Every effort has been made to ensure that this catalog is accurate and current. Information in the catalog is correct according to information available to the Rocky Mountain College administration at the time of publication. Rocky Mountain College reserves the right to withdraw courses at any time, change the fees, change the rules and calendar, regulate admission and graduation requirements, and change any other regulations affecting the student body. Changes shall become effective whenever the proper authorities so determine and shall apply not only to prospective students but also to those who at the time are matriculated in the College.
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# Academic Calendar

## Fall 2007

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Validation must be complete (confirm attendance and make payment arrangements).</td>
<td>August 8, 5 p.m.</td>
</tr>
<tr>
<td>After this time, late penalties in effect (courses deleted and late fee charged).</td>
<td></td>
</tr>
<tr>
<td>Early check-in for new students</td>
<td>August 20</td>
</tr>
<tr>
<td>Classes begin</td>
<td>August 27</td>
</tr>
<tr>
<td>Internship contracts due</td>
<td>August 27</td>
</tr>
<tr>
<td>Labor Day – no classes</td>
<td>September 3</td>
</tr>
<tr>
<td>Last day to add a course</td>
<td>September 12</td>
</tr>
<tr>
<td>Last day to drop a course without record on transcript (all class charges final)</td>
<td>September 12</td>
</tr>
<tr>
<td>Mid-term grades due in office of student records</td>
<td>October 19, 12 p.m.</td>
</tr>
<tr>
<td>Mid-term Break</td>
<td>October 25-28</td>
</tr>
<tr>
<td>Applications for graduation in May 2008 are due in office of student records</td>
<td>October 31</td>
</tr>
<tr>
<td>Last day to drop a course with a “W”</td>
<td>November 2</td>
</tr>
<tr>
<td>Online registration open for Spring 2008</td>
<td>November 5-21</td>
</tr>
<tr>
<td>Thanksgiving – no classes</td>
<td>November 22-25</td>
</tr>
<tr>
<td>Dead week</td>
<td>December 3-7</td>
</tr>
<tr>
<td>Last day of classes</td>
<td>December 7</td>
</tr>
<tr>
<td>Final examinations</td>
<td>December 10-13</td>
</tr>
<tr>
<td>Final grades due in the student records office</td>
<td>December 19, 12 p.m.</td>
</tr>
</tbody>
</table>

## Spring 2008

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Validation must be complete (confirm attendance and make payment arrangements).</td>
<td>January 4, 5 p.m.</td>
</tr>
<tr>
<td>After this time, late penalties in effect (courses deleted and late fee charged).</td>
<td></td>
</tr>
<tr>
<td>Classes begin</td>
<td>January 9</td>
</tr>
<tr>
<td>Internship contracts due</td>
<td>January 9</td>
</tr>
<tr>
<td>Martin Luther King Day – no classes</td>
<td>January 21</td>
</tr>
<tr>
<td>Last day to add a class</td>
<td>January 25</td>
</tr>
<tr>
<td>Last day to drop a course without record on transcript (all class charges final)</td>
<td>January 25</td>
</tr>
<tr>
<td>Mid-term grades due in office of student records</td>
<td>February 27, 12 p.m.</td>
</tr>
<tr>
<td>Mid-term break</td>
<td>March 3-7</td>
</tr>
<tr>
<td>Last day to drop a course with a “W”</td>
<td>March 14</td>
</tr>
<tr>
<td>Good Friday – no classes</td>
<td>March 21</td>
</tr>
<tr>
<td>Online registration for Fall 2008 opens. Summer 2008 registration can now be done using paper registration forms.</td>
<td>March 24 – April 11</td>
</tr>
<tr>
<td>Applications for graduation in December 2008 are due in office of student records</td>
<td>March 31</td>
</tr>
<tr>
<td>Dead week</td>
<td>April 21-25</td>
</tr>
<tr>
<td>Last day of classes</td>
<td>April 25</td>
</tr>
<tr>
<td>Final examinations</td>
<td>April 28 - May 1</td>
</tr>
<tr>
<td>Baccalaureate</td>
<td>May 2</td>
</tr>
<tr>
<td>Commencement</td>
<td>May 3</td>
</tr>
<tr>
<td>Final grades due in the student records office</td>
<td>May 7, 12 p.m.</td>
</tr>
</tbody>
</table>
Summer 2008

<table>
<thead>
<tr>
<th>May Term</th>
<th>May 5-23</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classes begin. Validation <strong>must</strong> be complete (confirm attendance and make payment arrangements). After this time, late penalties in effect (courses deleted and late fee charged).</td>
<td>May 5</td>
</tr>
<tr>
<td>Last day to add a course. Last day to drop a course without record on transcript.</td>
<td>May 7</td>
</tr>
<tr>
<td>Last day to drop a course during May term (with a “W” on transcript)</td>
<td>May 16</td>
</tr>
</tbody>
</table>

**June term**

<table>
<thead>
<tr>
<th>June 2 – July 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classes begin. Validation <strong>must</strong> be complete (confirm attendance and make payment arrangements). After this time, late penalties in effect (courses deleted and late fee charged).</td>
</tr>
<tr>
<td>Last day to add a course. Last day to drop a course with no record on transcript.</td>
</tr>
<tr>
<td>Last day to drop a course during June term (with a “W” on transcript)</td>
</tr>
</tbody>
</table>

**Combined term**

<table>
<thead>
<tr>
<th>May 5 – July 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classes begin. Validation <strong>must</strong> be complete (confirm attendance and make payment arrangements). After this time, late penalties in effect (courses deleted and late fee charged).</td>
</tr>
<tr>
<td>Last day to add a course. Last day to drop a course with no record on transcript.</td>
</tr>
<tr>
<td>Memorial Day – no classes</td>
</tr>
<tr>
<td>Last day to drop a course during combined term (with a “W” on transcript)</td>
</tr>
</tbody>
</table>

Calendar for Degree Completion Programs

**Applied Management Program**

For current scheduling information, see:

http://www.rocky.edu/index.php?type=degreeCompletion&ct=schedule. Students can begin the program at any time. Contact program director, Stevie Schmitz, at 657-1134 or schmitzs@rocky.edu for further information.

**Elementary Education Program**

People interested in pursuing a degree in Elementary Education by the degree completion program should contact program director, Stevie Schmitz, at 657-1134 or schmitzs@rocky.edu for further information.

**Calendar for the Master of Physician Assistant Program**

In addition to the regular fall and spring semesters (listed above), students in the PA program have an initial summer term and a full summer semester as outlined below.

<table>
<thead>
<tr>
<th>Initial Summer Term, 2007</th>
<th>July 2-August 17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Validation must be complete (confirm attendance and make payment arrangements); classes begin.</td>
<td>July 2</td>
</tr>
<tr>
<td>Independence Day – no classes</td>
<td>July 4</td>
</tr>
<tr>
<td>Last day of classes</td>
<td>August 17</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Full summer semester, 2008</th>
<th>May 12-August 15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Validation must be complete (confirm attendance and make payment arrangements); classes begin.</td>
<td>May 12</td>
</tr>
<tr>
<td>Memorial Day – no classes</td>
<td>May 26</td>
</tr>
<tr>
<td>Independence Day – no classes</td>
<td>July 4</td>
</tr>
<tr>
<td>Last day of classes</td>
<td>August 8</td>
</tr>
<tr>
<td>Final examinations</td>
<td>August 11-15</td>
</tr>
</tbody>
</table>
GENERAL INFORMATION

History of Rocky Mountain College

Rocky Mountain College is the oldest college in Montana. Its history demonstrates a commitment to excellence and openness to all points of view. Adversity has led to strength through the joining of a liberal arts tradition and the heritage of practical training for specific careers. The union of three distinct religious traditions has resulted in a church-related college that considers all questions in an open and non-sectarian manner.

In 1877, a small group of Methodists met in Bozeman to establish a school in a principal area of the Territory. The committee included former Governor Benjamin J. Potts and minister-missionary Brother William Van Orsdel.

The committee found roadblocks along the path to success, so a contingent from Deer Lodge, Montana decided to establish the Montana Collegiate Institute in 1878 with three faculty, about two dozen students, and tuition of only $15 to $25 (payable in advance, of course).

Four years later, the Presbyterian Church assumed control and chartered The College of Montana with three brick buildings and a beginning student population numbering 160. Tuition had risen to $5 per month. Meanwhile, in 1889, the Methodist Episcopal Church opened Montana Wesleyan University, later changed to Montana Wesleyan University, located in Helena. The assets, organizations, and traditions of these Presbyterian and Methodist institutions merged in 1923 under the aegis of Intermountain Union College in Helena.

In 1904, two decades prior to the founding of IUC, two brothers from Maine, Lewis T. and Ernest T. Eaton, leased the abandoned campus at the College of Montana and renamed it the Montana College and School of Manual Arts. In 1908, the brothers moved to Billings and established the Billings Polytechnic Institute, using the same blend of practicality, cultural arts, and civic and religious training of youth in their curriculum.

Earthquakes seriously damaged the Intermountain Union College buildings in 1935, and after a brief move to Great Falls, IUC accepted the invitation to relocate on the Billings Polytechnic Institute campus. As affiliates, the institutions developed integrated programs and then merged into a single college named Rocky Mountain College by student vote in 1947.

The College maintains a proud blend of traditions as part of its heritage. One enduring tradition, the Candlelight Supper, heralds the anniversary of the day Billings Polytechnic Institute moved from downtown Billings to its present location. The event was so named because on moving day in 1910, there was no electricity in the buildings. A supper of cold sliced meat, cold boiled potatoes, cold baked beans, and doughnuts was served by candlelight. Since then, that first meal has been honored each year with a Candlelight Supper. The tradition is observed nationwide and in foreign countries as Rocky Mountain College alumni from far and wide convenes for their own Candlelight Suppers approximating the atmosphere, if not the menu, from that first supper.

Another more recent but equally popular tradition is the Yule Log Dinner and the Lighting of Losekamp. This Christmas ceremony involves the College community in a celebration of all the beauty, spirituality, and sentiment of the season.

Since the merger of Intermountain Union College and Billings Polytechnic Institute in 1947, Rocky Mountain College has been fortunate to have the following presidents as leaders:

William D. Copeland – 1947-1951
Herbert W. Hines – 1951-1958
Philip M. Widenhouse – 1958-1966
Lawrence F. Small – 1966-1975
Bruce T. Alton – 1975-1986
James J. Ritterskamp, Jr. – 1986-1987
Arthur H. DeRosier, Jr. – 1987-2002
Thomas R. Oates – 2002-2005
Michael R. Mace – 2005-Present

Rocky Mountain College continues its tradition of joining practical skills and the liberal arts, “The Liberal Arts in Action.” All the strains of our history are valued as students are prepared to be leaders in the 21st century.

Mission

Rocky Mountain College educates students in the liberal arts and selected professional fields. The liberal arts underlie our commitment to rational inquiry, creative expression, critical thinking, and the practical application of knowledge. We strive to develop reflective, ethically responsible, and productive citizens. We celebrate and strengthen that which unites all of humanity.
Core Values
With our roots in both the practical and liberal arts, we value the broadly educated person who is skilled both within a specific discipline and across other disciplines. We honor intellectual curiosity, scientific reasoning, and open discussion. We advocate for a life committed to excellence and service to others, and we work to create a setting in which students are prepared to confront the significant challenges of our time.

As a college situated between the northern high plains and the Rocky Mountains, we recognize the distinctive cultural and environmental assets of our region, and we endeavor to address the complex issues that attend such abundance.

As an independent college founded in the Christian tradition, we seek to understand that tradition in an open and non-sectarian way. We uphold the importance of one’s beliefs with respect for and fair consideration of others’ beliefs.

As a residential college, we treasure the personal and communal aspects of our intimate campus atmosphere. We approach learning as a mutual endeavor and believe that students learn best when invited to join a community of faculty and staff who are themselves learners. We are committed to student service in all its forms.

Church Relations
Rocky Mountain College is affiliated with the United Church of Christ, the United Methodist Church, and the Presbyterian Church (USA). The College is non-sectarian in spirit and program.

The College actively upholds both the importance of religious faith and the necessity for religious tolerance and free inquiry. It encourages classroom discussion of the religious roots and implications of academic questions whenever relevant. All students are encouraged to develop and/or strengthen their religious beliefs, while the religious convictions and questions of all members of the college community are taken seriously.

Peace Studies

Lawrence F. Small, Board Chair
Cindy L. Kunz, Administrator

Founded in May of 1990, the Institute for Peace Studies at Rocky Mountain College operates under a 28-member board of advisors, with the administrator and the board chair reporting directly to the Rocky Mountain College board of trustees. Its administrator, assisted by part-time staff, work-study, and community volunteers, works year round to bring programs like the Festival of Cultures, Peace Village, and “We are Women” Conferences to the region. Outreach includes going into the classroom with Rocky Mountain College’s international students and sharing a diversity program, bringing the “Second Step” conflict resolution curriculum to rural and reservation elementary schools, and designing a recently completed program (Russian Farming - A New Day) that involved working with Russian farmers as they privatized agriculture in the Kuzbass region of southern Siberia. The Institute facilitates an upper-division political science class ("Bross Peace Seminar") during each spring semester, challenging students to review areas of current conflict and also areas where peace has been successfully maintained or restored. Each year, on the stage of the Alberta Bair Theater, the Institute presents the prestigious Jeannette Rankin Peace Award and the Edith Gronhovd Peace Essay Awards, and features a noted peacemaker along with outstanding entertainers who come together for an evening “In Praise of Peace”. The Institute’s mission, “to seek through education to examine and promote alternatives to violence in the behavior of individuals, groups, organizations, communities, and nations”, continues to attract members from a wide variety of ethnic, political, and socioeconomic backgrounds.

Speakers are available and visitors are always welcome. The Peace Institute is located in Alden Hall (103). Contact the Institute via email at: peacetudies@rocky.edu or by phone at (406) 657-1042.

The Campus
The campus of Rocky Mountain College occupies approximately 60 park-like acres in the northwest residential section of Billings. Deciduous and evergreen trees, shrubs, and perennials make the campus particularly welcoming.

Alden Hall, 1937. This attractive stone and stucco building, the gift of the Alden Trust and founded by the late George Alden, Worcester, Mass., served as a residence hall for men until 1973. Currently, it houses faculty offices and the Institute for Peace Studies.

Anderson Hall, 1970; 1998. Anderson Hall offers traditional residence hall housing for 72 students, with common restrooms, showers, and kitchens. The ASRMC lounge in the basement is one of the campus’s most popular spots. Anderson is connected to Widenhouse Hall, a co-ed complex of rooms and suites,
each with private bathrooms and kitchenettes. The hall is named for Lula Anderson, a member of the first graduating class of Billings Polytechnic Institute.

**Bair Family Center for the Sciences**, 1981. Named for the family of Montana pioneer and rancher, Charles M. Bair, Rocky Mountain College’s major science facility houses the science and mathematics disciplines and is complete with classrooms, laboratories, seminar rooms, and faculty offices. It also houses the Nuclear Magnetic Resonance (NMR) Spectrometer. The facility was made possible by a major gift from Alberta M. Bair, daughter of Charles M. Bair, together with gifts from other donors to the Second Century Fund.

**Bair Family Student Center**, 1961; 1998. Located in the center of the campus, north of the Rocky Green, this structure houses the dining room, snack bar, bookstore, game room, student lounge, campus mail services, the offices of ASRMC, career services, and the vice president/dean for student life. The building has been extensively expanded and remodeled.

**Billings Studio Theatre**, 1971. This building affords an excellent facility for dramatic productions as well as a commodious lecture hall, seating 250. It was built in cooperation with the Billings Studio Theatre community drama group.

**RMC Bookstore**, 1961; 1998. The college bookstore, stocked to meet students’ needs in books and supplies, is located in the Bair Family Student Center.

**Eaton Hall**, 1909. Originally known as Science Hall, this building, the gift of a group of pioneer businessmen in Billings, houses administrative offices as well as the distance-learning program. The hall is named for the founders of Billings Polytechnic Institute, Lewis T. and Ernest T. Eaton.

**Educational Resource Center**, 1958; 1999. This building houses the Paul M. Adams Memorial Library, computer equipped writing, data, and business classrooms, and a distance learning center. The library, now the largest part of the ERC, contains a collection of over 85,000 books and periodicals accessible via the library’s computer catalog. The ERC also houses the Alice Giddings King Memorial Archives, the College’s Heritage Archives and collections belonging to the United Methodist Church and the United Church of Christ.

**Flight Training Operations**, 2002. Located near the Laurel Municipal Airport, new runways and airfield facilities provide a superb flying environment with quick access to flight training airspace. The fleet of new Piper Archer IIIs, with modern navigation and avionics systems, provides basic training aircraft for students. Beechcraft Bonanza and Baron aircraft round out the fleet. Nearby Billings Logan International Airport provides radar controlled instrument training capabilities for advanced training.

**Fortin Education Center**, 1969. Fortin Education Center houses several academic programs, a gymnasium, auxiliary exercise areas, a swimming pool, a health suite, a large lecture hall, classrooms, laboratories, and offices for faculty and administrators. It is named for Philip Fortin, a Billings businessman and philanthropist.

**Intermountain Equestrian Center**. Located nine miles from campus, Rocky Mountain College contracts facilities that include a large, heated indoor arena, two large outdoor arenas, round pens, numerous trails for pleasure riding, and top-notch stabling for 60 horses.

**Jorgenson Hall**, 1964; 1998. This residence hall consists of 48 apartment units with private entrances. On the west end of campus, Jorgenson is a fine retreat for our upper-class, nontraditional, and married students, as well as students with families.

**Kimball Hall**, 1914. This stone and stucco building, formerly a residence hall for women, was named for the late Mrs. Flora Kimball, Portsmouth, New Hampshire. She was the principal donor of funds for its construction.

**Losekamp Hall**, 1917. This building of sandstone, in a modified Collegiate Gothic style, was a gift of the late John D. Losekamp, a pioneer merchant of Billings. It houses the music and theatre arts programs and the Ruth and Vernon F. Taylor Auditorium, which is used for convocations, chapel services, drama productions, recitals, and other special events. It also has studios, practice rooms, and classrooms.

**Morledge Facility Services Building**, 2001. This structure, provided by the generous gift of Dr. Charles and Patti Morledge, houses equipment used to maintain the campus buildings and grounds.

**Prescott Hall**, 1916; 2001. This stone building was erected through the generosity of the late Amos L. Prescott of New York City. The commons is a large paneled room with a wooden and beamed ceiling and has large fireplaces at each end. Before 1961 it served as the dining hall. Extensive renovation and expansion were completed in fall 2001. It currently houses administrative offices and serves as a gathering place for the campus community.

**Rimview Hall**, 2004. Located on the western edge of campus, this residence hall provides 200 private rooms within a suite-style complex (four students with private sleeping quarters per suite). Each suite is equipped with a micro-kitchen and 1 1/2 baths. Occupancy of this
facility is restricted to students with sophomore status or higher.

Rocky Hall, 1989. This stucco building located on the corner of Rimrock Road and Augusta Lane houses the aviation program and a day care center.

Rocky Village, 1973. Rocky Village is a business and housing development on the south campus.

Technology Hall, 1922. This commodious sandstone structure contains offices, classrooms, art gallery, art laboratories, and the college maintenance department.

Tyler Hall, 1930. This beautiful sandstone building in the Collegiate Gothic style is architecturally one of the finest on the campus. This gift of Mrs. G. W. Mehaffey, Brookline, Mass., is a memorial to her father, the late W. Graham Tyler. It served until 1971 as a men’s residence hall. It now houses faculty offices, laboratories for the computer science program, and facilities for the teacher education program.

Widenhouse Hall, 1961; 1998. Dedicated in 1973 to the memory of Philip M. Widenhouse, third president of Rocky Mountain College, this residence hall provides traditional and suite-style accommodations for 176 students. Each room has a private bathroom and kitchenette with refrigerator, sink, and microwave with adjoining storage rooms and personal laundry facilities.

Accreditation

Rocky Mountain College is accredited by the Northwest Commission on Colleges and Universities, 8060 165th Avenue NE, Suite 100, Redmond, Washington 98052-3981, and by the Office of Public Instruction for the State of Montana for the preparation of elementary and secondary teachers. The physician assistant program is accredited by the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA).

ADMISSIONS

http://rocky.edu/index.php?type=futureStudents

Laurie Rodriguez, Director

The College invites applications for admission from students who demonstrate academic ability and who are seriously interested in the total development of character, intellect, leadership, and skills. Admission is based upon careful review of all the credentials presented by an applicant. Selection is made without regard to race, color, gender, age, religion, national or ethnic origin, physical or mental disability, sexual orientation, or familial status.

Requirements for Admission

All applications for admission are reviewed on an individual, rolling basis. Criteria for admission to Rocky Mountain College are listed below. Any exceptions are clearly identified for each group of applicants. Once an applicant’s file is complete, the admissions committee will make a decision on the student’s application for admission. It is in the student’s best interest to apply early for admission.

Students seeking admission must submit the following:

1. completed Rocky Mountain College application for admission;
2. official transcripts (high school, GED, and any from post-secondary institutions);
3. results of ACT and/or SAT tests for traditional freshman students;
4. non-refundable application fee of $25 (international students, $40); this fee is waived for online applications;
5. an essay and two letters of recommendation may be required.

Traditional freshman applicants are encouraged to follow a college-preparatory curriculum. The following may also be considered in reviewing applications for admission:

1. community service and work experience;
2. extracurricular activities;
3. special circumstances (e.g., health or personal);
4. recommendation information; and
5. personal essay.

For additional information, contact the office of admissions at 1 (800) 87 ROCKY.

Freshman Student Admission

Admission Criteria:

• High school diploma and a cumulative GPA of 2.50 or higher and an ACT/SAT score of 21/1000 or higher.
• The admissions committee, composed of staff and faculty, will consider students with a cumulative GPA below 2.50 or a GED and an ACT/SAT score below 21/1000 for admissions.
• Students that do not meet the normal requirements for admission must submit a personal essay and
have two recommendation forms from references sent to the admissions office for review by the admissions committee who will make a decision on their application.

- High school students may be considered for admission with grades reported through their junior year in high school. Final official transcripts noting certification of graduation and class rank must also be submitted before a student enrolls. Those students earning a GED must submit an official record of their scores, having them sent directly from the granting agency to the College.

