)

#### STAT 233 BIOSTATISTICS (4)

Upon completion of this course, the student should be familiar with the basic concepts of descriptive and inferential statistics as applied in various areas of biology. 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 including derivation of sampling

distributions (either theoretical, or derived via bootstrapping or randomization techniques) and the comparison of similar tests using statistical power. The student should be familiar with using calculators and computer software to conduct various statistical procedures including both parametric and nonparametric tests: t-test, sign test, Wilcoxon Rank-sum test, one-way ANOVA, Kruskal-Wallis test, two-way ANOVA, Friedman k-sample Test, regression, correlation, Chi-square and Kolmogorov-Smirnov Tests. Prereq: STAT 121 grade C- or higher; or c/i. (fall)

#### STAT 331 BIOINFORMATICS (4)

This course will cover the basic concepts in this newly emerging field at the interface between mathematics and molecular biology. Students will begin with basic problems of sequence analysis and alignment and move to applications in genomics, phylogenetics, predicting protein structure, analysis of microarray data, and the construction of gene networks in metabolism and development. Students will learn how to access the various databases and write a research proposal in molecular biology that may serve as the basis for thesis work. Prereq: STAT 121 and BIOB 260 grade C- or higher; or/ci. (spring/odd-numbered years)

#### STAT 335 ADVANCED FIELD STATISTICS (4)

The course will focus on sampling design, statistical analysis, data collection, and the presentation of results. This is a field-based course that will prepare students to conduct research in ecology using statistical techniques appropriate for ecology. In addition to the nonparametric techniques of bootstrapping and randomization, students will learn the basic multivariate, time series, and spatial statistics employed in ecological analysis. Students will learn how to design sampling strategies, implement basic sampling techniques, collect data efficiently, analyze and present their data. Prereq: STAT 217 or STAT 233 grade C- or higher; or c/i.

#### STAT 422 MATHEMATICAL STATISTICS (4)

This course serves as an introduction to mathematical 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: STAT 121 and M 172 grade B- or higher; or c/i.

#### STAT 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: STAT 121 and M 210 grade B- or higher; or c/i. (spring/even-numbered years)

## THTR- Theatre

#### THTR 101 INTRODUCTION TO THEATRE (4)

The basics of drama—including formal theatre, improvisational drama, and narrative film and television—are story, place, audience, and actor. Students actively explore the relationships between these elements in a lab setting, by creating scenes based on selections from literature, current and historical events, cuttings from film scripts, and more. They analyze the purposes of drama, and learn about a variety of “Western” as well as non-European traditions. They study the responsibilities of the actor, script writer, director, and design staff in theatre and film productions. \$15 Course Fee. Gen Ed: Exp. Art.(fall/spring)

#### THTR 120 INTRODUCTION TO ACTING I (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. \$10 Course Fee. Gen Ed: Exp. Art. (fall/spring)

#### THTR 202 STAGECRAFT I: LIGHTING & COSTUMES (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. \$25 Course Fee. (fall odd- numbered years)

#### THTR 203 STAGECRAFT II: SCENERY, PROPS, SPECIAL EFFECTS (4)

Students will learn the technical processes of creating scenery, properties, and special effects for theatrical productions. They interpret instructor-created designs, and learn strategies for building set and prop items, drops and rigging, lighting, and sound effects, and the like, based on current department sponsored productions and visiting artists' performances. The develop critical thinking skills and theatre vocabulary by analyzing specific play scripts and creative thinking skills by developing designs for scenes for these plays. Infused topics include safety; budgeting and purchasing; developing schedules; technical directing and stage managing; and careers in the arts. Individually-arranged lab hours are required, rather than emphasis on textbook assignments. Candidates skills and learning are assessed during practical activities in the scene shop; through a plan book which includes analyses and designs, critical self-assessments of their own learning, and lab hour reports \$25 Course Fee (spring/even years)

#### THTR 205 THEATRE WORKSHOP II (V 1-2) R-3

Hands-on learning 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. \$15 Course Fee. Gen Ed: Exp. Art. (fall/spring)

#### THTR 276 PLAY PRODUCTION & INTRODUCTION TO DIRECTING (4)

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. \$35 Course Fee. Gen Ed: Exp. Art. (fall)