**Nontraditional Freshman Student Admission**

Nontraditional students are those students who are at least 25 years old and have not attended any post-secondary institutions.

**Admission Criteria:**

- Students with a high school diploma and a cumulative GPA of 2.50 or higher meet the requirement for regular admission. ACT/SAT scores are not required for an admissions decision, but are helpful for placement into the appropriate college-level English and mathematics courses.
- Students with a GED or a cumulative high school GPA of less than 2.50 are considered for admission by the admissions committee as outlined above. ACT/SAT scores are not required for an admissions decision, but are recommended.
- Students are required to submit an essay and solicit two letters of recommendation from references.

**Transfer Student Admission**

Transfer students must have official transcripts from all colleges, vocational schools, and other post-secondary schools previously attended sent directly from their previous institutions to Rocky Mountain College. Transfer students must complete all Rocky Mountain College degree requirements to graduate from Rocky.

**Admission Criteria:**

- Students who have completed at an accredited institution a minimum of 27 semester hours that count towards Rocky Mountain College general education requirements and/or a Rocky Mountain College established major, and have a minimum of a 2.00 GPA meet the requirement for regular admission.
- Students who have attempted 27 or more semester hours but have less than 27 semester hours that count towards Rocky Mountain College general education requirements and/or a Rocky Mountain College established major, will be reviewed by the admissions committee and may be required to submit additional materials.
- Students who have attempted less than 27 semester hours are reviewed according to the same criteria for admission as new freshmen (see Freshman Student Admission).
- Any student, regardless of number credits transferring, who has been dismissed, placed on probation, or documented as not being in good standing with any prior institution will be reviewed by the admissions committee and may be required to submit additional materials.

**Note:** Although the College reserves the right to refuse incoming transfer credits, credits from equivalent accredited colleges normally will be accepted, subject to these conditions:

a. Students transferring from a four-year institution must complete a minimum of 30 semester hours at Rocky Mountain College.

b. Students transferring from a two-year institution must complete a minimum of 60 semester hours at Rocky Mountain College.

c. No junior- or senior-level credit is allowed for courses from two-year colleges.

d. No “D” or “F” grades are accepted.

e. No preparatory/developmental classes below 100-level are accepted.

**International Student Admission**

Rocky Mountain College invites students from other nations to apply for admission. The following prerequisites must be met for admission consideration:

**Admission Criteria:**

- Students who have completed at an accredited institution a minimum of 27 semester hours that count towards Rocky Mountain College general education requirements and/or a Rocky Mountain College established major, and have a minimum of a 2.00 GPA meet the requirement for regular admission.
- Students for which English is a second language, scores from a standardized test of English proficiency as follows:
  - TOEFL (paper) score of 525 or higher.
  - TOEFL (computer-based) score of 203 or higher.
  - TOEFL (internet-based) score of 72 or higher.
• IELTS score of 5.5 or higher.
• Students with a high school diploma and a cumulative GPA of 2.50 or higher.
• Students with a cumulative GPA below 2.50 are required to submit additional information, including an essay and two recommendations from references prior to review by the admissions committee.

For additional information, contact the office of admissions at 1 (800) 87 ROCKY.

Admission Checklist:
1. completed Rocky Mountain College application for admission and $40 application fee;
2. certified copies of transcripts (credentials) from all secondary and post-secondary schools attended (transcripts must be in native language and in a certified translation to English);
3. a one-page essay which explains the student’s academic goals;
4. evidence of English language proficiency, such as test scores (if English is a second language);
5. an International Student Financial Statement (part of the application) certifying that the student has adequate resources to pay expenses for the first year, such as tuition, fees, room, board, books, and other living expenses, and supporting documents from the student’s, the student’s family, or sponsor’s bank.

The following may also be considered in reviewing applications for admission:
1. results of standardized tests, such as ACT and/or SAT tests; and
2. letters of recommendation.

International Transfer Student Admission

If transferring from a college or university within the United States, an Intent to Transfer Form must be completed and submitted. This form is provided by Rocky Mountain College upon acceptance. Refer to the transfer student section for additional requirements. If transferring from a college or university outside of the United States, an evaluation of non-U.S. post-secondary credentials may be required. A form can be provided by Rocky Mountain College.

Admission Criteria:
• Students who have completed 27 or more transferable semester credit hours from an accredited college or university and who have a cumulative college GPA of 2.00 or higher and evidence of academic language proficiency meet the requirements for regular admission.
• Students transferring from colleges or universities in another country may have to pay an additional fee to have their credentials evaluated by an independent agency.
• Students with a cumulative GPA below 2.00 may be considered for admission as outlined in the “International Student Admission” section.

Upon acceptance to Rocky Mountain College, international students will be forwarded an admissions packet. It will contain the following items:
1. official acceptance letter;
2. I-20 AB (used by the student to obtain an F-1 student visa);
3. a pre-arrival packet of information;
4. residence hall contract;
5. an insurance guide and form; and
6. a student health form and a news and information form.

Items 5 and 6 above and a non-refundable $200 tuition deposit should be submitted to Rocky Mountain College after receipt of the acceptance packet. The deposit will reserve space in the student’s major and will be credited to the student’s account and will initiate pre-registration for courses for the first semester.

For more information about international student admission, contact the office of international admissions at international@rocky.edu or by phone at (406) 657-1107.

International Exchange Students

These students are not seeking degrees from the College but are enrolled as visiting students for a semester or a year with the goal of improving their English language skills, exploring the region and American culture, and taking courses of interest to them.

Admission Criteria:
• The usual requirements for admission are waived for visiting international exchange students. Instead, articulation agreements between partner institutions will establish mutual requirements.
• Students are screened by committees at the partner institutions or meet criteria set by the consortia through which exchanges are facilitated. Typically, students must be “C+” or better students and must
have English language proficiencies near that of the College requirement, but standardized test scores are not required. Students receive letter grades unless otherwise specified in the exchange agreements.

**Readmission Guidelines**

Students who previously attended Rocky Mountain College but were not enrolled during the previous semester must apply for readmission. Applications for readmission are available to download from the Rocky Mountain College website or from the office of student records. Students must submit the application along with all transcripts from institutions attended since their last enrollment at Rocky Mountain College.

**Admission Criteria:**

Students who left Rocky Mountain College in good academic standing will be approved for readmission if they

- have a minimum of 2.00 GPA on a 4.00 scale from any institution attended since their last enrollment at Rocky Mountain College;
- are in good standing at these institutions; and
- have not been convicted of a criminal offense.

The admissions committee will consider any student who does not meet these criteria, including students with a Rocky Mountain College cumulative GPA below a 2.00, for readmission. In addition to the readmission application, students are required to submit an essay for review by the committee. The essay should address the following:

1. an explanation of past performance;
2. strategies the student will employ to improve his or her academic standing; and
3. changes in the student’s personal life which will contribute to academic success.

**Veterans Admission**

Veterans of the armed services are encouraged to apply for admission and should follow the guidelines for “Freshman Admission” or “Transfer Admission”. The College will give appropriate credit for college-level courses taken in the armed services. Credit evaluation is based on the American Council of Education guidelines and is awarded after successful completion of one semester. (See the “Academics” section of this catalog for guidelines.) Veterans and children of deceased veterans who are eligible for veteran’s administration (VA) funding must secure a certificate of eligibility through the regional VA office. The financial aid office serves as the VA representative on campus.

**Early Admission**

Students who wish to complete their senior year in high school concurrently with their freshman year in college may apply for early admission. Students who apply for early admission are required to submit material outlined in the “Freshman Student Admission” section in this catalog. In addition, the following items are required:

1. letter of approval from parent or legal guardian;
2. letter from the student’s high school principal recommending early admission; and
3. letter from the student’s high school counselor or teacher indicating the level of student’s academic ability, emotional maturity, and social development.

A student accepted under the early admission policy is not required to show evidence of having earned a high school diploma. Upon request, the College will attempt to arrange a freshman-year curriculum for the student with course work that parallels the high school classes for which credit is needed. Through this procedure, the student may earn a high school diploma while attending college. The student’s principal and/or local school board must approve such an arrangement.

**“Explore College During High School” Program Admission**

High school juniors or seniors who wish to take college courses while still in high school need to complete the application for admission (high school) and submit a letter of recommendation from a high school counselor or principal. There is no application fee for this program.

Students are able to enroll for up to 6 semester hours each semester while they are juniors and seniors. This includes the summer session between their junior and senior years.

Students wishing to continue their education at Rocky Mountain College after high school must follow the guidelines outlined in the “Freshman Student Admission” section.

**Audit Student Admission**

Individuals may attend classes without receiving credit by auditing the class. There are no admission requirements; however, students are required to pay an audit fee in addition to any materials fees. Audit class
availability is dependent on space and permission of the
instructor. Contact the office of student records for
more information.

Learning Disabled Student
Admission

Rocky Mountain College has a program for students
with learning disabilities. Refer to information
contained under “Services for Academic Success” in
the “Support Services” section.

Process of Admission Confirmation

The College will make a decision on a student’s
application for admission after all the required
credentials have been presented. Admissions decisions
are made on a rolling basis throughout the year, and
students may be admitted any semester. After the
decision has been made regarding a student’s
application for admission, the student will be notified
immediately.

Upon acceptance to Rocky Mountain College, students
will be sent a letter of acceptance, as well as the
following forms:

1. Residence Hall Contract or Off-Campus Residency
   Application
2. News and Information Form
3. Student Health Service Form
4. Services for Academic Success Application Form
5. Family Education Right to Privacy Act (FERPA)
   Form

Students are asked to submit the above items along with
a $200 non-refundable tuition deposit. The deposit will
be credited to the student’s account and will guarantee
enrollment in the student’s chosen major.

The College reserves the right to deny admission to any
applicant whose academic history or personal
qualifications are judged to be unsuitable for college
work and living at Rocky Mountain College.

For information and application material, please
contact:
Director of Admissions
Rocky Mountain College
1511 Poly Drive
Billings, MT 59102-1796
1-800-877-6259

Applied Management (Degree
Completion) Program Admission

Stephanie “Stevie” Schmitz, Director

Requirements for admission into the degree completion
program to earn a bachelor of science degree in applied
management are as follows:

1. completion of approximately 62 semester hours
   from an accredited college, university, or post-
   secondary institution;
2. submission of official transcripts from all
   accredited colleges, universities, or post-secondary
   institutions attended. Students must have a GPA of
   at least 2.00 on a 4.00 scale on all prior academic
   work;
3. completion of the application for admission and
   payment of a non-refundable application fee of
   $25; and
4. proof of two measles and rubella immunizations
   unless born before Jan. 1, 1957.

Note: The degree completion program director may
consider an applicant who does not meet the above-
stated requirements for admission.

For information, please contact
Degree Completion Program
Rocky Mountain College
1511 Poly Drive
Billings, Montana 59102-1796
406-657-1134 or 406-238-7366
1-800-877-6259, ext. 1134 or 7366
graduate@rocky.edu

Master of Physician Assistant Studies
Program Admission

http://www.rocky.edu/?type=schoolOfAlliedHealth

Joseph Tritchler, Director of School of Allied
Health/Director of PA Program/Clinical
Professor
Deborah Richardson, PA Program
Admissions Manager

Admission to the Physician Assistant Program is highly
competitive and multi-faceted. A separate application is
required. Applicants are selected based on their
superlative academic preparation, motivation, maturity,
strong interpersonal skills and knowledge of the PA
profesion and its role in health care delivery.
Application Process

Applicants are encouraged to apply through the Central Application Service for Physician Assistants (CASPA) at [www.caspaonline.org](http://www.caspaonline.org). Information about the application process can be obtained online or by calling 616-612-2080. Alternatively, individuals wishing to apply directly to the program may contact the program admissions manager for information and assistance.

In order to be considered for admission, fully completed applications (including the program specific supplemental information) must be received by CASPA or the program admission manager no later than November 1st. Applicant selection is based upon the following admissions criteria:

- a minimum cumulative college GPA of 3.00 is recommended to be a competitive candidate; applicants with a cumulative college GPA of at least 2.75 will be considered;
- a minimum cumulative science GPA of 2.50;
- a minimum combined quantitative and verbal GRE score of 800;
- completion of all required program prerequisite course work (shown below) prior to the scheduled date of matriculation in the professional phase of the program; a minimum grade of C is required in all prerequisite courses;
- completion of at least 90 semester hours of acceptable college course work;
- for students who have not received a bachelor’s degree prior to program matriculation, coursework which satisfies the current Rocky Mountain College general education requirements must be completed prior to the first day of classes;
- past academic performance (including cumulative GPA, science GPA, repeat courses, and GRE);
- past health care experience and/or formal training/education; preference is given to applicants with previous health care experience/training;
- past residential localities including location of high school, state of residence (based upon permanent address), and colleges attended; preference is given to applicants who graduate from high schools in rural areas; who are residents of Montana, Wyoming, Colorado, North Dakota, South Dakota, Idaho or Utah; and/or who have completed at least 24 semester hours of prerequisite coursework at Rocky Mountain College;
- awareness and understanding of the physician assistant profession, as expressed in the applicant’s personal essay; and
- readiness to assume the responsibilities of a health care professional, as evidenced by the personal references submitted with the program application.

Program prerequisite courses include: two semesters of general chemistry (with at least one semester of lab); two semesters of human anatomy and physiology (with at least one semester of lab); one semester of microbiology (with lab); one semester of psychology; and one semester of medical terminology. NOTE: No transfer credit or advanced placement is allowed for courses which are part of the professional phase of the program curriculum. Applicants with health care experience/training may be able to challenge the medical terminology requirement by taking an on-line examination (contact the PA program admissions manager for details).

Financial Assistance


Lisa Browning, Vice President for Enrollment Services

Students who intend to apply for financial assistance must be accepted for admission to Rocky Mountain College (see the “Admissions” section of the catalog). If a student is applying for federal financial assistance, Rocky Mountain College will also need results from a completed Free Application for Federal Student Aid (FAFSA). With this form, the student’s financial need and eligibility for the federal student financial aid programs and many Rocky Mountain College scholarships/grants are determined. The FAFSA is available from any high school or college financial aid office. The preferred method for completing the FAFSA is online at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). The College will receive the results electronically when a student lists Rocky Mountain College as a college choice. Students who wish to be considered for federal financial assistance will need to complete the FAFSA each academic year that they attend Rocky Mountain College.

When a student’s financial assistance eligibility has been determined, a financial assistance award notice will be made available to the student online. A postcard with instructions about accessing the online award will be mailed when the award is complete. All consumer information regarding the award is also available online.

Satisfactory Academic Progress

The federal government and Rocky Mountain College require students to maintain satisfactory academic progress toward a degree in order to continue receiving both federal and institutional financial aid. The
following requirements are consistently applied to all students, full-time or part-time, who are receiving financial assistance.

1. Students must maintain a cumulative GPA of at least 1.75 until they have completed 26 credits including transfer credits;

2. Students must maintain a cumulative GPA of at least 2.00 after completing 27 credits including transfer credits. Transfer students must also maintain a cumulative GPA of 2.00 in the credits attempted at Rocky Mountain College.

3. All students must complete at least 67 percent of all credits attempted, including transfer credits.

Grades of "I," "W," "F," "X," and "NP" are counted as courses attempted but not successfully completed and will be counted as such in the determination of completion ratios. If a student completed a class that had a grade of “I” during a probationary semester, the actual grade will be registered, the student will receive credit for the course, and the grade will be factored into the qualitative component. It is up to the student to notify financial aid personnel of this change in order to re-examine the student’s probationary status. Non-credit remedial courses are not considered when determining satisfactory academic progress. When a student repeats a course, the grade for the last course attempted will be used to compute the academic record.

Institutional and federal assistance is available to full-time students up to the number of semesters it would take to normally receive the degree they are seeking. If a student is in a four-year program, institutional aid will be granted for four years. Federal guidelines expect students to complete their degree objective within 150 percent of the published length of the educational program. For instance, a student enrolled in a bachelor’s degree program requiring 124 semester credits in order to graduate could attempt up to 186 credits before federal student financial aid would be terminated. Transfer credits will be included in the overall number of attempted and completed credits.

Satisfactory academic progress is reviewed at the end of each semester, including summer terms. Students who fail to maintain satisfactory academic progress during the semester will be placed on financial aid probation for the next semester enrolled. Students on probation may receive all financial aid except for federal or Rocky Mountain College work-study for one semester and must meet the conditions of probation. Students who fail to meet the conditions of their financial aid probation will be suspended from further financial aid at Rocky Mountain College.

Suspensions from work-study may be appealed to the vice president of enrollment services 15 days from notification of suspension. A written appeal must include an explanation of probationary status, a plan of action to meet the conditions of probation, and why working will not jeopardize that plan. A decision regarding the appeal will be sent by mail to the student in a timely manner.

Any student who earns a GPA of 1.00 or less during any term, regardless of his or her cumulative GPA, will be placed on academic probation or may be suspended. If the student’s cumulative GPA is at least a 2.00 after earning less than a 1.00 GPA during any term, the student will be put on financial aid probation. The student must meet satisfactory academic progress by completing at least 67% of credits attempted with at least a 2.00 GPA during the probationary semester in order to remove the financial aid probation. The student may be suspended from all financial aid if the conditions of probation are not met, regardless of that student’s cumulative GPA.

Financial assistance suspensions may be appealed to the vice president of enrollment services within 15 days of notification of suspension. Generally, appeals will be granted for extraordinary circumstances beyond the student’s ability to control, such as prolonged illness or injury or death of an immediate family member. The appeal must be in writing and be documented to the extent that proof exists. A decision regarding the appeal will be sent to the student in a timely manner.

Students on financial aid suspension may regain eligibility for financial assistance by re-establishing the required GPA and/or completion ratios using their own resources. A student who repeatedly violates the standards for satisfactory academic progress may be suspended from further financial aid eligibility at Rocky Mountain College without a probationary period. It is the responsibility of the student to notify financial aid personnel when he or she has re-established satisfactory academic progress.

Please note: If a student does not maintain a cumulative GPA of at least a 2.00 after completing his or her second academic year at Rocky Mountain College (four semesters of attendance), the student will be suspended from all financial assistance without a probationary period until the cumulative GPA is at least a 2.00.

Types of Financial Assistance

There are three types of financial assistance available to students attending Rocky Mountain College:

1. grants and scholarships
2. loans

Financial Assistance
Grants and Scholarships

Federal Pell Grant: Based on the demonstrated financial need of the student as determined by the federal government when a student submits the Free Application for Federal Student Aid (FAFSA).

Federal Supplemental Educational Opportunity Grant (FSEOG): Based on demonstrated financial need of the student and awarded by the financial aid office as long as funds are available.

Institutional grants and scholarships: Rocky Mountain College provides institutional grants and scholarships based on financial need and/or merit from the College’s financial resources. A student is not required to apply for federal student assistance in order to be eligible for Rocky Mountain College financial assistance. The maximum institutional amount for which a student is eligible is awarded to the incoming student and is guaranteed to the student within institutional packaging policy requirements. The student must be making satisfactory academic progress toward his or her degree and must maintain a cumulative GPA of at least 3.00 in order to keep academic scholarships. Other exceptions are those students receiving athletic grants. The complete awarding policy is located in the financial aid office.

Rocky Activity Grants: Based on merit and participation.

Art, vocal, instrumental, keyboard, theatre, creative writing, and forensics grants are available for student participation. The office of financial assistance, with the recommendation of the activity director, makes awards. The amount of each grant is determined by an audition or interview and by the amount of institutional assistance for which the student is eligible. Continuation of the award is at the discretion of the program director. Entering students should contact the office of admissions to set up an interview or audition with the program director.

Athletic grants are available for football, men’s and women’s basketball, men’s and women’s alpine skiing, women’s volleyball, women’s golf, and women’s soccer. Awards are made by the office of financial assistance in consultation with the coaches in each sport.

Merit-Based Scholarships: These scholarships include but are not limited to:

Academic Scholarship: This scholarship is based on academic performance. A minimum cumulative GPA of 3.00 is required. Students are eligible for only one institutionally funded academic scholarship each year. Students falling below a cumulative GPA of 3.00 will lose their academic scholarship. Reinstatement of an academic scholarship is at the discretion of the office of financial assistance and is dependent upon the availability of institutional funds.

Departmental Scholarship: Students majoring in aviation or equestrian disciplines are eligible to apply for departmental scholarships. The office of financial assistance, with the recommendation of the program director, makes awards. The amount of each scholarship is determined by an audition or interview and by the amount of institutional assistance for which the student is eligible. Entering students should contact the office of admissions to set up an interview or audition with the program director.

Other Grant and Scholarship Opportunities:

RMC Alumni Scholarship: Any student whose parent or grandparent graduated from Rocky Mountain College may be eligible for $500 per academic year. The student must notify the financial aid office that he or she is applying for the Alumni Scholarship by June 1st of the award year for the grant to be considered.

Family Grants: If two or more students from the same family attend Rocky Mountain College during the same academic year, each will receive a $1,000 family grant.

Annually Funded and Endowed Scholarships: Rocky Mountain College funds students through the generosity of many donors. Students will be considered for these scholarships based on the information provided on their admissions application.

Scholarship Eligibility

Rocky Mountain College students obtaining their first baccalaureate degree who are in good academic standing and enrolled full-time are eligible for institutionally funded financial assistance for up to four years unless they are enrolled in a five-year program. Students enrolled in the degree completion program or the physician assistant program are not eligible for institutionally funded financial assistance. Contact the financial assistance office personnel for complete policies and procedures regarding financial assistance.

Scholarships not administered by Rocky Mountain College provide many students with aid to attend college. In most cases the student must apply directly to the donor group. These grants must be reported to the office of financial assistance. Many of our students
have received help from such organizations as the Veterans Administration, Indian Health Service, Social Security Administration, fraternal organizations, service clubs, and local & national churches.

Loans

The Federal Perkins Loan Program is awarded to students who have a high unmet need after all grant aid is awarded. Because this is a federal program, the student must complete the Free Application for Federal Student Aid (FAFSA). This loan is granted to the student by Rocky Mountain College. A student accepting a federal Perkins loan will sign a promissory note before classes start. Loan funds are limited so the federal Perkins loan is awarded to students on a first-come, first-served basis. Repayment of the loan and accumulation of the 5% interest does not begin until nine months after the student graduates, drops below half time or withdraws from college. Cancellation provisions exist for students performing certain types of volunteer work, teaching, military service, or law enforcement.

The Federal Family Education Loan (FFEL) Program provides low-interest loans to students in order to pay for their educational expenses. Loan funds are available from banks, credit unions, and fraternal loan agencies. The interest rate for all loans borrowed after July 1, 1993 is variable with a cap of 8.25%. Loan borrowers must be aware they may be paying different interest rates on loans when they go into repayment. The interest rate is stated on the master promissory note. The Federal Family Education Loan Program offers both subsidized and unsubsidized Stafford loans. Students must complete a Free Application for Federal Student Aid (FAFSA) in order to determine the type of student loan for which the student qualifies.

A subsidized Stafford student loan is need-based. Interest on loans borrowed is paid by taxpayers, and the principal payment is deferred while the student is attending college at least halftime.

An unsubsidized Stafford student loan is not based on need. Interest accrues to the student when the loan is disbursed. The principal payment is deferred while the student is attending college at least halftime. The student borrower is responsible for the interest by either paying the interest or asking the lender to capitalize the interest when the student goes into repayment. Independent students and those dependent students whose parents have been denied a parent loan may be eligible to borrow additional unsubsidized Stafford loan amounts.

The financial aid office determines eligibility for either of the above loans. The type of loan for which the student is eligible will be included with the financial aid award letter with instructions regarding lenders and loan amounts requested. The student will complete a master promissory note the first time a loan is borrowed.

Federal Parent Loan for Undergraduate Students (PLUS) is also part of the Federal Family Education Loan program. As the name states, the parent is the borrower. This loan is not based on need and all families are eligible to apply. The Free Application for Federal Student Aid (FAFSA) does not need to be completed if the parent so desires. The maximum amount available is determined by subtracting total financial assistance from the cost of attendance. The interest rate is fixed at 8.5%. Repayment begins 60 days after the loan is fully disbursed. For more information regarding this loan, please contact the financial aid office.

The Grad PLUS loan is available to graduate students. The student must be credit worthy. The maximum amount available is determined by subtracting the total financial assistance from the cost of attendance. The interest rate is fixed at 8.5%, and repayment begins 60 days after the loan is fully disbursed. For more information contact the office of financial assistance.

Work

Work opportunities are available to qualified students in the form of work-study. Work-study will be awarded to eligible students as part of their financial aid package. Work-study is available in various areas on campus or with off-campus community service jobs such as reading and math tutors. Although every effort is made to provide students with work-study jobs, the College cannot guarantee a student will be able to earn the amount of money initially awarded. Job availability, funding issues, and class schedules can prevent a student from participating in work-study.

There are two types of work-study programs available. The Federal College Work-Study Program is a federally funded, need-based program. Students who complete a FAFSA and have need may be awarded federal work-study. The Rocky Mountain College Work-Study Program also offers work-study to those students who do not apply for or qualify for federal assistance.

Off-campus employment is available throughout the Billings area. The career services office receives inquiries for all off-campus job opportunities. For information regarding jobs available to Rocky students, visit: http://rocky.edu/index.php?type=careerServices
TUITION AND FEES

The board of trustees of Rocky Mountain College reserves the right to change the fee schedule without prior notice. For the 2007-08 academic year tuition and fee schedule, see the office of the chief financial officer.

2007-2008 Academic Year Tuition and Fee Schedule

Tuition and general fees (12-19 credits) $8713.00
Tuition, part-time (per credit) 727.00
Tuition, summer session (per credit) 401.00
   Teacher Recertification Program (summer; per credit) 115.00
Academic lab fee (per semester) 59.00
ASRMC student government fee (per semester) 55.00
ASRMC publication fee (per year) 25.00
Audit fee (per course) 105.00
Audit fee, age 60 or above (per course) 62.00
“Explore College During High School” tuition (per credit) 148.00
Credit for prior learning portfolio evaluation/development fee 200.00
Non-traditional credit transcripting fee (per credit) 39.00
CLEP/DANTES fee (per credit) 75.00
DANTES test fee (per test) 70.00
CLEP test fee (per test) 70.00
ACT test fee (per test) 30.00
Study Abroad Fee (outgoing-includes ISEP) 150.00
ISEP Exchange Fee (outgoing) 405.00
International Orientation (incoming – not ISEP students) 150.00
Miscellaneous fees
   Admissions deposit (applied to tuition, non-refundable) 200.00
   Application fee (non-refundable; waived for online applications) 25.00
   International student application fee 40.00
   Late registration/validation fee 100.00
   Graduation application fee 75.00
   Late graduation application fee 25.00
   Transcript Fee (each) 7.00
   Transcript Rush Fee (each) 15.00
   Computer lab fee (part-time students) 50.00
   ID card replacement 5.00
   Parking card replacement 10.00
   MMR injections 10.00
   Overload fee (per credit over 19 credits) 727.00
   Returned check fee (per check) 25.00
   Online course fee (fully online) 54.00
   Education student transcript review and licensure audit 75.00
Housing fees (per semester)
   Widenhouse Hall
      single 1700.00
      double 1500.00
      triple 1300.00
      quad 1150.00
Tuition and Fees

Anderson Hall
- large single: 1500.00
- small single: 1050.00
- double: 1050.00
- triple: 800.00

Jorgenson Hall – differs for each unit – refer to the housing office
- Jorgenson apartment deposit: 450.00

Rimview Hall
- private room (in 4-room suite): 1800.00

Residence hall deposit: 150.00
Forfeiture, residence hall contract penalty: 150.00

The above housing fees include a $10 per semester residence life fee

Resident Board Meal Plans (per semester):
- 19 meals/week (the carte blanche meal plan): 1575.00
- 10 meals/week: 1390.00
- 100 meals total: 700.00
- 50 meals total: 385.00

Insurance
- Insurance for athletics (per year): 160.00
- Foreign student health and accident insurance (per semester; may vary): 528.00

P.E. activities fee (refer to course schedule): 200.00
Private music fee (per semester hour): 200.00

Education program fees
- Student teaching practicum fee: 52.00
- Student teaching fee (K-12): 283.00
- Student teaching fee (Elementary): 250.00
- Student teaching fee (Secondary): 250.00

Equestrian fees
- Equestrian boarding deposit (per semester; paid against boarding fee)
  - Returning students: 300.00
  - New students: 500.00
- Equestrian boarding fee (per semester): 2280.00
- Equestrian vet/farrier deposit: 300.00
- Equestrian summer boarding fee: 800.00

Aviation lab fees:
- Flight orientation: 800.00
- Private pilot I: 6400.00
- Private pilot II: 3400.00
- Professional pilot - Instrument I: 5900.00
- Professional pilot - Instrument II: 2900.00
- Professional pilot - Commercial I: 4000.00
- Professional pilot - Commercial II: 4800.00
- Professional pilot - Commercial III: 6200.00
- Certified flight instructor (part 141): 5700.00
- CFI instrument (part 141): 3100.00
- Multi-engine instructor (part 141): 8400.00
- Certified flight instructor (part 61): 3900.00
- CFI instrument (part 61): 1500.00
- Multi-engine instructor (part 61): 2500.00
- Multi-engine: 5700.00
- Crew resource management: 450.00
- Intercollegiate flight team: 250.00

Cost per flight hour
Other Fees: Fees for supplies and services will be charged to the student as necessary in certain programs.

There are inherent risks involved in the athletic programs offered by the College. Students are required to carry extra secondary insurance coverage to participate and to sign a waiver indicating their understanding of the risk.

The student pays the equestrian boarding fee to Rocky Mountain College. A non-refundable student deposit paid by the student to Rocky Mountain College, on or before July 1, guarantees stalls. Rocky Mountain College requires full payment of the boarding fee within five days of the beginning of the semester. The boarding fee (per semester, per horse) is $2280.00 for a stall. The vet/farrier deposit is also required at the beginning of each semester. The equestrian stall schedule for each semester begins two days prior to registration for classes and ends the last day of finals week.

Applied Management Science (Degree Completion) Tuition and Fees

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application fee (waived for online applications)</td>
<td>$25.00</td>
</tr>
<tr>
<td>Enrollment deposit (applied to tuition, non-refundable)</td>
<td>100.00</td>
</tr>
<tr>
<td>Tuition (per semester)</td>
<td>4988.00</td>
</tr>
<tr>
<td>Credit for Prior Learning (per credit)</td>
<td>39.00</td>
</tr>
<tr>
<td>Academic lab fee</td>
<td>59.00</td>
</tr>
<tr>
<td>Materials fee 25.00</td>
<td></td>
</tr>
<tr>
<td>Overload fee (non-Applied Management courses, per credit)</td>
<td>415.67</td>
</tr>
<tr>
<td>Late payment fee</td>
<td>15.00</td>
</tr>
<tr>
<td>Late registration fee</td>
<td>100.00</td>
</tr>
<tr>
<td>Reinstatement fee</td>
<td>50.00</td>
</tr>
</tbody>
</table>

Degree completion students can elect to pay the semester’s tuition and fees in full at registration or may sign up for a payment plan through the College. Students may contact the Student Accounts Representative at 406-657-1016 to enroll in the payment plan option.

Physician Assistant Program Tuition and Fees

Rocky Mountain College’s regular fees apply to students in the physician assistant program except as noted below:

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application fee (non-refundable, to CASPA)</td>
<td>$25.00</td>
</tr>
<tr>
<td>First summer term tuition</td>
<td>2406.00</td>
</tr>
<tr>
<td>Fall tuition and fees (12-19 credits)</td>
<td>9512.00</td>
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<tr>
<td>Spring tuition and fees (12-19 credits)</td>
<td>9487.00</td>
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<tr>
<td>Fall summer semester tuition and fees (12-19 credits)</td>
<td>9373.00</td>
</tr>
<tr>
<td>PA Masters assessment fee (included in tuition)</td>
<td>660.00</td>
</tr>
<tr>
<td>Enrollment deposit (applied to tuition, non-refundable)</td>
<td>1000.00</td>
</tr>
</tbody>
</table>

Payment Policies

Deposits

The admissions deposit (non-refundable) for all Rocky Mountain College students, including degree completion and physician assistant, is applied toward the student’s account and is valid for the next academic year.

The residence hall deposit will be refunded within 60 days of termination of the housing contract, provided satisfactory evacuation conditions have been met.

The vet/farrier deposit is applied to veterinarian and farrier charges. Excess credit on the deposit account...
will be applied to any balance due Rocky Mountain College, or in the case of no balance, will be returned to the student at the end of the academic year. Likewise, excess charges on the deposit account will be placed on the student’s regular account statement. Excess deposits will be processed within 60 days of the completion of the spring semester.

Validation and Payment Terms
Validation is the process of paying tuition and fees and confirming enrollment at Rocky Mountain College. Validation occurs in the student accounts office before the beginning of each semester. ALL students must validate regardless if all fees are paid by financial aid or scholarships. A late validation fee of $100 is assessed to students not validated by 5 P.M. on the validation deadline (see Academic Calendar). A student may attend classes only if he or she is validated. The College offers two payment methods:

1. **Full Payment** at time of validation.

2. **Installment Payment Plan** divides the semester’s tuition, fees, and room and board charges into four payments. The first payment is due in full at the time of validation. Subsequent monthly payments of the principal plus a 1% finance charge are due by the 10th of each month. Failure to make monthly payments may result in declaring all remaining installments due and payable. If the student withdraws from school and the budget payment plan contract is not paid in full, any refund due the student is applied first to the unpaid balance of the contract. Withdrawal from school does not void the contract.

Student Account Policies
No student is allowed to validate or attend classes if he or she currently has a balance due to the College, excluding the amount due Rocky Mountain College as it relates to the federal Perkins loan program. It is the student’s responsibility to remain current in payment of charges to his or her account.

The privilege of attending classes may be denied for failure to pay account balances or failure to make payments in accordance with the installment payment plan contract. A hold is placed on a student’s transcripts with account balances due and removed only when the obligation is cleared. Rocky Mountain College will not release a transcript of anyone subject to such a hold. Past due accounts can result in financial suspension and/or the account being turned over to a collection agency or attorney. The College reserves the right to add to the debt any collection and court costs subsequently associated with collection of the debt.

Return of Title IV Funds - Return of Institutional Funds
When a student withdraws before 60% of the semester elapses, the College must return to the Department of Education any unearned federal financial aid funds up to the unearned percentage of institutional charges for the portion of the period the student did not complete. Federal dollars which need to be returned will be applied in the following order: unsubsidized federal Stafford loan, subsidized federal Stafford loan, federal Perkins loan, federal PLUS loan, federal Pell grant, federal Supplemental Education Opportunity Grant, and Leveraging Educational Assistance Partnership program. The calculation of the return of these funds may result in the student owing a balance to either the College and/or the federal government.

If the student owes a balance to the College, the amount is due at the time of withdrawal. Arrangements for monthly payments may be set up if the student cannot pay the total amount. The student will not be able to validate his or her enrollment, attend future classes, or obtain transcripts or diplomas, until the balance is either paid in full or satisfactory payment arrangements have been made. If the student owes an overpayment to the Department of Education, the College will report the amount owed to the Department of Education through the National Student Loan Data System (NSLDS). The student will not be eligible for future federal financial aid funds until payment arrangements have been set up with the Department of Education or until the overpayment has been paid in full.

The withdrawal calculation for those students receiving institutional assistance or those receiving no assistance, who withdraw from the College before they have completed 60% of the term, will be evaluated in the same manner as a student receiving federal financial aid.

Other Refunds After the “Add” Deadline
No financial adjustment is made for credit load reduction after the last day to add a course, unless the academic vice president has ordered the reduction.

**CAMPUS LIFE**

http://rocky.edu/index.php?type=currentStudents

**Brad Nason, Vice President/Dean of Student Life**

The primary responsibility of college students is academic achievement. However, the broadly educated citizen requires non-academic experiences also. Rocky
Mountain College, through its co-curricular program, offers each student an opportunity for personal and social growth outside of the classroom.

The College recognizes the educational value of these co-curricular activities. Through them, the student may gain an understanding of fellow students, increase his or her desire to serve the world, and acquire the technique of living and working with others.

**Cultural Opportunities**

The cultural advantages of the Billings metropolitan area can make an important contribution to the student’s educational progress. The Billings Symphony, the Symphony Chorale, and the Billings Studio Theatre (on campus) afford opportunities for participation by qualified students as well as appreciation through attendance of concerts and productions. The Alberta Bair Theater regularly presents nationally touring musicals and performances of classical and contemporary music. The galleries at the Yellowstone Art Center and Western Heritage Center are open to students and provide the basis for an exploration and appreciation of Western art. The Audubon lecture series, special programs at other educational institutions, and the presentations of civic-minded groups are among the finest in Montana.

**Cultural Series**

The cultural series events held on campus implement the College’s objectives as a church-related, liberal arts school concerned with the development of the student in every facet of his or her personality.

Students are encouraged to augment their formal instruction with a wide variety of programs, including chapel, convocations, concerts, lectures, and similar performances. Cultural events stimulate an appreciation of the role of aesthetic values and of moral and spiritual qualities in contemporary life. Speakers on campus include authorities in areas not included in the College’s curriculum as well as those individuals especially qualified to speak on critical, contemporary issues.

**Student Activities**

The **Concert Band**: The concert band is a combination of both a wind ensemble and pep band. The wind ensemble rehearses and performs selected band literature. The pep band supports the athletic functions of the college.

The **Concert Choir**: The concert choir is the foundation of choral study at the college. Choristers rehearse daily, sing for church services, and present special programs. The choir tours annually.

**Jazz Ensemble**: The jazz ensemble performs a variety of big band styles. The ensemble tours annually.

**Other Groups**: Other performing groups such as the opera workshop, brass quintet, woodwind quintet, four-hand and eight-hand piano ensemble, and jazz quintet are regularly formed during the year to supplement the program.

**Publications**: The college newspaper, the *Top of the Rock*, is printed monthly and staff membership is open to all interested students. *Soliloquy*, a collection of students’ poetry, stories, and artwork, is published each spring. All students are invited to submit their work. A yearbook is published each spring by interested student staff membership (open to all).

**Student Government**: The Associated Students of Rocky Mountain College (ASRMC) consists of all students who register for 6 or more credit hours and such others as choose to pay the membership fee. ASRMC operates under a constitution available at: [http://www.rocky.edu/index.php?type=asrmc&ct=constitution](http://www.rocky.edu/index.php?type=asrmc&ct=constitution) or from the office of the vice president/dean for student life. The ASRMC governing council is the executive board of the associated students, duly elected and appointed in accordance with the ASRMC constitution. The executive committee consists of the president, vice president, financial administrator, and secretary. The student senate consists of 12 senators representing various campus constituencies. Three standing committees, appointed by the executive council, are responsible for social, cultural/political, and publication activities and events.

**Theatre**: Students perform three main stage shows per year, using the 260-seat Billings Studio Theatre on campus. A number of student-directed plays are also performed in Losekamp Hall’s Taylor Auditorium throughout the year.

**Clubs and Organizations**

**Alpha Chapter, Pi Kappa Delta-National Honorary Forensics Fraternity**: Rocky Mountain College’s chapter, established in 1920, was the first Montana chapter.

**Alpha Chi National Honor Society**: This national honor society recognizes student scholarship and academic excellence. Membership is limited to Rocky Mountain College juniors and seniors.

**Alpha Eta Rho National Aviation Fraternity**: The fraternity provides students majoring in aviation an opportunity to become more knowledgeable about
careers in aviation by sponsoring activities and programs of interest to the aviation student. Scholarships are available to members.

**Ambassador’s Club:** The members of the Ambassador’s Club assist the admissions office and represent the College to prospective students and their families.

**American Indian Cultural Association (AICA):** AICA provides a social outlet to ease the transition into both the academic and social aspects of the College experience. The club strives for unity of purpose in promoting and preserving American Indian values, beliefs, and traditions.

**American Indian Science and Engineering Society (AISES):** AISES is a private, nonprofit organization that nurtures the building of community by bridging science and technology with traditional native values. The society helps American Indian students with the academic, financial, and social challenges of college life.

**Aviation Ambassadors:** Students provide tours to prospective students, speak in schools, represent the Rocky Aviation Program at state aviation conferences and promote the program to the public.

**BACCHUS:** BACCHUS focuses on alcohol abuse prevention and other student health and safety issues. Through education and activities designed to increase awareness of changing student health and safety issues, BACCHUS focuses on the development and promotion of positive lifestyles and decision-making skills.

**Equestrian Club:** This club enables members to become better horse people through events, live competition, horse shows, and fundraising activities to promote equestrian studies.

**Inter-Varsity Christian Fellowship:** The mission of this organization is to build a collegiate fellowship that will engage the campus in its ethnic diversity with the gospel of Jesus Christ and develop disciples who embody Biblical values.

**Investing Club:** Students assist in managing an endowment of approximately $200,000. This endowment was funded through the generous gift of an RMC alumnus. Students apply financial management concepts acquired in investing courses. These concepts include stock analysis and asset allocation. Proceeds from the endowment fund student scholarships.

**Latter-Day Saint Student Association (LDSSA):** The goal of this club is to help all Latter-Day Saint college students stay closely affiliated with the church, succeed in their studies, and achieve a balanced life while on campus. LDSSA provides Latter-Day Saint students with meaningful activities which are consistent with church standards.

**Music Club:** Music club members receive an opportunity for professional development, learn about the privileges and responsibilities of the music education profession, and become acquainted with leaders in music education.

**Newman Club:** The Newman Club affords Catholic students an opportunity to get together for prayer and discussion. Mass and dinner is held once a month, usually at a faculty home. The club encourages students to become involved in community and church activities.

**Non-Traditional Students Club:** The goal of this club is to develop a community of students who have had other life experiences before returning to college. Members receive an opportunity to support one another by social activities and their combined wisdom in everyday demands on the nontraditional student. Non-Trads meet regularly to plan activities and events to meet the interests of the group.

**OISTERS:** The Rocky Mountain College OISTERS (Organization of Interested Students Toward Environmentally Responsible Solutions) strives to raise environmental awareness on campus with activities throughout the year and special events on Earth Day. The club also coordinates a campus-wide recycling program. Open to anyone interested in environmental issues.

**Intercollegiate Flight Team:** The flight team gives students in the aviation program an opportunity to compete in the National Intercollegiate Flying Association regional and national flight meets with other collegiate aviation programs.

**Residence Hall Association (RHA):** RHA serves to encourage the College’s residents to voice concerns, suggestions, and feedback; get involved in decision making, governing themselves, and creating policies and programs to educate themselves about current issues; and help create a learning community within the residence halls.

**Ski Club:** The ski club provides a basis for students with similar ski interests to meet socially. It also teaches non-skiing students how to ski downhill and cross-country each academic year. The ski club familiarizes students with the role of skiing in tourism and recreation in Montana and the Northwest.

**Sojourner Club:** The Sojourner Club promotes intercultural understanding within the College and in the community. The club, composed of international and domestic students, sponsors various activities and events on campus that relate to international and intercultural issues.
Student Theater Association of Rocky (STARs): STARs provides additional opportunities beyond the main stage shows to students interested in theater. In addition, it sponsors various events such as sack lunch theater, haunted house, and improv night. STARs provides sound and entertainment for many campus events.

Student Alumni Association: The mission of SAA is to nourish the relationship between current and future alumni. To that end, SAA strives to establish contact between the two groups by providing networking opportunities and utilizing alumni as on- and off-campus resources. The SAA also produces the College directory in conjunction with ASRMC.

Students in Free Enterprise (SIFE): SIFE provides Rocky Mountain College students the opportunity to develop leadership, teamwork, and communication skills through learning, practicing, and teaching the principles of free enterprise. Members may attend a regional college competition and career fair to demonstrate their abilities.

If students are interested in becoming involved in any of these clubs or activities or want more information, contact Brad Nason, vice president/dean for student life, or the ASRMC office.

Campus Ministry

Rocky Mountain College is committed to the concept that faith development and academic achievement go hand-in-hand. To that end, the College – along with students, faculty, and staff – will strive to provide a variety of opportunities for people to study and grow. Throughout the college, Christian spirit and ideals are affirmed. Special emphasis is placed on the ministries of the three supporting denominations: the Presbyterian Church (USA), the United Methodist Church, and the United Church of Christ.