#### THTR 292 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, c/pc, and c/vc. (fall/spring)

#### THTR 401 CREATIVE DRAMA/IMPROVISATION (4)

With theoretical and practical training in selection of plays scripts and story material, acting, pantomime, and simple staging technique 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; for junior through senior high youth, students will additionally demonstrate knowledge and practical skills in play production (script selection, casting, budget and publicity, working with volunteer adults, directing rehearsals, technical theatre, and the like. Students will also learn to work with junior and senior high youth in theatre and social change, theatre history; and speech making activities. Students will learn to develop community youth programs. (fall/odd-numbered years)

#### THTR 435 STORYTELLING (4)

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 culture and time periods, practiced performing for several audience types and ages, know effective story content, practice skills in communicating clearly and expressively, both in "first and "third" person formats. Students will understand the oral tradition, including the "uses of story-telling throughout history. They will each develop several story scripts, and as culminating project, present a public performance for you audiences and a public performance for adult audiences. They demonstrate their understanding new technologies to film and present their pieces over the internet, and use the internet to research contemporary story-tellers and communicate with them about their techniques. They will demonstrate knowledge of group story-telling such as readers' theatre. They will demonstrate an understanding of effective costume pieces and lighting effects to

enhance their storytelling. They will demonstrate skills in speaking with a variety of accents. Students will critically analyze their own story-telling as well as the work of others. . Prereq: c/i. (spring/even-numbered years)

#### THTR 492 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)

#### THTR 494 SEMINAR/WORKSHOP (V 1-4) 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)

#### THTR 498 INTERNSHIP/COOPERATIVE EDUCATION (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)

#### THTR 499 SENIOR THESIS/CAPSTONE (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)

## WILD- Fish & Wildlife Science & Management

#### WILD 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: wildlife census techniques, wildlife population dynamics, experimental design of field studies, data collection and analysis, decimating factors



(predation, hunting, disease, accidents, and starvation), welfare factors (forage, water, cover, and special factors), wildlife administration and law, habitat management and alteration (farm and rangelands, forests, national parks, wildlife refuges, and urban environments), exotic species, endangered species management of game and non-game species, and the economics of wildlife. The field portion of the course will include projects designed by students to engage them in looking 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. Students will be assessed based on written exams, data analyses, the ability to function as a team to develop effective project proposals and work in field/laboratory settings collecting and analyzing data, demonstrations of written and oral communications skills in chapter discussions and group project presentations, and the quality of field notebooks. \$200 Course Fee. Prereq: BIOB 170, and either STAT 217 or STAT 233; or c/i. (fall/even-numbered years)

#### WILD 473 FISHERIES ECOLOGY & MANAGEMENT (4)

This course will expose students to the diversity, adaptations, and ecology of fishes. Field activities will focus on the collection and analysis of data on fish populations and communities. Professional fisheries biologists will expose students to the theory and practice of fisheries management. Laboratory activities include the microscopic examination of the internal and external anatomy of preserved and collected whole fish specimens, along with the physiology and behavior of live fish. A field-based team project that will result in a written report and oral presentation. Students will be assessed based on written exams, data analyses, the ability to function as a team to develop effective project proposals and work in field/laboratory settings collecting and analyzing data, demonstrations of written and oral communication skills in chapter discussions and group project demonstrations, and the quality of field notebooks. \$200 Course Fee. Prereq: BIOB 170, and either STAT 217 or STAT 233; or c/i. (fall/odd-numbered years)

## WLDG- Welding

#### WLDG 109 FUNDAMENTALS OF WELDING (3)

This course will examine the different processes used combining and processing metals in industry today. The class provides an introduction to the most common types of cutting and welding procedures. The cutting processes examined in this course are Oxy Fuel, Plasma Arc and Carbon Arc cutting. Students will have hands-on experience using different welding processes such as Shielded Metal Arc Welding, oxygen Acetylene welding, Gas Metal Arc Welding, and Gas Tungsten Arc Welding. Students will receive training using manufacturers' safety recommendations for individual equipment. Students will learn to identify and follow safe work practices as well as inspections of power equipment (portable and stationary), hand tools, and also demonstrate the safe and proper use of each tool. Hands-on training will be administered throughout this course to ensure that proper technique and safety measures are met with all above mentioned processes. Prereq: IT 130 or DFT 150. (spring)

## WRIT-Writing

*Note: credit for WRIT 095 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 WRIT 095 are not used in calculation of the GPA.*