In collaboration with student leaders, faculty and staff members, opportunities for worship, study and discussion groups, retreats, lectures, community and international service are provided. Participation and leadership in all activities is open to everyone. Rocky Mountain College strives to provide an atmosphere in which students, faculty, and staff can grow in Christian discipleship, or can shape their own religious perspective and grow in personal and social awareness as well as service.

Support Services

As a small liberal arts institution, Rocky Mountain College is interested primarily in the development of the whole person. A caring, personal atmosphere fosters this development. Students are encouraged to seek the counsel of any faculty member, and special counseling services through the vice president/dean of student life office and Services for Academic Success. Residence hall staff also provide support in educational, vocational, social, and personal matters.

American Indian Student Services: American Indian Student Services was created to address the needs of American Indian students. The office provides a special place for students to socialize, network, and receive one-on-one help for any problems or difficulties they may encounter. The program maintains ongoing contact with tribal higher education programs to help build a resource base and expand the American Indian student population at Rocky. The American Indian Student Service office is located on the lower level of the Eaton building.

Counseling Services: Rocky Mountain College counseling services are available to all students. The counseling center provides support for students experiencing difficulties with personal, social, or adjustment issues. The campus counselors also sponsor special events and programming within the College community and provide referrals to community resources.

Career Services: The career services office provides assistance to students in career awareness and decision-making, career-educational planning, and job searching. In addition, the career services office maintains a current list of full and part-time jobs, internships, and seasonal work available to RMC students. Information is accessible from the career services website at: http://rocky.edu/index.php?type=careerServices. The career services office also assists students in establishing credentials, developing resume-writing and interviewing skills, and making contact with employers.

Students are required to complete a three-credit (minimum) experiential learning component for graduation. Experiential learning includes internships, study abroad, student teaching, and aviation flight labs. Several majors require internships as part of the major, which fulfill this requirement. Credits to fulfill the experiential learning requirement are usually only granted to students with junior or senior class standing and must be related to the student’s major or minor.

Internships, facilitated by career services, provide students at the junior and senior level an opportunity to work off-campus for a qualified employer and earn college credit in their major or minor fields. Upon successful completion of the internship, students will have:

• applied theory to practical work situations;
• tested his or her aptitude and interest in a particular field;
• used skills in a work environment directly applicable to a career; and
• demonstrated characteristics of professionalism required in the specific career field.

An internship usually lasts a full semester (3.5 months), depending on the position. For every 45 hours worked during the internship, one semester hour is earned. General requirements for the internship program include the following:
• Students must have achieved at least a 2.00 cumulative GPA and achieved a 2.25 GPA within the major.
• Students are required by faculty to complete an assignment that coincides with the internship experience, as well as complete an internship orientation.
• Students may register for up to 15 semester hours of internship credit with the approval of a faculty member.
• Students must be registered for an internship by the first day of classes for the semester in which they will be interning.

The following is a guide for students to use to plan for the internship experience:
• Discuss the internship with your academic advisor and decide on an appropriate time to register for the internship.
• If you plan to register for a fall internship, meet with career services by March 15 of the previous academic year. If you plan to register for a spring or summer internship, meet with career services by October 15.
• There are opportunities outside of Montana that require at least 9 months of advance planning. It is the responsibility of the student to arrange for housing and transportation if the student plans to intern outside of Billings.

Disability Services: Rocky Mountain College is committed to assuring an equal educational opportunity for students with disabilities. The dean of students serves as the section 504/ADA coordinator for the College. Undergraduate students should request accommodations through the Services for Academic Success (SAS) office (657-1070). Graduate students should request accommodations through the office of the dean of students (657-1018). The office of the dean of students provides accommodations in accordance with Section 504 and ADA regulations to ensure that all courses, programs, services, and facilities are accessible to students with disabilities. Students are responsible for identifying themselves, providing appropriate documentation, and requesting reasonable accommodations. (For further details see the Disability Services section under “General Policies”.)

Admissions Process: There is no separate admissions process for students with disabilities. Students apply through the regular admissions process and must meet the College’s admissions criteria.

International Student and Scholar Services: The office of international programs provides comprehensive services for foreign students and scholars, including pre-departure information, orientation programs upon arrival, a resource handbook, initial academic advising, and assistance with employment and internships. The office also provides events and activities through which the culture of Montana can be explored.

Student Health Service: The College maintains a health service office in Fortin Center on a half-time basis, under the direction of a nurse practitioner and consulting physician. Examinations, the diagnosis of minor illness, and primary treatment of injuries are available to all students at no charge. Prior to enrollment, every student must submit a completed medical history form and provide documentation of two MMR inoculations.

The student must assume the cost of illness and injury requiring hospitalization or other referrals. The College is not responsible in the case of accidents incurred by students in pursuance of their work, field trips, athletics, or any other student activity.

Student Insurance: All students are encouraged to carry personal health insurance. The College does not offer an institutional health policy; therefore, students should contact an independent insurance agent to secure health insurance coverage. A free brochure on college student health insurance is available in the student services office.

International students are required to have adequate medical/health insurance. After a student is admitted to the College, a packet describing minimum benefits will be sent.

Services for Academic Success: Services for Academic Success (SAS) is a federally funded TRIO program providing the skills and support needed for eligible students to successfully complete college. SAS provides a comprehensive support program tailored to meet a student’s individual needs. Services are free to participants and include tutoring; academic, career, and personal counseling; supplemental instruction; cultural
and academic enrichment opportunities; use of computer labs; graduate school counseling; and accommodations for students with physical and learning disabilities. SAS also offers developmental course work in mathematics, writing, and study skills.

To be eligible for the program, participants must meet one of the following criteria: 1) a low-income threshold; 2) first-generation college student (neither parent completed a baccalaureate degree); 3) a physical disability or a learning disability. Participants must also be U.S. citizens and demonstrate an academic need for the program.

The program is located in the Fortin Education Center and is staffed by a director and four academic specialists. Enrollment is limited to 250 participants. To determine eligibility and/or apply, contact SAS at (406) 657-1070 and ask for an application form.

Housing and Residence Life

The office of housing and residence life serves to ensure that residence life facilities allow students to live in safe, comfortable surroundings that are conducive to the pursuit of academic excellence; develop programs which address students’ cultural, emotional, intellectual, occupational, physical, social, and spiritual needs; integrate residence life with students’ academic experiences and self-awareness; and encourage opportunities that permit students to interact with residents of different lifestyles and cultural backgrounds.

As a residential College, all first- and second-year students enrolled in nine semester hours or more are required to live on campus. This requirement is based upon long-term research that indicates greater success among on-campus students. Exceptions to this policy include married students, students 21 years of age or older on the first day of fall semester classes, or students living in the Billings area with their parents.

The above mentioned residency requirements imply a contractual agreement between the student and the College for the academic year, while school is in session. In addition, students living in College housing must participate in an approved board plan in order to promote healthy eating habits. There will be no financial adjustment for room changes after the sixth week of the semester.

Residence Halls

The Anderson-Widenhouse complex is comprised of two co-educational residence halls for freshman, joined by an annex. Rimview Hall residents must have at least sophomore status.

Applications for room reservations for new students are made through the office of admissions in connection with other admissions procedures. Assignments are made and further correspondence relating to room assignments is handled through the office of housing and residence life. Assignments are made in the order in which room deposits are received. Returning students make their room reservations in the spring of the year preceding occupancy, and new students are assigned in early summer with notification letters sent in July and August. The College reserves the right to change a student’s room assignment.

Rooms are furnished with bunkable beds, mattresses, dressers, desks, closets, and chairs. Students furnish their own blankets, sheets, pillows, pillowcases, towels, rugs, and other personal items. Each suite in Rimview and Widenhouse Hall is also furnished with a microwave and a refrigerator. Laundry facilities are available in each of the residence halls free of charge.

Apartments

The Jorgenson Hall apartments are an available alternative to those students otherwise eligible to live off campus. Jorgenson Hall apartments are unfurnished and are typically 728 square feet, including a living room, full kitchen, bathroom, bedroom, and study. Units are leased to an individual student, who in turn may share the costs with a roommate or live with his or her family. Leases are available through December 31, or June 30 of any year. Prices and applications are available at the office of housing and residence life.

Food Service

Several options are available for all members of the Rocky Mountain College community. The McDonald Commons is open from 6:30 am through 10:00 pm Monday through Thursday; 6:30 am through 7:00 pm Friday, and 9:00 am to 12:30 pm and 5:00 pm to 6:00 pm Saturday, Sunday, and holidays when classes are in session. The Commons features hot entrees, soups, salads, bagels, cereals, sandwich bars, beverages, baked goods, and ice cream. The carte blanche meal plan (recommended) allows unlimited access to the Commons whenever it is open. The 10-meal plan allows the user any ten visits to the Commons each week. Students who live off-campus or in either Jorgenson or Rimview Halls may purchase blocks of meals. Students may purchase 100 meals at a time or 50 meals at a time to be used over the course of the year. Anderson and Widenhouse residents are required to purchase either the carte blanche or the 10-meal plan to encourage healthy eating habits. These meal plans are...
available through the office of housing and residence life.

In addition, the “munch money” program allows individuals to purchase a declining balance plan at a 10% discounted rate. “Munch money” can be used in the McDonald Commons or in the Sodexho Grill. “Munch money” can be purchased directly through the food service office.

**Intramural and Outdoor Recreation Programs**

Rocky’s intramural and outdoor recreation programs are in place to provide students with experiences which will assist them in achieving a well-rounded balance between the physical and mental needs of every human being throughout a lifetime. The recreational experiences permit students to discover goals experientially while becoming more aware of themselves and their environment.

**Outdoor Recreation Activities:** The outdoor recreation program includes organized outings, a resource center, academic classes, seminars, and lectures. Among activities offered are skiing trips to Red Lodge and Big Sky; river rafting, kayaking, and canoeing on the Yellowstone River; and hiking in the Beartooth Mountains.

**Intramural Athletics:** The intramural athletics program offers both individual and team sport activities that include soccer, basketball, tennis, golf, racquetball, softball, and volleyball. Leisure and informal recreation such as open swimming, an indoor climbing wall, and kayak pool sessions are also offered.

**Intercollegiate Athletics:** Rocky Mountain College is a member of the National Association of Intercollegiate Athletics and the Frontier Conference. Rocky Mountain College’s approximately 180 student athletes participate in eight varsity sports including football, men’s and women’s basketball, volleyball, men’s and women’s ski racing, men’s and women’s golf, and women’s soccer. All student athletes are required to purchase insurance (see the “Tuition and Fees” section of the catalog). A primary goal of intercollegiate sports at the College is to recruit students who are successes on the athletic field and in the classroom, carrying on the Rocky Mountain College tradition of the scholar-athlete.

**GENERAL POLICIES**

Rocky Mountain College does not discriminate on the basis of race, color, religion, national origin, creed, disability or sexual orientation in admissions or its policies and/or programs, employment or other activities.

**Harassment & Discrimination Policy**

Members of the Rocky Mountain College community have the right to work and study in an environment free of harassment and discrimination. Rocky Mountain College strongly disapproves of and forbids the harassment of students and employees. The College will not tolerate discrimination or harassment, which includes discrimination or harassment based on sex, race, color, religion, national origin, creed, disability or sexual orientation.

All student claims of harassment and discrimination should be reported to the Dean of Students office. The Dean of Students office will determine an appropriate course of action based on the nature of the claim, which may include filing a charge of harassment as outlined in the Student Judicial System or referring the complaint to the Complaint Resolution Procedure outlined below. Student claims of harassment or discrimination by an employee of the College will be addressed in conjunction with the Dean of Students (administration and staff) or the Provost’s office (faculty).

Any student who has a question or concern that they are being or have been harassed or discriminated against should contact the Dean of Students (657-1018) or one of the liaisons listed below. The liaisons have training that can help identify the types of behavior, verbal or physical, that constitute harassment and discrimination and will assist in determining an appropriate response to an alleged incident. For instances involving alleged sexual misconduct, refer to the Sexual Harassment Policy in the Student Handbook located on the College’s homepage under the “current students” link (http://rocky.edu/index.php?type=currentStudents).

Please contact one of the following College community members if you have questions or concerns about harassment and discrimination:

- Dean of Students 657-1018
- Academic Vice President/Provost 657-1020
- V.P. Enrollment Services 657-1031
- V.P. American Indian Affairs 657-1133
- Services for Academic Success 657-1070
- Director of Human Resources 657-1043
Complaint Resolution Procedure:
The following represents the procedure for resolving incidents where harassment or discrimination has been alleged.

Informal resolution:
All individuals are encouraged to contact the offending party directly if they are comfortable doing so. If, however, an individual is not comfortable with informal or direct confrontation, the formal complaint procedure is available.

Formal Complaint:
1. Students, faculty, and staff may bring formal complaints to designated officers. For students with a complaint, the investigative officer is the Vice President for Student Services/Dean of Students. For faculty with a complaint, the investigative officer is the Vice President for Academic Affairs/Provost. For Staff with a complaint, the investigative officer is the Director of Human Resources. Note: Any one of the investigative officers named above may be appointed by the President to investigate a complaint if the investigator originally contacted encounters a conflict of interest or of time. Other investigative officers may be designated by the President as needed.

2. The complainant may have another member of the Rocky community or a friend present information at discussions of the complaint.

3. After discussion with the designated officer, the complainant submits a signed petition describing the complaint and requesting a formal investigation. In some cases it may be appropriate for the designated officer to draft the petition.

4. The petition will be shown to the accused person, who may then file a written response. This response will in turn be shown to the complainant.

5. The proceedings described here are not those of a court of law and the participation of legal counsel is not permitted during these discussions.

The Complaint Process:
The timetable set forth below is approximate. The investigative officer may, at his or her discretion, allow additional time for any of the steps noted.

1. Within three working days of receiving the written complaint, the investigative officer will consult with the complainant and with the accused, and others if appropriate, in order to ascertain the facts and views of both parties.

2. Within ten to fourteen working days from the date on which the complaint was filed, the investigative officer or a panel (see panel composition below) will conduct an inquiry and prepare a report, in confidence, summarizing the relevant evidence.

3. When a complaint is brought, either the complainant, or the accused, or the investigative officer may choose to refer the matter to be formally heard, at any point prior to final disposition by the President, by a five-person panel appropriate to the position of the accused (see panel composition below).

4. The report of the investigative officer or panel will be sent to the President and shown to the complainant and to the accused. Within five working days thereafter, the complainant and the respondent may each submit a final statement to the President concerning the report.

5. The investigative officer or panel may at any point dismiss a complaint if it is found to be clearly without merit. The complainant may appeal this determination using appeal procedures outlined in this policy.

6. Within five working days after the submission of any final statements from the complainant and the accused, the President will decide whether a violation of this policy has occurred, and if so what shall be the consequence of such violation. Such consequences may range from reprimand, suspension or probation, to termination or expulsion.

7. If the accused individual is one of the potential investigative officers, or an administrator at the College, or if the President believes it appropriate in any case, the College may employ an independent investigator. Such an independent investigator would report directly to the President.

8. If the accused is the President or is a member of the Board of Trustees, then the matter shall be investigated by an independent investigator and reported to a special committee of the Board of Trustees for final determination.

Panel Composition:

<table>
<thead>
<tr>
<th>Accused</th>
<th>Composition of Panel</th>
</tr>
</thead>
<tbody>
<tr>
<td>FACULTY MEMBER</td>
<td>Investigative officer, four members of the faculty judicial council and one person of the President’s choice.</td>
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</table>
Sanctions:
constitute the final determination of the complaint designated Board committee for such appeals, will the Chair of the Board of Trustees or the specially newly discovered evidence. The written response of the reviewing committee in its discretion from hear nothing in the foregoing will be construed to preve argument on such review provided, however, that her counsel will be given the opportunity to present evidence. The person accused, however, and/or his President and will not constitute a rehearing of the Appeals will be based upon the record made before the sanctions invoked by the President.

or non-violation and/or the nature and extent of the Board of Trustees to review the finding of violation or non-violation and/or the nature and extent of sanctions invoked by the President.

Appeals:
Following the disposition of a case, any party who is dissatisfied with the decision may appeal by submitting a statement to the Chair of the Board of Trustees within 30 days stating with specificity the reasons for his or her dissatisfaction. The Chair, within 30 days of submission of such a request, shall either affirm the decision or submit the matter to a special committee of the Board of Trustees to review the finding of violation or non-violation and/or the nature and extent of sanctions invoked by the President.

Appeals will be based upon the record made before the President and will not constitute a rehearing of the evidence. The person accused, however, and/or his or her counsel will be given the opportunity to present oral argument on such review provided, however, that nothing in the foregoing will be construed to prevent the reviewing committee in its discretion from hearing newly discovered evidence. The written response of the Chair of the Board of Trustees or the specially designated Board committee for such appeals, will constitute the final determination of the complaint.

Sanctions:
College sanctions for harassment or discrimination will be appropriate to the nature and severity of the offense and will be consistent with relevant College policy guidelines. Sanctions may include, but not be limited to, an oral reprimand, a written reprimand, or warning added to the accused person’s personnel file; suspension or expulsion of a student; or termination for cause of a staff or faculty member.

If the President finds that harassment or discrimination has occurred, the President may impose sanctions as described above, and will act to redress actions for which the complainant has suffered. (For example, the President may recommend to the Academic Vice President that a student’s grade be changed.)

Protection of Rights:
Both parties will be informed of the facts developed in the course of the investigation and will be promptly informed about the final outcome of the proceedings.

To the extent reasonably possible, all proceedings will be conducted in a way calculated to protect the confidentiality interests of both parties. Moreover, all reasonable action will be taken to ensure that the complainant and those testifying on behalf of either party will suffer no retaliation as a result of their actions.

In the event that the allegations are not substantiated, all reasonable steps will be taken to restore the accused if he or she may have been damaged by the proceedings. If a complainant is found to have been intentionally dishonest in making the allegations or to have made allegations maliciously, the complainant is subject to institutional discipline.

Sexual Harassment Policy
It is the policy of the College to provide a working, learning, and teaching environment free from unlawful harassment of any kind, including sexual harassment. Sexual harassment of any student, on or off campus, is prohibited and will not be tolerated. Retaliation against a person who reports or complains about harassment, or who participates in the investigation of a harassment complaint, is also prohibited.

The director of human resources will distribute copies of this policy to all current students and to all those who join the College community. A periodic notice will be sent to faculty, staff, and students to remind them of the policy. A copy of the policy will be distributed at new student orientation, and copies of the policy will be available at appropriate campus centers and offices. A “no harassment” policy notice will be posted in residence halls, instructional buildings, and administrative office areas.

Disability Services
Rocky Mountain College is committed to providing courses, programs, services, and facilities that are accessible to students with disabilities. To identify and provide necessary support services as soon as possible, undergraduate students with disabilities are encouraged to complete an application with Services for Academic Success (SAS) at the same time they apply for admission to Rocky (657-1070). Graduate students should request services through the office of the dean of students (657-1018).
The College offers a comprehensive program of individualized services to accommodate the needs of all undergraduate or graduate students with disabilities. Typical services may include advocacy, test taking accommodations, and tutoring.

The College provides a variety of services which allow disabled students access to all college programs. Classes and programs located in inaccessible areas will be relocated to accommodate individual needs. Academic support services include counseling, tutoring, note taking, testing, and general advocacy for all disabled students.

Students with disabilities are responsible for identifying themselves, providing appropriate documentation, and requesting reasonable accommodations. Diagnostic services are not available through the College.

Disability Documentation Requirements:
The following documentation is needed to determine eligibility for modifications or accommodations:

- A detailed evaluation from a professional qualified to diagnose a disability. The evaluation should have been completed within the last three years
- Evaluations from a licensed clinical psychologist, school psychologist, LD specialist, medical doctor, and/or neuropsychologist
- For learning disabilities, evaluations which include test results, with composite and subtest scores, for intelligence, reading, math, written language, processing skills, and speech and language, when appropriate
- Reports that state the disability as a diagnosis
- Recommended, but not required: A current IEP or 504 Plan that states modifications and accommodations

Policy and Procedures for Accommodations:
1. All students must submit documentation of a disability to the appropriate office (SAS for undergraduate students or the dean of students for graduate students) and have it approved before any accommodations can be granted. (See Documentation Requirements.)
2. The documentation provided by the student must support the need for the academic adjustments or accommodations that the student requests.
3. Undergraduate students must meet with their SAS Adviser at least three days prior to the date of the test for testing accommodations. The SAS adviser will fill out and sign a Test Taking Accommodations form (“green sheet”). The student will then take the form to the professor for instructions on the level of proctoring needed, how the test will be delivered to SAS, and how it will be returned to the professor. The professor’s signature is required for approval.
4. SAS staff will reserve a testing room for the student and be responsible for the appropriate monitoring or proctoring.
5. For students needing extra time on tests, the standard is double time, unless the documentation indicates that the student needs more time.
6. Failure to abide by these procedures may result in a loss of accommodations.
7. Graduate students should request these services through the dean of students.

Guidelines for Documentation for Attention Deficit Disorder:
All undergraduate and graduate students who seek support services from Rocky Mountain College on the basis of Attention Deficit Disorder are required to submit documentation to verify eligibility. Students with ADD are responsible for identifying themselves, providing appropriate documentation, and requesting reasonable accommodations. Diagnostic services are not available through RMC or the SAS program. The following documentation is needed to determine eligibility for modifications or accommodations:

- A current ADD assessment, preferably within the last three years, with the exact DSM-IV diagnosis.
- The assessment must be from an individual qualified to diagnose ADD, such as a medical doctor. Diagnostic reports must include the name and title of the evaluator as well as the date(s) of testing.
- A list of the questionnaires, interviews and observations used to identify the ADD behaviors.
- A summary of information regarding the onset, longevity and severity of the symptoms.
- Medication history and current recommendations regarding medication.
- Recommendations for appropriate accommodations for the college setting (such as testing in a quiet place free from distractions).
- Information concerning co-morbidity.
- Recommended but not required: A complete psycho-educational evaluation, including test results with composite and subtest scores, for: intelligence, reading, math, written language,
processing skills, and speech and language, when appropriate.

All documentation is confidential.

Undergraduates should submit documentation to:

Services for Academic Success  
Rocky Mountain College  
1511 Poly Drive  
Billings, MT 59102

Graduate students should submit documentation to:

Dean of Student Services  
Rocky Mountain College  
1511 Poly Drive  
Billings, MT 59102

Complaints concerning accommodations for disabilities follow the process outlined in the section “Complaint Resolution Procedure” under Harassment and Discrimination Policy. See table of contents.

Immunization Policy

All entering students must present documentation of immunization as part of the enrollment process at Rocky Mountain College. Montana state law requires proof of two measles and rubella immunizations for all students unless born before Jan. 1, 1957. Prior to enrollment at Rocky Mountain College, prospective students must complete the immunization section of the health service form. If adequate documentation is not available, immunization must be performed at the Rocky Mountain College health service upon arrival.

Students with incomplete immunization records will not be allowed to register for classes.

Alcohol and Drug Policy

Rocky Mountain College believes the key to successful control of alcohol abuse lies in education, providing healthy alternatives, and supporting and promoting healthy lifestyles. To this end, the college is committed to

1. providing students the most current information available regarding alcohol and alcohol use;
2. developing and implementing alcohol-free social programming; and
3. encouraging and supporting those students who choose to abstain from use.

Alcohol is not permitted in the College’s residence halls. Further, the use or possession of illegal drugs and conduct deemed unlawful by the state or federal government is, of course, prohibited on campus.

Other Policies

Motor Vehicles: All motorized vehicles owned or operated by Rocky Mountain College students are subject to campus regulations.

Firearms and Weapons: Firearms and weapons are not permitted on campus.

Pets: Students may not bring or keep pets on campus.

Student Right to Know Act and Campus Information: The Department of Education (DOE) and federal regulations require all colleges and universities to make available to students, prospective students, faculty and staff information regarding campus crime rates (Clery Act), freshmen retention and graduation rates (Student Right-to-Know Act), and athletics programs (Equity in Athletics). This information is available in the dean of students office.

Directory Information Policy: Directory information will be released upon inquiry unless a request to withhold this information is filed by the student in the office of student records by the last day to add a class each semester. Directory information includes name of student, local address, local phone, Rocky Mountain College e-mail address, hometown, class, major, dates of attendance, degree and date awarded, honors, and/or varsity sport participation.

Currently, registered students have the right to request that the College not release this information. Any student wishing to withhold directory information must inform the office of student records in writing. Students must submit a request to withhold information each semester they are enrolled. Students should be aware that a request to withhold information would preclude release of verifications of enrollment or graduation. More information about this policy is available from the office of student records.

Please notify the office of student records of any change of name (requires legal proof), address, and/or phone number either in person or via CampusWeb.

Student Records: Official academic records of students are kept only in the office of student records. The information is of three types: personal information supplied by the applicant; educational records, including records from previous institutions, including high school and/or colleges attended; and scholastic records as supplied by the student’s college teachers.

Information pertaining to the student’s scholastic records is kept in permanent records available only to the academic vice president, the student records director, and others with the student’s written consent; and in an academic profile, which includes grades, semester and cumulative averages, and progress toward
the completion of degree requirements. Particularly helpful at the time of registration, the latter records are available to the student and those serving as the student’s academic advisors.

Other items (for example, copies of letters sent to students regarding academic and/or social disciplinary action) are placed in the student’s personal file. This information is periodically destroyed after the student has left the College and when the files are sorted for storage.

Students have the right to request the privilege of looking at their files. However, the College reserves the right to delay access to a student’s personal file for a period of up to 45 days in accordance with the provisions of the Buckley/Pell Amendment. Transcripts of records will be sent only upon the individual student’s written request except where grades determine eligibility for a scholarship, which the student has accepted or for which the student has applied.

Final grades will be available on CampusWeb approximately one week after the end of each term. Students may request that grades be mailed to an address of their choice by notifying the office of student records before the beginning of finals week.

Rocky Mountain College has the responsibility and the authority to establish standards for scholarship, student conduct, and campus life. The policies which govern these standards recognize the College as part of the larger community bound by federal, state, and local legislation; as a unique academic enterprise, the College embraces regulations which are intended to create, preserve, and foster the freedom to learn.

Judicial Council
This council is comprised of four students appointed by ASRMC and five faculty members elected by their colleagues. The council adjudicates matters of academic and due process on campus. The council or a subcommittee of the council may also act to assign consequences in cases where regulations of the College have been violated.

In the event that a violation of any campus regulation occurs, students are guaranteed their right to due process and appeal as discussed in the student handbook, the Trail Guide. Students are reminded that the act of enrollment is interpreted as a contractual agreement to accept and abide by the regulations and disciplinary structures of the College.

ACADEMICS
http://www.rocky.edu/?type=academics

Anthony Piltz, Provost/Academic Vice President

General Academic Information

Degrees
Rocky Mountain College offers two baccalaureate degrees, the bachelor of arts degree and the bachelor of science degree. Other degrees include the associate of arts degree, the master of accountancy, and the master of physician assistant studies.

The Semester Plan
College credit is offered on a semester basis. Courses offered in the summer session meet more frequently and for longer time each meeting. Enrollment is always for a semester or a summer session except in the case of a special workshop.

Course Hours
In general, a course for one semester hour of credit meets for a 50-minute period once a week for the semester. For each class session, the student is expected to spend at least two hours in preparation. In studio, laboratory, or activity courses, at least two hours of attendance are required weekly for one semester-hour credit. In the case of seminars or independent study courses, less class attendance may be required and a proportionately larger amount of time spent in preparation. For regularly enrolled students, the usual class load is 15 to 16 semester hours per semester.

Levels of Courses
It is recommended that students take courses at the level of their class standing (freshman 100-level, sophomore 200-level, junior 300-level, senior 400-level) provided that specific prerequisites have been met. Taking a course two levels or more above or below the level of class standing is not permitted, except with the approval of the instructor. All courses are further classified as either lower-division or upper-division. The former are courses numbered 100 to 299; upper-division courses are those numbered 300 to 499. Courses numbered 500 to 699 are graduate level. A minimum of 40 semester hours must be completed in upper-division courses, at least twelve of which must be in the student’s major. If a student chooses a minor, six upper-division credits must be completed in the minor.
Rocky Freshman Experience (RFE)

The concept of the Rocky Freshman Experience (RFE) grew from research compiled in the mid-1990’s by Rocky Mountain College professors Dr. Ron Cochran and Dr. Jay Cassel who concluded that Rocky students who associated with small groups enjoyed more academic and social success their first year of college than those who did not. These findings suggested that small learning communities would benefit incoming freshmen. As a result, the RFE was established. It is required of all new freshmen. Incoming freshmen choose from a variety of RFE groups; each group typically consists of a discipline-specific content course, a writing course, and Freshman Seminar. Groups range from six to eight semester hours and are typically limited to around 20 students per RFE group. The discipline-specific courses from which students may choose generally fulfill a general education requirement. Previous courses have included biology, sociology, cinema, music, history, education, drawing, art history, environmental sciences, business, psychology, and philosophy.

Faculty teaching the courses within each RFE group develop their classes together and attend each other’s courses. A variety of staff members teach Freshman Seminar sections providing students access to counselors, other student service personnel, and exposure to Rocky Mountain College resources. The writing classes emphasize critical reading and analytical writing, coordinating the themes of their readings around their discipline-specific partner. Students meet with their cohorts for both classes, which are frequently scheduled back-to-back, allowing flexibility for shared activities.

The primary RFE goals are to challenge students to think across disciplines, to use the liberal arts as a catalyst for improving writing, to create a sense of academic community, to engage students in classroom activities that encourage them to collaborate in small groups, and to expose students to campus policies and resources.

Regular Courses

All regular course offerings are listed in this catalog. Courses cross-listed at a lower-division and upper-division level may be taken only once for credit unless otherwise noted.

The course schedule is available on CampusWeb and in the office of student records. Courses for which there is small demand are typically offered alternate years or on demand. A course designated as on demand will be offered when there is sufficient number of students requesting the course, usually five or more, and if suitable arrangements can be made. Students should plan their schedule carefully with their advisor to take required courses when they are offered. The course schedule is subject to change.

Special Courses

Guidelines: Special courses use the following workload standards for a credit: 45 hours of student time for each semester hour; or completion of certain prescribed amounts of work or readings, determined at the beginning of the course.

The faculty member in charge is responsible for evaluating the student through oral or written tests, through the presentation of a paper or completed project, or by any other sound means of evaluation.

All special courses are to be taken seriously as academic courses based on advanced planning. They are to be completed by the end of the semester or term when they are started, just as regular classes. Incomplete grades will be given, as the catalog points out, only under unusual circumstances and with the instructor’s consent. See “Grades” under “Academic Policies” in the “Academics” section of this catalog.

Note: Under special circumstances a student may take a regular course by arrangement with a member of the faculty if the student is legitimately unable to attend the regular class sessions and has the instructor’s approval. In this case the student should enroll in the course under its regular number, not under directed reading or any other special course number. The guidelines for special courses, however, must be followed when regular courses are taken by arrangement.

Special Topics 180, 280, 380, 480, 580, 680: Faculty members may arrange, with the approval of the academic vice president, to offer under a special topics number courses not regularly listed in the catalog.

Independent Study 299: Offered to freshmen or sophomores only by initiation of a faculty member and approval of the academic vice president. Its purpose is to allow work outside of the regularly offered course schedule in exceptional circumstances.

Field Practicum 291, 391: All programs may offer a field practicum for 1 to 3 semester hours, with the possibility of being repeated up to a total of 12 semester hours (athletic training majors may take up to 16 hours). There must be a faculty evaluation of the student’s performance, with a statement of the evaluation to be kept with the student’s records. Practicum courses are graded on a pass/no pass basis.

Directed Reading 399: Directed reading courses are authorized for each program, to be offered at the discretion of the instructor and subject to the approval
of the academic vice president. Each professor offering directed reading is responsible for providing a reading list or series of study questions, or a syllabus to the student, so that the course is indeed directed reading, not just reading. This course may be taken for 1 to 3 semester hours.

**Internship 450:** An internship offers a learning experience in a workplace setting for juniors and seniors in any major. To be eligible for an internship, a student must have a cumulative GPA of at least 2.00 and a major GPA of at least 2.25. Students are awarded a letter grade at the completion of an internship. Internships should be related to the student’s major or minor area of study and are arranged between a faculty member, the student, and an employer with assistance from the career services office. Up to 15 semester hours may be earned in internships throughout a student’s degree program. A completed internship learning contract is required prior to registration. Contracts and more information about internship requirements are available from the career services office (http://rocky.edu/index.php?type=careerServices).

**Seminar 490:** Many academic programs offer a seminar as a capstone course carrying 2 to 3 semester hours of upper-division credit. Admission is restricted to juniors and seniors.

**Independent Study 499:** The purpose of Independent Study 499 is to allow a superior student to devise and pursue independent study in an area agreed upon in consultation with the faculty member who will supervise the study, subject to approval of the academic vice president. In order to qualify for such study, a student must 1) major or minor in the program, 2) be a junior or a senior, and 3) carry a GPA of at least 3.00. Each independent study is 1 to 3 semester hours.

**Nontraditional Credit**

Recognizing that valuable learning often takes place outside the classroom, the College offers the opportunity to obtain academic credit for nontraditional learning experiences within certain guidelines. Nontraditional credits are not accepted in transfer from another institution and may apply to no more than 31 semester hours for a baccalaureate degree or 15 semester hours for an associate’s degree. Nontraditional credit is posted on the transcript after successful completion of one semester of full-time enrollment. Students may apply for non-traditional credit up to the end of their second term of attendance at Rocky Mountain College for work completed prior to enrolling at the college. Applications after the second term of attendance will not be accepted; non-traditional credit will not be granted for work done while enrolled at Rocky. Non-traditional credits granted are indicated on student transcripts with a grade of “P”. There is a $39/credit transcripting fee. In all cases of nontraditional credit, it is the responsibility of the student to provide sufficient evidence to clearly show that he or she has earned the credit. For further information concerning the application process for nontraditional credit, including guidelines for the specific materials that need to be submitted for each type of nontraditional credit, and associated fees, contact the office of student records (657-1030). Details about the types of non-traditional credit that can be earned at Rocky follow.

**Challenge of a course**

Students may challenge courses not previously taken. Approval of the faculty in the discipline and the academic vice president must be obtained and written notification of successful challenge must be filed with the office of student records. A challenge of a course involves a process whereby faculty members can effectively evaluate the student’s knowledge and skills in the content area. Examples of methods faculty may use to evaluate a challenge include exams, having the student write a paper or give a presentation, and/or having the student demonstrate skills in relevant activities.

**CLEP and DANTES**

Rocky Mountain College recognizes for college credit successful completion of one or more of the general examinations or subject examinations of the College-Level Examination Program (CLEP). Credit may also be earned through the Defense Activity for Traditional Educational Support (DANTES) program. Any CLEP or DANTES examinations for credit must be completed by the end of the second semester of enrollment at Rocky Mountain College. More information is available through the student records office (657-1030) and through the following websites:

**CLEP:**
http://www.collegeboard.com/student/testing/clep/about.html

**DANTES:**

**Credit for military experience and training**

Credit is evaluated based on the American Council on Education (ACE) recommendations for credit for military experience. Students should submit their information to ACE for evaluation; further information from ACE can be found at:
Credit for advanced learning in high school

College credit is awarded for advanced work in secondary school through the Advanced Placement test of the College Entrance Examination Board and International Baccalaureate Diplomas.

**Advanced Placement Program:** In order for credit to be granted by Rocky Mountain College, the institution must have a copy of the student’s score sheet sent directly from the CollegeBoard, Advanced Placement Program. Please use 4660 as the Rocky Mountain College code. For more information, see the CollegeBoard website:

http://www.collegeboard.com/student/testing/ap/about.html

Rocky Mountain College uses the American Council on Education (ACE) guidelines for determining the minimum score requirements for college credit on each AP exam. Consult the following website to see the current ACE guidelines for minimum scores:


Although Rocky accepts the ACE recommendation for minimum scores (which, for most subjects, is a 3), students often struggle in higher level courses at Rocky if they do not achieve at least a score of 4 on the AP exam. Academic advisors may advise students to take the RMC equivalent course even though they have already received credit through AP; however, students are encouraged, but not required, to take this advice.

**International Baccalaureate Program:** Rocky Mountain College recognizes the standards set by the International Baccalaureate program for awarding college credit. For more information about the International Baccalaureate program, see their website:

http://www.ibo.org/

Contact the student records office (657-1030) for more information on how IB credits transfer to Rocky Mountain College.

Credit for prior learning

This category of non-traditional credit is only appropriate under restricted and unusual circumstances; it only applies to situations where students can document college-level learning in disciplines for which there is no corresponding course to challenge at Rocky Mountain College or any appropriate external examination, such as CLEP or DANTES.

The academic appeals committee is responsible for making final decisions about the granting of credit for prior learning; those decisions are typically made after consultation with appropriate faculty from within the College when available, or from other colleges if necessary. To earn academic credit, students are required to provide sufficient evidence to demonstrate that their learning outside of the classroom is equivalent to the content of an academic course. Evidence is presented in the form of a portfolio and typically includes evidence including performance tests, essay examinations, and samples of student work. Interviews with faculty or outside experts may also be appropriate. There is a fee of $200 for the development and evaluation of the portfolio. Credits granted are subject to a $39/credit transcripting fee. Students wishing to pursue this option should consult with the office of student records (657-1030) to begin the process.

**Waivers and Substitutions of Program Requirements**

In exceptional circumstances specific program requirements may be waived or substituted, at the discretion of the faculty in the discipline. A waiver or substitution may be granted, for example, if a student unexpectedly does not have the opportunity to meet a program requirement because of an unavoidable conflict or because of a course cancellation. Substitutions are preferred over waivers so that the student will have an opportunity to learn most or all of the material by taking another course or combination of courses. When waivers or substitutions are approved, the student must still meet the minimum credit requirement for the major or minor – the student may need to take additional elective courses in the discipline. Students are not awarded credit for waivers. Substitutions are not appropriate in cases in which a student believes he or she has already learned the material necessary for the requirement. In such cases, the student should challenge the course (see “challenge of a course” in the non-traditional credit part of the catalog).

**Cancellation of Courses**

The College reserves the right to cancel any course at any time. Courses are sometimes cancelled if
enrollment is low: when enrollment is not at least six for fall or spring semester courses, or at least four for summer session courses.

International Learning Experiences

Rocky International: Study, Intern, Work, or Volunteer Abroad

The office of international programs helps students choose an international experience that best enhances their educational and career goals. Students may choose from semester or year-long exchange programs, short-term faculty-led programs, and courses in which students study on campus for the majority of the semester and travel abroad to culminate the experience. With good planning, an international experience will not delay graduation. The office of international programs also assists students to find internships, work, or volunteer opportunities abroad.

Rocky International Exchange Programs
- Queen’s University of Belfast, Northern Ireland
- University of Ulster, Northern Ireland
- Shikoku Gakuin University, Japan
- Obirin University, Japan
- Häme Polytechnic University, Finland
- University of Gävle, Sweden
- Writtle College, England
- Yangtze University, China
- Guangxi University, China
- Guangxi Normal University, China

Academic Policies

Family Educational Rights and Privacy Act

The Family Educational Rights and Privacy Act (FERPA) (20U.S.C. 1232g; 34 CFR Part 99) is a federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the US Department of Education.

FERPA gives parents certain rights with respect to their children’s education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Further information can be found at the Department of Education website:
http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html. Schools may disclose, without consent “directory” information such as a student’s name, address, telephone number, date and place of birth, honors and awards, and dates of attendance unless a student requests a “directory hold”.

Rocky Mountain College asks that each student fill out a FERPA form indicating a waiver of their right, so that staff and faculty can speak to parents or other individuals that the student identifies on the form. A student also has the right to indicate that they do not waive their FERPA rights, thus not giving permission for staff and faculty to share their academic information. FERPA waiver forms are available in the office of student records.

Attendance

Students are expected to be in class regularly and promptly. They are responsible for all assignments, including but not limited to written papers, quizzes, class tests, mid-term tests, final examinations, even when ill or representing Rocky Mountain College officially in extracurricular activities such as sporting events.

After warning students who have excessive absences (in writing) and notifying the academic vice president of this warning, instructors may drop such students from courses with grades of “F” by notifying the office of student records. The academic vice president may, by written notice, place such students on a “no-cut” basis in some classes or in all classes. If, after this notice is given, the students are absent from class without adequate reason, the academic vice president may dismiss such students from the College. In the event students are dismissed under the terms of this paragraph, a grade of “F” will be recorded in each course for which the students are registered.

Examinations

Final examinations are given at the close of each semester. No change in the stated schedule may be made, except by the academic vice president.

Faculty members shall report the final grade for each student missing a final examination as “F” unless the academic vice president has excused this absence.

Dead Week: With the exception of performance and laboratory examinations, no examinations may be scheduled during the final academic week of classes. The academic vice president must approve any exceptions.

Course Load

A normal load is considered to be 15 to 16 semester hours. Students in good academic standing may register for up to a total of 19 semester hours with the approval of their primary academic advisor. The advisor and the academic vice president must approve all other overload registrations. For each semester hour over 19, a student is charged an overload fee.
Note: A student must average 15.5 semester hours for 8 semesters to complete the required minimum of 124 semester hours.

Part-time Enrollment

Once a student has enrolled at Rocky Mountain College, all course work in the major or to be applied to the degree and/or certificate must be done in residence at Rocky Mountain College. If course work is to be done at another university or college, prior approval should be obtained from the director of advising. Courses submitted in transfer must have a grade of “C” or better.

Addition of a Course or Change of Section

Necessary registration changes, such as change in course or section, may be made within two weeks of the beginning of the fall or spring terms. Students may not earn credit in any course for which they have failed to register.

Withdrawal from a Course

A student may withdraw from a course with a grade of “W” up to and including the last day to drop a class as published in the academic calendar. An exception to this date occurs for classes that only meet for part of the semester. For these classes, the student may withdraw from the course with a grade of “W” up to and including the day of the 50% point in the class. After that day a student who withdraws from a course shall receive a grade of “F” in that course. (Students who officially withdraw from the College are not subject to this regulation.) It is required that both the student’s advisor and the instructor concerned initial the withdrawal form obtained from the office of student records. Failure to withdraw in the official manner will result in a grade of “F”. No withdrawal is official until the proper form has been filed in the office of student records.

Withdrawal from College

Students contemplating withdrawing from the College must meet with the vice president/dean of student life (or the director of degree completion, if applicable) to discuss the academic and financial implications associated with withdrawing from the College before the end of a semester. The office of the vice president/dean of student life is located in the Bair Family Student Center. Office hours are 8:00 am to 5:00 pm Monday through Friday. Failure to withdraw in the official manner will result in a grade of “F” for each course.

The official withdrawal date will be the date the student notifies the vice president/dean of student life (or the director of degree completion, if applicable) of his or her intent to withdraw. If the student provides official notification of withdrawal to the College by sending a letter to the designated office stating his or her intention to withdraw, the official withdrawal date is the date the College receives the letter. The College has the option of using a later date if it has evidence of attendance by the student at an academically related activity after that date. An academically related activity includes, but is not limited to, a lecture, a lab, an exam, a tutorial, academic counseling, turning in a class assignment, or attending a study group assigned by the institution.

If a student leaves without official notification, the College will attempt to determine a last day of attendance. Although not required to take attendance, many faculty members do take attendance, thus allowing the College to document an academically related activity. If a last day of attendance cannot be identified, and the College can verify the student attended at least one class during the semester, the 50% midpoint of the semester will be used as the withdrawal date.

Rocky Mountain College does not have a leave of absence policy.

Grades

Grade Points and Grade Point Average

In order to determine students’ scholastic averages, grade points are awarded for each hour of credit as follows: “A” – 4 points; “B” – 3 points; “C” – 2 points; “D” – 1 point; “F” – 0 points. Grades of “I,” “P,” and “W” are not used in calculation of the grade point average (GPA). A plus (+) or minus (-) does not change the value of the grade for calculation of the GPA.

GPA is determined by dividing the number of earned grade points by the number of attempted credit hours. The GPA is used in determining academic probation and suspension, eligibility for intercollegiate athletics, determining scholastic honors, and granting of degrees.

GPA is understood to mean cumulative GPA unless indicated for one semester. Grade point average for all uses in the college shall be based on all courses accepted in transfer and all courses attempted at Rocky Mountain College. When a student repeats a course, the most recent grade will count toward GPA calculation.