#### WRIT 095 DEVELOPMENTAL WRITING (4)

WRIT 095/WRIT 101 (co-req) provides students with two consecutive blocks of writing practice. This additional time, and a class size limited to 15, will help students build confidence in their writing and their ideas. Through the composition of multiple draft essays, students will learn how to define a clear purpose in writing, become fluent for an academic audience, develop and sustain logical reasoning, construct effective essays with a focused thesis, experience the importance of drafting, revising, and peer editing, incorporate source material using MLA documentation, develop critical reading, thinking, and speaking skills, and create an engaging voice that gives personal authority to their writing and speaking. A variety of teaching and learning practices are included in this course: e.g., traditional lecture, oral readings, group discussions, creative and/or

analytical writing, listening activities, oral and/or dramatic presentations, visits with authors, interviews, internet and off-campus activities, research practice, etc. (fall/spring)

#### WRIT 101 COLLEGE WRITING I (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. Prereq: Writing Proficiency Standard, or WRIT 095 grade C- or higher. Gen Ed: Writ/Oral Comm. (fall/spring)

#### WRIT 305 ADVANCED ESSAY WRITING (4)

This course is intended for English students who wish to develop further their abilities as readers and writers of nonfiction. Prereq: WRIT 101. (Fall, even-numbered years)

#### WRIT 313 WRITING FOR PUBLICATION (4)

This course provides an examination of the process of writing for publication and the practice of publishing commercial nonfiction. This is a class in freelance writing and editing—covering topics such as writing query letters, performing market analysis, workshopping article drafts, conducting interviews, etc. As part of their study of commercial writing, students will write for a range of publications, including traditional magazines and webzines. Prereq: WRIT 101; or c/i. (fall)

#### WRIT 321 ADVANCED TECHNICAL WRITING (4)

This course builds upon reading, writing, and public speaking skills introduced in WRIT 101. It intensively surveys varieties and strategies of written and oral presentations common in contemporary work settings including technical writing, editing, small group communications, and PowerPoint presentations, among others.



The course is designed to refine students' abilities in oral communications and broaden their repertoire of writing styles. Prereq: WRIT 101; or c/i. (spring/odd-numbered years)

**WRIT 322 ADVANCED BUSINESS WRITING (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)

**WRIT 429 PROFESSIONAL WRITING (4)**

Professional Writing is intended for students who already have considerable skill and experience in expository writing. The course focuses on professional writing that is designed to be read by the general public and/or a specialized audience. Significant study is devoted to the practice of professional freelance writing, from the analysis of job opportunities through the crafting of query letters and other pitches to the work of traditional and non-traditional publication. (Spring even-numbered years)

**WRIT 430 TECHNOLOGICAL LITERACY (4)**

This course focuses on technologies of literacy, from the rise of the written word in the ancient Mediterranean world to the rise of visual culture online. In addition to taking part in a range of classroom activities, including lectures and group projects, and completing out-of-class reading assignments, students will deliver presentations and craft multiple written products (e.g., research papers, blogs, zine articles, etc.). Prereq: WRIT 101; or c/i. (fall/even-numbered years)

**WRIT 498 INTERNSHIP/COOPERATIVE EDUCATION (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, c/i, c/pc, and c/vc. (fall/spring)

**WRIT 499 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, c/pc, and c/vc. (fall/spring)

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1900-1901

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1901-1912

JOSEPH E. MONROE, President  
1912-1918

ESEK RAY MOSHER, Acting President  
1918-1919

SHELDON E. DAVIS, President  
1919-1946

RUSH JORDAN, President  
1946-1956

LAURENCE A. WALKER, Acting President  
1956

HERBERT L. STEELE, President  
1956-1957

JAMES E. SHORT, President  
1957-1976

GEORGE BANDY, Interim President  
1976-1978

DALE TASH, Acting President  
1978-1979

ROBERT H. THOMAS, President  
1979-1985

CARROLL KRAUSE, Acting President  
1985

DOUGLAS M. TREADWAY, President  
1985-1987

W. MICHAEL EASTON, Provost  
1987-1993

SHEILA M. STEARNS, Chancellor  
1993-1999

STEPHEN T. HULBERT, Chancellor  
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RICHARD STOREY, Chancellor  
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ROBERTA EVANS, Interim Chancellor  
2014