Course Grades

Grades in courses are recorded as follows:

unsatisfactory, “I” – incomplete, “X” – no grade received from the instructor, and “W” – withdrawn. All grades except “I” and “X” become a matter of permanent record.

The “I” grade is given only under unusual circumstances and with the instructor’s consent. The instructor must file a completed Request for Grade of Incomplete form in the office of student records before the assignment of a grade as “I” (incomplete). An “I” must be made up within one year. After one year it will be permanently recorded as an “F”.

A grade of “F” can be made up only by repeating the course. The previous “F” is not removed from the permanent record, but is removed from the GPA calculation. Students who have an “F” in required courses should give precedence to re-taking those courses in planning subsequent schedules.

Grades not submitted to the office of student records by the due date will be recorded as “X.” Grades not received from faculty by 10 days after the grade due date will be recorded as “F”. Grades submitted to the office of student records are final and may not be changed except upon request of the instructor. No grade change can be made more than one year after the end of the semester in which the course was taken.

If a student believes that their grade is incorrect, the student should first discuss the matter with the instructor. The student has the right to appeal their case to the academic appeals committee in care of the vice president for enrollment services if talking to the faculty member does not resolve the issue.

Pass/No Pass Grading Option

Junior and senior students may elect to take one course on a pass/no pass basis each semester of their last two years in residence at Rocky Mountain College. The student must indicate (to the office of student records) a decision to enter a course on a pass/no pass basis within two weeks of the beginning of the semester.

Faculty will turn in letter grades to the office of student records. To receive a grade of “Pass” in this context, the student must achieve a grade of “C” or better. Students are warned that many graduate and professional schools equate a grade of “P” with a grade of “C” in determining admission to the school.

The following courses are graded on a pass/no pass basis only: COM247/447, IDS220, music recital courses (MUS020, MUS030, MUS040), varsity sports (PEH100), physical education activity courses (PEH101, PEH102), all practicum courses (course numbers end with number X81). All other courses will be graded on the regular basis (“A”, “B”, “C”, “D”, “F”), unless noted. The academic vice president must approve any exceptions. A grade of pass/no pass is not used in computing GPA.

Report of Grades

Mid-semester grade reports are progress reports and thus provide students with excellent opportunities to consult with instructors and advisors about problems they may be having. Mid-semester grade reports are available on CampusWeb after mid-term break. These grades are not recorded on transcripts. Only final grades are recorded on transcripts in the office of student records.

Final grades are available on CampusWeb approximately one week after the end of the term. Students may request that grades be mailed to an address of their choice by notifying the office of student records before the beginning of finals week. Grades are mailed by request only.

Dean’s List

Students who carry a full load (12 or more semester hours) of work graded with grade points and who earn a GPA of 3.60 or higher for the semester are placed on the Dean’s List. Students with a GPA of 4.00 for the semester are recognized with high honors.

Only students who complete all credits attempted for the semester are eligible for these lists.

Graduation with Honors

Honors at graduation are designated for associate of arts, bachelor of arts, and bachelor of science degrees as follows: summa cum laude, GPA 3.80 or above; magna cum laude, GPA 3.60-3.79; cum laude, GPA 3.40-3.59. Honors is not calculated for master degree awardees.

The grade point average for graduation with honors is computed on the basis of all courses attempted, both at Rocky Mountain College and at any other college. The GPA for all work taken at Rocky Mountain College must be above the level for the honor awarded.

Honors listed in the graduation program are calculated through the December prior to graduation ceremonies. Honors at the point of graduation will be noted on both the diploma and on the student’s transcript.

Application for Graduation

All students intending to graduate in May during the current academic year must file an application for graduation by October 31. There is a $75 graduation application fee. Applications received after October 31 and on or before February 15 will incur an additional late graduation application fee of $25. After February 15, any student filing an application for graduation will
not be allowed to participate in the graduation ceremony.

All students intending to graduate in December must file an application for graduation by April 30 of the previous academic year ($75 fee). Applications received after April 30 and on or before August 15 will incur a late graduation fee ($25). Graduation ceremonies for the academic year are in May.

Students will be permitted to participate in graduation ceremonies under the following conditions:

• Applications must be received by the respective deadline. See above for timeline.

• All course work must be scheduled to be completed by the end of the last term of enrollment. Students applying for spring graduation may complete a maximum of six credits in the summer term if a plan and enrollment documentation is submitted to the student records office by March 1.

• Student accounts must be in good standing by April 1.

Transcripts

Transcripts are available upon the student’s written request to the office of student records. Each official transcript costs $7.00, which must be paid before transcripts will be issued. No transcripts will be issued within two weeks of commencement. Transcripts will not be issued for students who are not in good financial standing with the College.

Diplomas

Official diplomas are awarded upon completion of all degree requirements at Rocky Mountain College. Individuals who wish to order replacement copies of previously awarded diplomas may do so by submitting a written, signed request to the office of student records. A replacement fee of $35.00 is required along with the request.

Replacement diplomas will reflect the date in which the degree was awarded, however, it will include the signatures of current officers of the College.

Academic Standing: Probation and Suspension

Students at Rocky Mountain College are expected to make progress toward attaining their degrees. The criteria for good academic standing are as follows:

1. Students must maintain a cumulative GPA of at least 1.75 until completing 26 semester hours.

2. Students must maintain a cumulative GPA of at least 2.00 every semester thereafter (after completing 27 semester hours). Transfer students must maintain an overall cumulative GPA of at least 2.00, as well as a cumulative GPA of 2.00 in the credits attempted at Rocky Mountain College.

3. Any student with a semester GPA of 1.00 or lower is placed on probation or suspended. Rocky Mountain College reserves the right to suspend any student whose semester GPA is 1.00 or less.

Note: In addition, a student must have a cumulative GPA of 2.25 in their major to graduate.

The academic standards committee reviews all students at the end of each semester. Students who do not maintain good standing as defined above are placed on academic probation or are suspended. Students who do not make academic progress to remove probationary status after one semester are suspended. A student continues on probation if he or she earns at least a 2.00 GPA during the semester of probation, and the committee determines that the student is making progress toward graduation, but still does not meet the criteria for good academic standing.

A student may appeal an academic suspension by indicating in writing the reasons why he or she did not make satisfactory academic progress and by submitting a plan for improvement. The appeal must be made within 15 days of notification of suspension and directed to the academic vice president.

Suspended students may be re-admitted after one semester’s absence. Re-admission requires submission of an application for re-admission to the office of student records, and consideration by the academic standards committee. If re-admission is approved, the probationary status shall be continued until good academic standing is restored.

Students may lose eligibility for financial aid while on probation. Check with the financial aid office for more information.

Academic Dismissal

If, after re-admission to the College, a student is suspended a second time, the student is dismissed with no further opportunity to enroll at Rocky Mountain College. Probation, suspension, and dismissal are permanently recorded on the student’s transcript.

Academic Integrity

Academic integrity at Rocky Mountain College is based on a respect for individual achievement that lies at the heart of academic culture. Every faculty member and
student belongs to a community of learners where academic integrity is a fundamental commitment.

This statement broadly describes principles of student academic conduct supported by all academic programs. It is the responsibility of every member of the academic community to be familiar with these policies.

Basic Standards of Academic Integrity

A student’s registration at Rocky Mountain College implies agreement with and requires adherence to the College’s standards of academic integrity. These standards cannot be listed exhaustively; however, the following examples represent some types of behavior that violate the basic standards of academic integrity and which are, therefore, unacceptable:

1. **Cheating**: using unauthorized notes, study aids, or information on an examination; altering a graded work after it has been returned, then submitting the work for re-grading; allowing another person to do one’s work and submitting that work under one’s own name; submitting identical or similar papers for credit in more than one course without prior permission from the course instructors.

2. **Plagiarism**: submitting material that in part or whole is not entirely one’s own work without attributing those same portions to their correct source; not properly attributing words or ideas to a source even if not quoting directly; quoting from another author’s writing without citing that author’s work, including material taken from the World Wide Web, books, and/or papers; citing, with quotation marks, portions of another author’s work but using more of that work without proper attribution; taking a paper, in whole or part, from a site on the Web or a “library” of already-written papers, copying work from another student.

3. **Fabrication**: falsifying or inventing any information, data or citation; presenting data that were not gathered in accordance with standard guidelines defining the appropriate methods for collecting or generating data and failing to include an accurate account of the method by which the data were gathered or collected.

4. **Obtaining an unfair advantage**: (a) stealing, reproducing, circulating or otherwise gaining access to examination materials prior to the time authorized by the instructor; (b) stealing, destroying, defacing or concealing library materials with the purpose of depriving others of their use; (c) unauthorized collaboration on an academic assignment; (d) retaining, possessing, using or circulating previously given examination materials, where those materials clearly indicate that they are to be returned to the instructor at the conclusion of the examination; (e) intentionally obstructing or interfering with another student’s academic work; or (f) otherwise undertaking activity with the purpose of creating or obtaining an unfair academic advantage over other students.

5. **Aiding and abetting academic dishonesty**: (a) providing material, information, or other assistance to another person with knowledge that such aid could be used in any of the violations stated above, or (b) providing false information in connection with any inquiry regarding academic integrity.

6. **Falsification of records and official documents**: altering documents affecting academic records; forging signatures of authorization or falsifying information on an official academic document, grade report, letter of permission, petition, drop/add form, ID card, or any other official College document.

7. **Unauthorized access to computerized academic or administrative records or systems**: viewing or altering computer records, modifying computer programs or systems, releasing or dispensing information gained via unauthorized access, or interfering with the use or availability of computer systems or information.

Due Process and Student Rights

Enforcement of the standards of academic integrity lies with the faculty and the academic division. In all cases involving academic dishonesty, the student charged or suspected shall, at a minimum, be accorded the following rights:

1. be apprized of the charge(s) against him or her;
2. be provided with an opportunity to present information on his or her behalf;
3. be given the right to appeal any decision of an individual faculty member to the academic vice president or judicial council. Appeals to the academic vice president must be submitted in writing within 48 hours of the student being formally sanctioned. Appeals utilizing the Rocky Mountain College judicial process should follow the procedures outlined in the Rocky Mountain College Trail Guide, which can be found at: http://www.rocky.edu/index.php?type=currentStudents&ct=studHandbook.

Sanctions

All proven cases of academic dishonesty will be penalized as appropriate under the circumstances. Individual faculty members may take the following actions:

1. issue a private reprimand;
2. issue a formal letter of reprimand;
3. reduce the student’s grade or fail him or her in the course.

All incidents of academic dishonesty will be reported to the student records director who reserves the right to forward the matter to the academic standards committee for further action. The academic standards committee may take the following actions:
1. define a period of probation, with or without the attachment of conditions;
2. withdraw College scholarship funding;
3. define a period of suspension, with or without the attachment of conditions;
4. expulsion from the College;
5. notation on the official record;
6. revocation of an awarded degree; or
7. any appropriate combination of 1-6 above.

Faculty and Administrative Responsibilities

In order to implement these principles of academic integrity, it is necessary for the administration and faculty to take certain steps that will discourage academic dishonesty and protect academic integrity:

1. Rocky Mountain College will regularly communicate to the College community its academic standards and expectations through its institutional publications. Further, the College will encourage and promote open dialog and discussion about issues affecting academic integrity.
2. Instructors should inform students of the academic requirements of each course. Such information may include (a) notice of the scope of permitted collaboration; (b) notice of the conventions of citation and attribution within the discipline of the course; and (c) notice of the materials that may be used during examinations and on other assignments.

THE CURRICULUM

Baccalaureate Degree Programs

Students may earn a bachelor degree in the following programs. Some majors have several options; see the department description for details.

Bachelor of Arts:
Art
Education
English

Bachelor of Science:
Applied Management (degree completion)
Aviation
Biology
Business Management
Chemistry
Computer Science
Environmental Science
Equestrian Studies
Geology
History and Political Science
Individual Program of Study
Managerial Accounting
Math
Physical Education and Health
Psychology
Sociology and Anthropology

Minors

Minors are offered in all of the major programs listed above (except applied management). In addition, minors are also offered in the following programs:
Native American Studies
Physics
Spanish
Writing

Masters Programs

Master of Accountancy (MAcc)
Master of Physician Assistant Studies (MPAS)

Individualized Program of Study (IPS)

An individualized program of study allows students to design a program that is not regularly offered by Rocky Mountain College. A student determines, with the help of faculty advisors, a program of study tailored to meet individual needs and interests. An IPS can be developed for either a major or a minor. All other graduation requirements must be completed, including all general education requirements.
An IPS must be a pre-planned program of study; therefore, IPS proposals should be submitted by the end of the sophomore year.

IPS proposals are reviewed by the academic appeals committee for approval. Applications should include the educational rationale behind the program along with a list of all courses to be applied toward the program. The application should also include requirements of similar programs from at least two other accredited institutions. All IPS majors and minors must meet the minimum criteria listed in the requirements for a baccalaureate degree. Proposals are evaluated on the basis of whether or not an IPS provides a coherent program of study, whether the proposed program is similar in breadth and depth to programs at other institutions, whether such a program can better meet the needs of the student, and whether or not the student can offer evidence of the ability to plan and carry out such an individualized program. To be eligible for consideration, the student must be available for regular on-campus contact with the major advisor. Please contact the student records office (657-1030) for further guidance on the preparation of an IPS proposal.

Teaching Licensure

For information about teaching licensure, refer to “Education” in the “Academic Programs” section of the catalog.

Requirements for an Associate of Arts Degree

A minimum of 62 semester hours is required, of which at least the last 31 have been taken at Rocky Mountain College; the general education requirements listed below must be met; and a candidate must have a cumulative GPA of 2.00 (“C”) for all courses applying to the degree.

Requirements for a Baccalaureate Degree

A minimum of 124 semester hours (certain programs may require more) is required. No more than 64 semester hours (96 quarter hours) are acceptable in transfer from a two-year college. Unless being counted toward a major, a maximum of eight credits in applied music, eight credits in ensemble, eight credits in theatre production, or eight credits in physical education activity courses may be counted toward graduation. Unless being counted toward the major, no more than a total of 12 of these activity credits can count toward the total credit requirement.

The general education requirements listed below must be met.

A candidate must have a cumulative grade point average (GPA) of at least 2.00 for all courses applying to the degree, and a cumulative GPA of at least 2.00 in all courses taken at Rocky Mountain College.

Students must complete a major with a GPA of at least 2.25 in courses in the major. The specific requirements for a particular major are listed in the catalog under the program concerned. The student must complete at least three courses in their major field at Rocky Mountain College.

Forty semester hours must be earned in upper-division courses, including at least 12 in their major field. If a minor is chosen, it must include a minimum of six upper-division semester hours.

A candidate for a baccalaureate degree must complete a minimum of 30 semester hours at Rocky Mountain College, including at least 20 upper-division semester hours. Twenty-four of the last 30 semester hours required for graduation must be earned in residence. This requirement may be waived in exceptional cases upon approval of the academic vice president.

Requirements for a Master of Accountancy Degree

The accountancy program at Rocky Mountain College is designed to prepare students for careers in public, governmental, not-for-profit, or industrial accounting. The program is designed to allow students to build on skills and knowledge developed through undergraduate coursework to become skilled, entry-level professional accountants upon graduation. The curriculum is based on the American Institute of Certified Public Accountants (AICPA) core competencies and prepares students to sit for the certified public accountant exam. In its entirety, the program is comprised of both undergraduate and graduate study, which leads, ultimately, to the master of accountancy degree.

Students who begin the accountancy program as undergraduates graduate, upon completion of all requirements, with both a bachelor of science in business administration and accountancy and a master of accountancy. The entire curriculum consists of 150 semester hours for both the Bachelor of Science and Master of Accountancy.

Students who enter the accountancy program as baccalaureate degree holders from an institution other
than Rocky Mountain College must meet only the Master of Accountancy requirements and graduate only with the Master of Accountancy. These students should consult with their academic advisor to ensure that, in total, their academic preparation makes them eligible for the CPA exam. Depending upon the student’s academic background, additional courses may be necessary to become eligible for the CPA exam.

Requirements for a Master of Physician Assistant Studies Degree

A minimum of 63 sequential semester hours in the didactic phase, followed by 42 semester hours in the clinical instruction phase, is required. Students must satisfactorily complete all courses in the professional program with a GPA of at least 3.00.

General Education Requirements

Students must complete the following general education requirements (GERs) to earn a baccalaureate degree at Rocky Mountain College. Methods of completing each requirement are explained below. From time to time, special topics courses may be offered that can satisfy a particular GER. Contact the student records office to confirm if a given special topics course is appropriate as a GER.

Mathematics

Students are introduced to college level mathematics and the role and relevance of mathematics in our increasingly complex and diverse society. There are two requirements in mathematics. For the first requirement, students must demonstrate the mathematical skills, and the quantitative and logical reasoning ability needed for informed citizenship and success in the workplace. For the second requirement, Students must demonstrate basic knowledge of the infinitesimal or stochastic elements in mathematics, and apply advanced mathematical methods to modeling and problem solving.

Requirement 1: Math Skills (3 semester hours). Fulfilled by successfully completing:

- MAT100 – College Algebra;
- MAT110 – Elementary Functions;
- MAT103 – Mathematics For Elementary School Teachers I; or
- by achieving a satisfactory score on a math achievement test (at least 27 on ACT-math, at least 610 on SAT-math, or at least a 41 on the trigonometry portion of the COMPASS math test (can be taken at RMC).

Requirement 2: Mathematical Thought (3 semester hours). Fulfilled by successfully completing one of the following courses:

- MAT175 – Calculus I
- MAT176 – Calculus II
- MAT210 – Probability and Statistics

Writing

Effective writing serves as a means for individuals to communicate clearly and persuasively. Upon completing the writing requirement, students should be able to write effectively in terms of both form and style. Furthermore, students should be positioned to develop their writing skills throughout the rest of their academic careers and beyond.

Requirement: (6 semester hours). Students must successfully complete both ENG119 – First Year Writing and ENG120 – Critical Reading and Evaluative Writing.

Communication

Communication is one of the most important skills required by employers and, for that matter, to lead a successful life. Upon completing the communication requirements, students are able to competently speak in front of an audience. Also, students practice the communication skills necessary to discuss and decide upon contemporary issues.

Requirement 1: Public Speaking (3 semester hours). Fulfilled by successfully completing COM102 – Public Speaking.

Requirement 2: Group Communication Skills (3 semester hours). Fulfilled by successfully completing either:

- COM250 – Small Group Communication; or
- COM260 – Debating Contemporary Issues

Health and Wellness

The ability to make informed choices regarding one’s health is a key element of living a fulfilled life. To this end, the health and wellness requirement is designed to afford students the opportunity to discover lifestyle approaches that lead to enhanced health and well-being.

Requirement: (1 semester hour). Fulfilled either by successfully completing PEH115 – Introduction to Wellness Concepts, or by achieving a satisfactory score on a challenge exam. The challenge exam is offered once each semester. Contact the student records office
for the scheduled time and location of the exam. This requirement should be completed by the end of a student’s second semester of attendance at Rocky Mountain College.
Fine Arts

An educated person must be able to employ creative processes to solve problems, develop new ideas, and communicate effectively to varying audiences. Through this GER, students learn skills and techniques necessary to employ creative processes in the fine arts, as well as learning to apply aesthetic judgment to evaluate creative works, and describe the interrelationship between the fine arts, history, and culture.

Requirement: (6 semester hours). Fulfilled by successfully completing 2 courses of at least 3 semester hours each in art, theatre, or music. The two courses must be in different disciplines. Six semester hours in choir (MUS271/371) or concert band (MUS283/383) can substitute for one of the two fine arts requirements.

Humanities

Study of the humanities provides students with the critical perspective to examine the human condition and the nature of the world, address compelling social issues through reflection, and synthesize ideas into new forms. An education in the humanities requires reading significant works in various disciplines, gaining an exposure to a variety of methodologies, and learning to apply these via written and oral forms of communication. An education in the humanities is a necessary part of becoming a citizen with a broad knowledge of the diversity of cultures along with well-considered moral, philosophical, aesthetic, and intellectual convictions.

Requirement 1: History (3 semester hours). Students must successfully complete a course in history of at least 3 semester hours.

Requirement 2: Literature (3 semester hours). Students must successfully complete a course in literature of at least 3 semester hours. Options include: ENG223, ENG224, ENG231, ENG236, ENG238, ENG241, ENG242, ENG245, ENG247, ENG252, ENG253, ENG258, ENG270, ENG272, ENG273, ENG282, ENG283, ENG291, ENG314, ENG322, ENG333, ENG334, ENG344, ENG347, ENG356, ENG358, ENG362, ENG370, ENG445, ENG447, ENG452, ENG458, or ENG471.

Requirement 3: Philosophy and Religious Thought (3 semester hours). Students must successfully complete a course in philosophy and religious thought of at least 3 semester hours.

Social Sciences

A study of the social sciences leads to a better understanding of how human beings behave as individuals and in organizations. Key elements of such an understanding are the recognition of the forces that shape behavior and the ability to assess the impact of those forces using the methods of scientific inquiry.

Requirement 1: Economic Decision Making (3 semester hours). Fulfilled by either:
- Completing a major in business administration, accountancy, equine business, aviation management, or sports management; or
- Successfully completing BSA365 – Economic Decision Making

Requirement 2: (6 semester hours). Students must complete 2 courses of at least 3 semester hours each in psychology, sociology and anthropology, or political science. The two courses must be in different disciplines. Courses satisfying this GER include:
- In psychology: PSY101, PSY205, or PSY206
- In sociology/anthropology: SOC101, SOC201, SOC240, SOC241, SOC242, SOC244, SOC315, SOC317, SOC342, SOC344, SOC350, or SOC353.
- In political science: POL101, POL202, POL301, POL313, or POL343.

Natural Sciences

Through this GER, students explore the natural world seeking to understand science as a way of knowing. A thorough understanding of the process of science, experimental design, and the scientific method are essential for evaluating scientific information used in decision making, informed voting, and good citizenship.

Requirement: (7 semester hours). Fulfilled by successfully completing two courses in biology, chemistry, environmental science, geology, or physics. At least one of the courses must have a lab component. Both courses can be in the same discipline. Courses that satisfy this GER include:
- In biology: any course of at least 3 semester hours in biology.
- In chemistry: CHM100*, CHM101*, CHM102*, and CHM260.
- In environmental science: ESS105*, ESS115*, ESS207*, ESS225, ESS230, ESS307*, ESS321, and ESS436*.
- In geology: GEO101 (if taken with GEO104 will count as a lab science), GEO105*, or GEO204*.
- In physics: PHS100, PHS101*, PHS102*, PHS105*, PHS201*, or PHS202*.
Courses marked with a “*” have a laboratory component.

**Experiential Learning**

The application of skills and knowledge gained through academic endeavors is an excellent way to self-assess and enhance one’s collegiate experience. By participating in experiential learning, students can develop independent learning skills and self-confidence. Additionally, students may also test their desire and aptitude for a particular career.

**Requirement:** (3 semester hours). Students can fulfill this GER by one of the following:

- Completing an internship;
- Completing at least 3 semester hours of athletic training field practicum (PEH181, PEH281, PEH381, PEH481);
- Student teaching; or
- Completing a major in aeronautical science.

**Transfer Credits for General Education Requirements**

Although the College reserves the right to refuse incoming transfer credits, credits from accredited colleges normally will be accepted, subject to these conditions:

1. No more than 94 semester hours or 135 quarter-hours of credit are acceptable from four-year colleges.
2. No more than 64 semester hours or 96 quarter-hours are acceptable from two-year colleges.
3. No junior- or senior-level credit will be allowed for courses from two-year colleges.
4. No “D” or “F” grades will be accepted.
5. No preparatory/developmental classes below 100-level will be accepted.

**Second Degree**

A student may earn a second bachelor’s degree at Rocky Mountain College by taking a minimum of 30 additional credits in residence beyond the credits earned for the first bachelor’s degree and by completing all requirements for a second major. Nine of the minimum additional credits for the second degree must be at the upper-division level. Students at the College may concurrently earn both bachelor of science and bachelor of arts degrees if they have a minimum of 150 credits and have fulfilled all requirements for both degrees. Students may also transfer to Rocky Mountain College to attain a second degree. These students must meet all degree requirements outlined for transfer students to Rocky Mountain College. All students wanting to obtain a second degree must file a written application to the office of student records.

**Registration**

Students are expected to register on the days specified in the academic calendar. Registration is not complete until financial arrangements are made with the business office. After one week of classes, permission from the instructor must be obtained before entering a course. After two weeks of classes, no student will be allowed to register in regular classes.

**Classification of Students**

Students are classified at the beginning of each semester in each academic year according to the following definitions of class standing:

- **Freshman:** A student who has earned fewer than 27 semester hours.
- **Sophomore:** A student who has earned 27 to 59 semester hours.
- **Junior:** A student who has earned from 60 to 89 semester hours.
- **Senior:** A student who has earned 90 or more semester hours.

**Registration Status**

- **Regular:** Admission requirements fulfilled and systematically pursuing a definite course of study toward a degree.
- **Conditional:** Does not meet requirements for regular admission. Must establish regular (non-probationary) standing by the end of the first semester in residence.
- **Special:** A student who is not a candidate for a degree at Rocky Mountain College.
- **Auditor:** A student who attends class regularly but does not receive credit or grade. A regular student may audit a course without charge, providing his or her course load remains within the 12- to 19-credit range.

**Academic Advisors**

Academic advisors are assigned to students based on their area of major interest upon entrance to Rocky Mountain College. Students are encouraged to meet with their advisors frequently to review graduation requirements, plan class schedules, and talk about their futures. Students may change academic advisors at any
time during the year by filing a request for change of academic advisor available in the office of student records. For more information about academic advising, contact the Director of Academic Advising at advising@rocky.edu.

ACADEMIC PROGRAMS

Applied Management (Degree Completion)

Stephanie “Stevie” Schmitz, Director

The degree completion program is designed to meet the needs of adult students who have completed some college courses previously. These students are typically working full-time and are interested in completing their degree in the evening while continuing to work. The bachelor’s degree in applied management is designed to apply closely to career goals. Classes are taught in a manner that is conducive to learning for adults.

Curriculum: The curriculum contains 15 classes (45 credits), including 14 management classes and one advanced writing class (ENG325). All AMS classes and ENG325 are required for program completion. Classes meet one night per week, generally for five weeks.

Graduation Requirements: In addition to fulfilling all requirements for a baccalaureate degree (see “Academics” section), degree completion students must complete all applied management courses with a minimum GPA of 2.25.

Additional Information: Throughout the year, Rocky Mountain College has information sessions on campus and at other locations to inform prospective students and employers about the degree completion program. For more information, contact the College at (406) 657-1134 or 1-800-877-6259, ext. 1134 or e-mail graduate@rocky.edu.

Applied Management courses

Note: AMS courses are offered in an accelerated format one evening a week, generally for five weeks.

AMS 202
Principles of Microeconomics
3 semester hours.
Students study individual economic problems. This course offers an introduction to production and exchange, pricing policies, and resource allocation under alternative competitive situations.

AMS 301
Small Group and Organizational Behavior
3 semester hours.
Students study small group behaviors and how those behaviors interact with organizational objectives.

AMS 312
Management Concepts
3 semester hours.
Students examine management functions, basic concepts, and principles of management, including group dynamics, motivation, planning, organizational problems, coordination control, job design, and power structures.

AMS 318
Entrepreneurship
3 semester hours.
Students learn the characteristics of successful entrepreneurs, how to seek and evaluate opportunities for new ventures, how to prepare a complete business plan, and how to plan strategies and gather resources to create business opportunities.

AMS 355
Accounting and Financial Statement Analysis
3 semester hours.
Students learn how to analyze financial statements by developing an ability to critically evaluate corporate financial representations and related information. Financial Statement Analysis is the art and science of examining the components of a company’s monetary disclosures, called financial statements. Opinions can then be formed about a firm’s past, present, and future operations that influence internal and/or external decision-making.

AMS 402
Small Business Finance
3 semester hours.
Financial management is often the difference between the survival and failure of a small business. Students learn how to use financial tools to manage cash flow, measure profitability and liquidity, determine leverage, and value a business. The use of ratio analysis within the balance sheet and income statement are coupled with budgeting and break-even analysis to complete the picture.
AMS 405
**Human Resource Management**
3 semester hours.
This course provides an analysis of the policies and practices of employee recruitment, selection, training, development, and compensation.

AMS 407
**Marketing**
3 semester hours.
This course is a study of the marketing process, including examination of consumer buying behavior, products and product development, distribution channels, pricing policies and promotion.

AMS 415
**Managerial Accounting**
3 semester hours.
Students examine how managers use accounting information to make sound business decisions. The course emphasizes the need for a “parallel information system” that enhances decision-making by providing managers with information not found in typical accounting reports. Cost behavior, performance analysis, capital investment analysis, and the theory and mechanics of budgeting are among topics examined.

AMS 420
**Managerial Ethics**
3 semester hours.
This course presents different perspectives on understanding the basic concepts and concerns of business ethics. Ideas on how to incorporate these concepts into the policies and decision-making processes of businesses are introduced through a case study approach.

AMS 426
**Strategic Planning**
3 semester hours.
This course introduces various management planning models and techniques and applies them to business cases. The concept of strategic planning used in achieving organizational goals is stressed.

AMS 443
**Literature of Leadership**
3 semester hours.
This course is a review of the current literature regarding leadership. Different management/leadership theories are explored in the context of current literature.

AMS 455
**Research**
3 semester hours.
Research provides information that facilitates decision-making. This research class follows the steps involved in the process of research. These steps include gathering, analyzing, and reporting information. Students use these steps in designing a research project.

AMS 483
**Management Simulation**
3 semester hours.
Students focus on business strategy, planning, competitor analysis, cross-functional integration, and team building through the use of a computer simulation drawn from real-world situations. Over several rounds, teammates see the impact of their decisions on profits and market position. Students use what has been learned in previous modules to learn the major forces that drive the marketplace. Along the way they learn about a company’s inner workings and how various functional areas integrate into a working whole.

**Art**

*James A. Baken, Professor*

*Mark S. Moak, Professor*

Students who participate in the art program can expect to discover and explore materials, techniques, and cultures from the dawn of human artistic experience to today. They will be guided on their journey by faculty who are passionate about art and believe in the importance of individualized instruction and experience; creativity as a problem-solving endeavor; critical thinking; traveling to monuments and museums of the region, nation, and the world; alternative methods of learning; and the interrelatedness of the studio, art history, aesthetics, art criticism, and a variety of other disciplines. The ultimate goal is self-expression through self-discovery.

Committed to the liberal arts, we strive to provide a learning environment that is challenging, yet encouraging, to art majors and non-majors alike. Some will go on to graduate school, some to teach or work in an art-related field, some will acquire an avocational skill, others will become educated consumers of art; but all will look at, truly see, the world with all of its visual wealth and its amazing peoples in a new light.

**Note:**

1. Students with exceptional preparation in some area of art study may consult with faculty concerning substitutions or waivers of prerequisites.
2. Independent study, directed reading, field practica, among others, may not be taken in art until at least 15 semester hours of regular course work have been satisfactorily completed.
3. Internship credits may be used for no more than 3 semester hours of the required total for the major or minor.

4. Students must complete the professional education program for K-12 teaching. See the “Education” section of the catalog.

5. Students wishing more depth in a studio course may take that course a second time at a higher level, with instructor’s approval.

6. Additional expenses for tools and materials can be expected in most art courses.

Major in Art: Requirements include a minimum of 36 semester hours including the following 30 hours: ART101, ART121, ART220, ART221, ART 222, ART231 or ART232, ART251 or ART252 or ART350, ART 483, ART490, and two of the following: ART321, ART322, ART323. The additional 6 semester hours for the major may be elected from the remaining ART courses listed. A significant exhibit of work is required during the art major’s senior year.

Major in Art Education: Requirements include a minimum of 41 semester hours including the 36 hours listed under the major in art plus ART353. Discipline-based art education, art production, art history, aesthetics, and criticism are the focus for this major. Students must complete the professional education program for K-12 teaching as described in the “Education” section of the catalog.

Minor in Art: Requirements include a minimum of 21 semester hours including ART101 or ART121; two of the following - ART220, ART221, ART222; one of the following – ART 321, 322, 323; and 9 semester hours of electives in ART.

Minor in Art Education: Requirements include a minimum of 26 semester hours including ART101 or ART121; two of the following - ART220, ART221, ART222; one of the following – ART 321, 322, 323; ART353; ART490, and 6 semester hours of electives in art. Discipline-based art education is the goal of this minor. Students must complete the professional education program for K-12 teaching as described in the “Education” section of the catalog.

Art courses

ART 101

Drawing I

3 semester hours.

This foundation course explores basic drawing techniques in a variety of dry and wet drawing media. This studio course offers the student an opportunity to learn about pictures as language and expressions using the vocabulary of the elements of art: line, value, shape, form, texture, perspective, and composition. Students will create, critique, and display original works of art.

ART 114

Gallery

1 semester hour.

This course is designed to provide the student with gallery experience. Responsibilities include preparing the gallery for all exhibits, providing and collecting entry forms, cataloguing, making and placing labels for all student show work, hanging the student show, organizing the artist’s reception and advertising for the student show, helping with the hanging/reception/advertising of all other exhibits including senior shows and those of guest artists, and working with art faculty.

ART 121

Design

3 semester hours.

This studio course closely examines both two-dimensional and three-dimensional design by studying the principles of design and the elements of art. Students will create, display, and formally present for criticism to the class academic exercises and works of art.

ART 170

History of Architecture

3 semester hours.

This is a survey of the history of architecture. The course will look at periods of architecture and how they were affected by the politics, religion, economies, and ideas of their times. Each period will culminate in a detailed analysis of a building representative of that period.

ART 176

Architectural Graphic Communication

3 semester hours.

This course surveys basic graphic principles and a variety of techniques, media, and applications (both technical and artistic) to enhance visual communication skills in portraying the real, and equally important, the imagined architectural form.

ART 214

Gallery

1 semester hour.

This course is designed to provide the student with gallery experience. Responsibilities include preparing the gallery for all exhibits, providing and collecting entry forms, cataloguing, making and placing labels for all student show work, hanging the student show, organizing the artist’s reception and advertising for the student show, helping with the
hanging/reception/advertising of all other exhibits including senior shows and those of guest artists, and working with art faculty.

**ART/MUS 215**  
**Creativity**  
3 semester hours.  
This course approaches creativity as a skill to develop, not as some magical gift bestowed on a few select people. The last three weeks of the course will be devoted to a large-scale project in the area chosen by the student at the time of registration. Two important elements of the course involve a specific style of journaling, and a weekly artist date. Through the activities in this course, students will bring a higher degree of creativity to their daily lives. This course may be taken either at the lower-division level or at the upper-division level, but not both.

**ART 220**  
**Art History Survey I**  
3 semester hours.  
This is a general survey of art historical periods including the Prehistoric in Europe, the Near East, and the Americas; Ancient Egypt; the Bronze Age and Ancient Greece; the Etruscans; and the Romans. Study focuses on the materials, techniques, style, historical context, aesthetics, and criticism of this wide variety of art. Traditional art historical methods of slide lecture, discussion, written exams, and papers are de rigueur as well as exploration of relevant topics on the Internet and via the class website. Though sequential, ART220, ART221, and ART222 may be taken separately.

**ART 221**  
**Art History Survey II**  
3 semester hours.  
This is a general survey of art historical periods including the Early Christian, Byzantine, Islamic, Early Medieval, Gothic, and Renaissance. Study focuses on the materials, techniques, style, historical context, aesthetics, and criticism of this wide variety of art. Traditional art historical methods of slide lecture, discussion, written exams, and papers are de rigueur as well as exploration of relevant topics on the Internet and via the class website. Though sequential, ART220, ART221, and ART222 may be taken separately.

**ART 222**  
**Art History Survey III**  
3 semester hours.  
This is a general survey of art historical periods and movements during the seventeenth, eighteenth, nineteenth, twentieth, and twenty-first centuries. Study focuses on the materials, techniques, style, historical context, aesthetics, and criticism of this wide variety of art. Traditional art historical methods of slide lecture, discussion, written exams, and papers are de rigueur as well as exploration of relevant topics on the Internet and via the class website. Though sequential, ART220, ART221, and ART222 may be taken separately.

**ART 231**  
**Painting I**  
3 semester hours.  
This studio course explores techniques of oil and acrylic paints as well as mixed media. The contemporary view as well as the traditional is examined. Students will create, critique, and display original works of art. Prerequisite: ART101.

**ART 232**  
**Painting II**  
3 semester hours.  
This course primarily explores the theories and techniques of traditional watercolor painting. However, non-traditional approaches to watercolor and other types of painting, e.g. mixed media, are often introduced. Students will create, critique, and display original works of art. Prerequisite: ART101.

**ART 243**  
**Digital Photography**  
3 semester hours.  
This course introduces the process of digital photography. Camera handling, editing techniques and the elements of design are covered. Students are encouraged to pursue this art form in the surrounding community and landscape.

**ART 245/SOC 244**  
**Introduction to Flint Knapping**  
3 semester hours.  
The purpose of this course is to connect with scribes, past and present, to learn their skills and apply them today. Though immersed in art history, students of calligraphy spend most of the course studying, practicing, and laying out a variety of hands including Roman, Insular, National, Caroline, Gothic, Italian, Humanist, and post-Renaissance scripts. Traditional tool-making and usage include quill, reed, and bamboo pens and ink; other tools, media, and techniques may include brushes, steel pens, paper, papyrus, vellum, watercolor, gouache, embossing, relief printing, resist, computer-generated layouts, and more. Projects range from quotes to cards to wine labels to small books. Students will create, critique, and display original works of art.
Students manufacture a variety of stone tools to learn about the evolution of prehistoric technology. Obsidian, flint, and bottle glass are worked with stone, antler, bone, and wood to fashion arrowheads, spear points, knives, and scrapers. Normally offered May term. Non-refundable materials fee required. Preference is given to majors and minors. This course may be taken either at the lower-division level or at the upper-division level, but not both.

ART 251
Clay
3 semester hours.
Students in this studio course create original works of art using hand-building techniques such as pinching, slab-building, coiling, and modeling (sculpting). Wheel-throwing is also introduced. Students are encouraged to explore the use of design elements in the clay medium. They are also expected to be able to identify and articulate qualities that characterize notable ceramic works by studying both modern and historic ceramic pieces. Students will create, critique, and display original works of art.

ART 252
Jewelry and Metalwork I
3 semester hours.
This course is an introduction to basic jewelry and metalworking processes and techniques, such as lost wax casting, raising, forging, fabrication, and lapidary work. Copper, brass, bronze, sterling silver, and semi-precious stones are commonly used; more expensive materials may be used if the student can afford them. Functional and non-functional objects may be made with an emphasis on craftsmanship and aesthetics. Designs from nature, art history, and contemporary culture are encouraged. Students will create, critique, and display original works of art. ART352 is a continuation of ART252.

ART 271
Design of the Earth’s Landscape
3 semester hours.
This course is an overview of the influence of geography and culture on historical and contemporary human settlement patterns. It explores the interrelationships between climate, natural resources, cultural values, and technology in the evolution of a variety of land use patterns around the globe.

ART 275
Elements of Architecture
3 semester hours.
This is a lecture/studio course concerned with the elemental “building blocks” of architecture as well as with basic two-dimensional architectural graphic expression.

ART 301
Drawing II
3 semester hours.
This is primarily a life drawing class. Working mainly from the human nude and from animals, the student is allowed to explore techniques and create drawings in dry and wet media. “Nature as teacher” is the academic approach in live model sessions; however, other drawing approaches, subject matter, and advanced techniques may be explored. Students will create, critique, and display original works of art. Prerequisite: ART101.

ART 314
Gallery
1 semester hour.
This course is designed to provide the student with gallery experience. Responsibilities include preparing the gallery for all exhibits, providing and collecting entry forms, cataloguing, making and placing labels for all student show work, hanging the student show, organizing the artist’s reception and advertising for the student show, helping with the hanging/reception/advertising of all other exhibits including senior shows and those of guest artists, and working with art faculty.

ART/MUS 315
Creativity
3 semester hours.
This course approaches creativity as a skill to develop, not as some magical gift bestowed on a few select people. The last three weeks of the course will be devoted to a large-scale project in the area chosen by the student at the time of registration. Two important elements of the course involve a specific style of journaling, and a weekly artist date. Through the activities in this course, students will bring a higher degree of creativity to their daily lives. This course may be taken either at the lower-division level or at the upper-division level, but not both.

ART 321
Topics in Art History I
3 semester hours.
Choosing from the prehistoric (as early as 30,000 BC) through the Gothic (as late as AD 1500), this course may explore such topics as Ancient Egypt, Bronze Age and Classical Greece, Imperial Rome, or Medieval Europe. Study focuses on art materials, techniques, style, pre-historical and historical context, aesthetics, and criticism. While traditional methods of studying art history are used (e.g. slide lectures, discussion, written
exams, and papers), students are expected to authentically replicate an objet d’art from the studied historical periods as a major project. This course is also web-enhanced, with an interactive class website and required web research and project presentation.

ART 322
Topics in Art History II
3 semester hours.
The topic for this course is chosen from Western artistic traditions ranging from the Renaissance, Baroque, Rococo, the nineteenth, or the twentieth centuries. Study focuses on art materials, techniques, style, historical context, aesthetics, and criticism. While traditional methods of studying art history are used (e.g. slide lectures, discussion, written exams, and papers), students are expected to authentically replicate an objet d’art from the studied historical periods as a major project. This course is also web-enhanced, with an interactive class website and required web research and project presentation.

ART 323
Topics in Art History III
3 semester hours.
This is a study of the peoples and their art from the non-European traditions. Topics vary and may include Native American cultures such as the Anasazi, Mogollon, or Mimbres and/or the art of Africa or Asia, among others. Study focuses on art materials, techniques, style, prehistorical and historical context, aesthetics, and criticism. While traditional methods of studying art history are used (e.g. slide lectures, discussion, written exams, and papers), students are expected to authentically replicate an objet d’art from the studied historical periods as a major project. This course is also web-enhanced, with an interactive class website and required web research and project presentation.

ART 342
Printmaking
3 semester hours.
Students are introduced to basic relief printmaking techniques such as linoleum and wood cut and collography. Other processes include monoprint, intaglio, silkscreen, and/or computer-generated graphics. Students will create, critique, and display original works of art. Prerequisite: ART101.

ART 345/SOC 344
Introduction to Flint Knapping II
3 semester hours.
Students manufacture a variety of stone tools to learn about the evolution of prehistoric technology. Obsidian, flint, and bottle glass are worked with stone, antler, bone, and wood to fashion arrowheads, spear points, knives, and scrapers. Requirements for ART345 are the same as for ART245 with the addition of either 1) a 10-page research paper on prehistoric paleolithic tool manufacturing, or 2) the manufacture of punch struck blade (upper paleolithic) tools. Normally offered May term. Non-refundable materials fee required. Preference is given to majors and minors. This course may be taken either at the lower-division level or at the upper-division level, but not both.

ART 350
Sculpture
3 semester hours.
Students will explore the third dimension by creating works in a variety of materials such as clay, plaster, wood, metal, found objects, and mixed media. Processes and techniques include modeling, carving, lost wax casting, and construction. Students will create, critique, and display original works of art. Prerequisite: ART121.

ART 351
Clay II
3 semester hours.
This clay class offers the student an opportunity to expand ceramic skills according to individual interests. Student and instructor will develop a mutually agreeable plan of study at the beginning of the semester. Students will create, critique, and display original works of art. Usually ART351 is offered concurrently with ART251. Prerequisite: ART251.

ART 352
Jewelry and Metalwork II
3 semester hours.
Students are allowed to pursue areas of individual interest by investigating advanced techniques and/or by expanding basic jewelry and metalworking skills. Student and instructor will develop a mutually agreeable plan of study at the beginning of the semester. Students will create, critique, and display original works of art. ART352 is a continuation of and is offered concurrently with ART252. Prerequisite: ART252.

ART 353
Methods and Materials of Teaching K-12 Art
3 semester hours.
Following a discipline-based approach to art education and curriculum development, this course integrates art production, art history, criticism, and aesthetics. Students learn the elements of design and apply them using traditional and non-traditional techniques (e.g. computer-generated graphics), materials, and approaches. They also are immersed in art history,
studying significant works of art in their historical context. Formal methods of art criticism and assessment and theories of aesthetics are studied and applied to their own, classmates’, and historical art works. Additionally, students are apprized of opportunities in higher education and careers in art. Most importantly, students learn to apply these skills to their prospective students in an age-appropriate and safe manner. A variety of means is utilized in accomplishing these goals, including traditional classroom and library activities, computer technology, teaching a lesson in a public school, gallery/museum visits, guest speakers, and reaching the larger world via web-based information. Prerequisite: Admission to the teacher education program; junior or senior standing strongly encouraged.

ART 450 Internship
1-15 semester hours.
This course is a guided work experience in an already established place of business. The student must arrange the internship in agreement with the instructor and the office of career services. Contract is required. Prerequisites: junior or senior standing.

ART 483 Senior Project
1 semester hour.
For art majors and art education majors and minors, this course is designed to help students develop the concept, philosophy, and direction of a body of work for their senior show. Students meet with professor(s) on a weekly basis. Prerequisite: permission of professor.

ART 490 Art Seminar
2 semester hours.
Designed for art majors and art education majors and minors, this course explores what it means to be an art professional. Discussion, field trips (e.g. to museums, galleries, artists’ studios), art community service, and preparation of a resume, a portfolio, an artist’s statement, and a senior show are the focus of the course. The art seminar is further enhanced by visits from a career counselor and art professionals. The course not only serves as an opportunity for self-assessment by each student, but also requires the assessment of fellow classmates, the art program, and, in the case of art education majors and minors, the application of age-appropriate assessment formats. Prerequisite: permission of professor.

ART 499 Independent Study
1-3 semester hours.
This course allows a superior student to devise and pursue independent study in an area agreed upon in consultation with, and supervised by, a faculty member. Students should be either a major or minor and have a cumulative GPA of 3.00 or greater. Prerequisite: junior or senior standing.

Aviation

Daniel G. Hargrove, Director of Aviation
Scott Wilson, Professor
David C. Ison, Assistant Professor
Clete Knaub, Assistant Professor
John Koehler, Director of Flight Operations

The mission of the Rocky Aviation Program is to educate and train individuals to be professionals and leaders in the aviation industry.

The Rocky Aviation Program provides students with the knowledge and skills required to enter the exciting world of professional aviation. Rocky offers Bachelor of Science degrees in Aeronautical Science (Professional Pilot) and Aviation Management. Graduates are prepared to begin careers as pilots or managers in the airline, business, air cargo, military or other sectors in the aviation industry.

Flight training is conducted in Piper and Beechcraft aircraft owned by the college. Glass cockpit aircraft and sophisticated simulators are used in training to prepare graduates for competitive careers in aviation. Further training is conducted using state-of-the-art Canada Regional Jet (CRJ) flight management system (FMS) simulation. The program emphasizes professional experiences, relevant classroom instruction and safe flight operations that will help transition the students to a successful career after graduation.

Majors are offered in aeronautical science and aviation management, and a minor is offered in aeronautical science. The aeronautical science major combines pilot certification with studies of the air transportation-operating environment. The aviation management major combines studies of aviation with business and economics. Pilot certification is elective under this major.

The minor in aeronautical science includes private pilot certification, plus the knowledge to safely and efficiently use air transportation as part of a business operation or for personal use.

Pilot Certification: Flight education is conducted under Federal Aviation Regulation Part 141 certification. Classroom instruction is conducted on campus, and flight instruction is conducted at Flight
Operations at the airport. Students majoring in aeronautical science may receive credit for prior learning for the private pilot certificate and the instrument rating completed prior to enrollment. Credit for other FAA certification is reviewed and determined on a case-by-case basis. Once students enroll in the aviation program, all subsequent flight instruction must be received through the RMC aviation program.

**Medical Certification**: Aeronautical science majors must obtain a minimum of a Class II FAA medical certificate prior to acceptance into the aviation program. A Class I certificate is recommended. Students minoring in aeronautical science must obtain at least a Class III FAA medical certificate, which is required for the Private Pilot Certificate.

**Admission Criteria**: Admission into the aviation program is based on demonstrated academic leadership and responsibility, appropriate FAA medical certification, and admission to Rocky Mountain College. The number of students admitted to the program each year may be restricted to balance classroom and flight instruction capabilities.

**Program Costs**: The cost of flight training is in addition to normal college tuition and fees. The fee for each flight laboratory course is payable at the time of registration. These fees are based on the cost for an average student to complete the flight instruction in the specified syllabus and include costs for FAA knowledge and flight exams. Flight lab completion may carry over from one semester to another.

**Citizenship**: All students must show proof of citizenship before beginning flight training. Acceptable forms of proof of U.S. citizenship include an original birth certificate or current passport. International students may take flight training, but must comply with procedures established by the U.S. Transportation Security Administration. Contact Flight Operations for details.

**Major in Aeronautical Science (Professional Pilot)**: The following are required as part of the general education core courses: PSY101; PHS101 or PHS105 or PHS201; and MAT110. A minimum of 52 semester hours is required, including AVS100, AVS101, AVS150, AVS170 or AVS153; AVS307, AVS308, AVS312, AVS400, AVS405, BSA201, BSA202, BSA311, BSA321, BSA343, ECO201, ECO202, MAT210, and 6 semester hours of upper division electives in aviation or business.

**Minor in Aeronautical Science**: A minimum of 20 semester hours, including AVS101, AVS150, AVS153, AVS203, AVS308, and 5 semester hours of aviation electives.

**Aviation courses**

**AVS 100**

*Introduction to Professional Aviation*

1 semester hour.

This course introduces students to the aviation curriculum and the liberal arts core curriculum as a foundation for personal growth and development. Students investigate aviation career options with an emphasis on the necessary knowledge, skills, and attributes of an aviation professional. The course introduces aviation safety and human factor issues. Learning activities include professional reading and writing.

**AVS 101**

*Private Pilot Ground School*

4 semester hours.

This course prepares students for the FAA private pilot knowledge examination. Students are introduced to the principles of aerodynamics, aircraft systems and performance, meteorology and aviation weather data, aviation physiology, navigation, flight planning, and aviation decision-making. Corequisite: AVS153.

**AVS 150**

*Aviation Meteorology*

3 semester hours.

This course provides a detailed knowledge of the environmental factors critical to safe flight operations. Topics include weather systems, upper-air characteristics, flight hazards, weather-related topics in flight safety, meteorological flight planning, use of weather information systems, and the reports and charts used for aviation weather reporting and forecasting.

**AVS 153**

*Private Pilot Flight Lab*

2 semester hours.

Students complete all three stages of the Private Pilot flight syllabus. This course includes dual and solo flight and covers pre-flight preparation, aircraft operation procedures, proper aircraft flight control, air and ground safety, flight maneuvers, air traffic control
procedures and communication, and VFR navigation. This course prepares students for the FAA Private Pilot oral and flight examinations. The FAA Private Pilot certificate must be completed to fulfill course requirements. Corequisite: AVS101.

**AVS 170 Flight Orientation Lab**  
1 semester hour.  
This course is for students majoring in aviation management who do not want to earn a private pilot certificate. The course provides students approximately 5 hours of dual flight instruction designed to provide an understanding of the theory of flight and the factors basic to flight operations, including meteorology, air traffic control, and navigation. Corequisite: AVS101.

**AVS 200 Intercollegiate Flight Team Competition**  
1 semester hour.  
Students train for and participate in intercollegiate flight competition as a member of the Rocky Mountain College Flight Team. Additional fee required during semesters in which the team travels to competition. Prerequisite: permission of the instructor.

**AVS 201 Instrument Rating Ground School**  
3 semester hours.  
This course prepares students for the FAA instrument rating knowledge examination, providing an in-depth study of flight instruments, physiology of flight, aviation weather reports and forecasting, radio navigation, IFR departure, en route and arrival procedures, IFR flight planning, and emergency procedures. Prerequisites: AVS101, AVS153. Corequisite: AVS253.

**AVS 202 Commercial Pilot Ground School**  
3 semester hours.  
This course prepares students for the FAA Commercial Pilot knowledge examination, covering meteorology, airspace, pilotage, aviation physiology, advanced aerodynamics, commercial flight maneuvers, aircraft stability and performance, flight in complex aircraft, flight management and emergency procedures, and regulations related to commercial flight operations. Prerequisites: AVS201, AVS253. Corequisite: AVS272.

**AVS 203 Introduction to Air Traffic Control**  
3 semester hours.  
This course provides a detailed study of the science of air traffic control for professional pilots and aviation managers. Topics include the national airspace system, air traffic control, navigation aids, communications and operations procedures, airport traffic control, radar operations, and ATC facility management. Prerequisite: AVS101.

**AVS 205 Global Positioning System and Glass Cockpit Lab**  
1 semester hour.  
Students complete hands-on global positioning system and glass cockpit training using software in the classroom and hardware in flight training devices in order to integrate and apply these systems in instrument flight. Prerequisites: AVS101, AVS153. Corequisite: AVS201 and AVS253.

**AVS/HST 231 Aviation History**  
3 semester hours.  
This course outlines the evolution of aviation from early glider and balloon flights to modern jets and the space age. The course examines the multiple ways that technology advances and warfare have advanced aviation. Topics of study include specific flights, significant aviators, and particular aircraft that have improved general, commercial, and military aviation. The course discusses current developments and future trends in aviation.

**AVS 253 Instrument Rating Flight Lab**  
2 semester hours.  
Students complete all three stages of the instrument pilot flight syllabus, which includes instrument departure, en route and approach procedures in both the airplane and flight training device (simulator). This course prepares students for the FAA instrument rating oral and flight examinations. FAA instrument rating must be completed to fulfill course requirements. Prerequisites: AVS101 and AVS153 or Private Pilot Certificate. Corequisite: AVS201.

**AVS 272 Commercial Pilot Flight Lab I**  
1 semester hour.  
This course provides flight instruction covering commercial navigation, cross-country flights, and night flying procedures allowing students to complete stage 1 of the flight syllabus. Prerequisites: AVS253. Corequisite: AVS202.

**AVS 273 Commercial Pilot Flight Lab II**  
1 semester hour.  
This course provides flight instruction covering commercial flight maneuvers allowing students to
complete Stage 2 of the flight syllabus. Prerequisite: AVS272.

**AVS 274**  
**Commercial Pilot Flight Lab III**  
1 semester hour.  
This course provides flight instruction providing a continuation of commercial flight maneuvers and complex aircraft flight procedures. Students complete stage 3 of the flight syllabus and become prepared for the FAA Commercial Pilot oral and flight examinations. The FAA Commercial Pilot certificate must be completed to fulfill course requirements. Prerequisite: AVS273.

**AVS 301**  
**Certified Flight Instructor Ground School**  
3 semester hours.  
This is a two-part course that prepares students for the FAA Fundamentals of Instruction and Flight Instructor Knowledge Examinations. Part one covers fundamentals of teaching and learning, including effective teaching methods, aerodynamics analysis, instructional syllabus development, and flight instructor responsibilities. Part two addresses the analysis of flight maneuvers involved in the private, commercial, and flight instructor certificates. Prerequisites: AVS201, AVS202, and AVS274.

**AVS 306**  
**Multi-Engine Rating Ground School**  
1 semester hour.  
This course covers the operation of multi-engine airplanes including performance, normal and emergency operating procedures, electrical and hydraulic systems, and other installed equipment commonly found on multi-engine airplanes. Prerequisite: AVS202, AVS273. Corequisite: AVS376.

**AVS 307**  
**FBO and General Aviation Operations**  
3 semester hours.  
This course examines the factors involved in running a successful fixed base operation (FBO) and operating a general aviation business. The course includes the certification process, management operations, and marketing strategies. The course also studies the evolving role of FBOs, from their pilot-oriented roots to their business-oriented future.

**AVS 308**  
**Aviation Safety**  
3 semester hours.  
This course provides a forum for understanding the safe operation of aircraft. The focus is on human factors in the aviation safety environment. Topics of study include aircraft technology, human physiology, psychology, air traffic control, navigational facilities, weather, accident investigation, and crew resource management. Prerequisite: sophomore standing.

**AVS 310**  
**Airport Planning and Administration**  
3 semester hours.  
This course provides a forum for understanding the elements of proper airport planning and the importance of achieving a successful airport operation. The course studies the duties and responsibilities of an airport manager at a large airport, as well as departments such as crash/fire/rescue, facilities, administration, and maintenance. The course also covers the criteria for blending the airport into federal and state plans and for achieving FAA approval. Prerequisite: sophomore standing, junior preferred.

**AVS 312**  
**Aviation Law**  
3 semester hours.  
This course provides a forum for understanding the statutes, regulations, and case law governing aviation. Topics of study include administrative law, aircraft accidents, airport liability, aircraft transactions, and airline labor law. Prerequisite: sophomore standing.

**AVS 317**  
**Aircraft Power Plants**  
3 semester hours.  
An in-depth study of reciprocating, turbine, and turboprop engines and propeller systems and the engine accessory equipment used on modern aircraft. Prerequisite: AVS202.

**AVS 318**  
**Advanced Aircraft Systems**  
3 semester hours.  
An in-depth study of advanced aircraft systems including fuel, hydraulic, electrical, engine accessory, and auxiliary systems. Prerequisite: AVS317.

**AVS 325**  
**Advanced Flight Systems**  
3 semester hours.  
This course provides an introduction to modern cockpit technology used in air transport aircraft. The course addresses the function and operation of glass cockpit aircraft operating equipment such as satellite-based and inertial navigation systems, auto-pilots, flight management systems, electronic flight information systems, ground proximity warning systems, traffic collision avoidance systems, datalink systems, electronic flight bags, weather radar, enhanced/synthetic vision systems, and flight data and
cockpit voice recording systems. Prerequisites: AVS201, AVS253.

AVS 343
Altitude Chamber Training
1 semester hour.
This course provides classroom instruction and hands-on training on the physiological effects and hazards associated with high altitude flight. The course includes a field trip to a U.S. Air Force base to participate in training in an altitude chamber. Prerequisite: AVS 101, AVS 153.

AVS 345
Tail Wheel Endorsement
1 semester hour.
This course includes flight and ground training required to obtain a log book endorsement to fly a tail wheel aircraft, as specified by the FAA. Coordination with academic advisor and Director of Flight Operations is required before start of training. Prerequisite: AVS101, AVS153.

AVS 361
Certified Flight Instructor Flight Lab (FAA Part 141)
2 semester hours.
This course provides flight instruction under FAR Part 141 prepares students for the FAA Flight Instructor oral and flight examinations. The course includes dual flights covering all maneuvers necessary to instruct students for the private and commercial pilot certificates. The FAA Flight Instructor Certificate must be completed to fulfill course requirements. Prerequisite: AVS274. Corequisite: AVS301.

AVS 362
Instrument Flight Instructor (FAA Part 141)
3 semester hours.
This course provides ground and flight instruction under FAR Part 141 prepares students for the FAA Instrument Flight Instructor written, oral, and flight examinations. The FAA Instrument Instructor rating must be completed to fulfill course requirements. Prerequisite: AVS361 or AVS371.

AVS 363
Multi-Engine Flight Instructor (FAA Part 141)
3 semester hours.
This course provides ground and flight instruction under FAR Part 141, preparing students for the FAA Multi-engine Flight Instructor rating oral and flight examinations. The FAA Multi-engine Instructor rating must be completed to fulfill course requirements. Prerequisite: AVS361 or AVS371.

AVS 371
Certified Flight Instructor Flight Lab (FAA Part 61)
1 semester hour.
This course provides flight instruction under FAR Part 61, preparing students for the FAA Flight Instructor oral and flight examinations. The course includes dual flights covering all maneuvers necessary to instruct students for the private and commercial pilot certificates. The FAA Flight Instructor certificate must be completed to fulfill course requirements. Prerequisite: AVS274. Corequisite: AVS301.

AVS 372
Instrument Flight Instructor (FAA Part 61)
2 semester hours.
This course provides ground and flight instruction under FAR Part 61, preparing students for the FAA Instrument Flight Instructor written, oral, and flight examinations. The FAA Instrument Instructor rating must be completed to fulfill course requirements. Prerequisite: AVS361 or AVS371.

AVS 373
Multi-Engine Flight Instructor (FAA Part 61)
2 semester hours.
This course provides ground and flight instruction under FAR Part 61, preparing students for the FAA Multi-engine Flight Instructor rating oral and flight examinations. The FAA Multi-engine Instructor rating must be completed to fulfill course requirements. Prerequisite: AVS361 or AVS371.

AVS 376
Multi-Engine Rating Flight Lab
1 semester hour.
This course provides flight instruction, preparing students for the FAA Multi-engine rating oral and flight examinations. Areas covered include emergency procedures, single engine operations, and control of the aircraft by sole reference to flight instruments. The FAA Multi-engine rating must be completed to fulfill course requirements. Prerequisite: AVS274. Corequisite: AVS306.

AVS 400
Aviation Professional Development
1 semester hour.
This culminating course focuses on professional issues and integrates all facets of the student’s college educational experience. Students explore issues in aviation including professional standards, ethics, and career advancement. Guest lectures will provide perspectives from leaders in the aviation industry. Prepares the graduate for transition to a career in aviation and develops job placement skills. Prerequisite: senior standing.
AVS 404
Crew Resource Management with Lab
2 semester hours.
This course provides advanced ground and simulator instruction with an emphasis on the application of aviation and human factors in Crew Resource Management skills. The lab includes Line-Oriented Flight Training (LOFT) sessions in a flight-training device to develop crew resource management skills in a variety of realistic situations encountered by flight crews. Prerequisite: AVS376.

AVS 405
Air Transportation and Flight Operations
3 semester hours.
This course provides a broad understanding of the air transportation industry. The scope of the course includes knowledge of state and federal regulations and the basis for their establishment. Areas of concentration include airline operations, maintenance, marketing, aircraft performance, and economic factors affecting the aviation industry. Prerequisite: junior or senior standing.

AVS 410
Advanced Aerodynamics and Aircraft Performance
3 semester hours.
This course covers advanced theories of flight and performance factors including airfoil shape; theories of lift and drag; velocity; power and thrust; stability and control; high speed aerodynamics; Mach effect; advanced principles of performance, capabilities, and limitations; performance design criteria; and load factors. Prerequisites: AVS202 and MAT110; AVS274 is preferred.

AVS 419
Air Carrier Operations
3 semester hours.
This course focuses on a study of transport category aircraft systems; flight planning; airport analysis; advanced weather analysis; and economic and safety issues related to transport category aircraft operations, including HMR 175 and FAR Part 135 and 121 regulatory requirements. The course provides the knowledge required to qualify for the FAA Airline Transport Pilot and Flight Engineer (basic) knowledge examinations. Prerequisites: AVS202, AVS405.

AVS 443
Airline Dispatcher Certification
2 semester hours.
This course is a culminating study of airline operations, preparing students for the FAA Dispatcher certification knowledge and practical examinations. The course includes 20 hours of practical experience and observation of airline dispatch operations. Students must be 21 years of age by the end of the semester that the course is taken to meet FAA written exam requirements. The course is scheduled in conjunction with AVS 419. Prerequisites: AVS150, AVS201, AVS203, AVS205, AVS318. Corequisite: AVS419.

AVS 447
Boeing 737 Aircraft Systems
1 semester hour.
This course is an in-depth study of the systems of the Boeing 737 aircraft, including hydraulics, avionics, electrics, air conditioning, flight controls, etc. Students work with computer based training software as used by numerous airlines. This independent study course is conducted and tested very much like initial 737 ground training at an airline. Prerequisite: AVS202. Corequisite: AVS318.

AVS 449
Regional Jet Aircraft Systems
1 semester hour.
This course is an in-depth study of the systems of the Canadair Regional Jet (CRJ) aircraft, including hydraulics, avionics, electrics, air conditioning, flight controls, etc. Students work with computer based training software as used by numerous airlines. This independent study course is conducted and tested very much like initial CRJ ground training at an airline. Prerequisite: AVS202. Corequisite: AVS318.

AVS 450
Internship
1-15 semester hours.
This course is a guided work experience in an already established place of business. The student must arrange the internship in agreement with the instructor and the office of career services. The internship should relate to the student’s major or minor area of study. Contract is required. Prerequisites: junior or senior standing.

AVS 499
Independent Study
1-3 semester hours.
This course allows a superior student to devise and pursue independent study in an area agreed upon in consultation with, and supervised by, a faculty member. Students should be either a major or minor and have a cumulative GPA of 3.00 or greater. Prerequisite: junior or senior standing.

Biology

Cristi Hunnes, Professor
Jennifer Lyman, Professor
Claire Oakley, Professor
Daniel Albrecht, Associate Professor

The biology program studies the breadth of life, from cellular mechanisms to ecosystem processes. Students are encouraged to view biological concepts from historical, political, and ethical perspectives as they integrate new ideas and concepts with older ones. The faculty stresses the process of science and the ability to analyze the surrounding world by generating hypotheses, testing hypotheses, analyzing data, and drawing conclusions. Students develop oral and written communication skills through active participation in lecture/discussions and collaborative projects both in the classroom and laboratory/field settings. Students are encouraged to pursue a broad course of study in biology. If desired, majors may specialize in one of two areas: health science or evolution/ecology. Biology students must reach into other sciences (chemistry, physics, earth and environmental) and mathematics to better understand their own discipline. To help students develop a framework for understanding biological literature, they are encouraged to take as many writing classes as possible. Throughout the course of study, students must synthesize old and new information and determine whether concepts are consistent or inconsistent with what they are learning.

The program provides biology majors with a broad foundation, which prepares students for professional schools, graduate schools, or the workplace.

Major in Biology: A minimum of 30 semester hours in biology including BIO111, BIO112, BIO203, and BIO306, BIO/CHM452 and one physiology class from the following: BIO252, BIO321, BIO322. In addition: CHM101, CHM102, CHM300, CHM301, and either PHS101 and PHS102 or PHS201 and PHS202.

Major in Biology Education: For students wishing to pursue teaching credentials with a biology major, the following courses must be taken in addition to the secondary teacher education program: a minimum of 24 hours in biology including BIO111, BIO112, BIO203, choice of BIO250 or BIO311 or BIO317, either BIO252 or BIO321, BIO306, BIO315. Additionally, one chemistry course with a laboratory session is required.

Note: The following courses are eligible for biology credit: ESS307, ESS314, and ESS325. EQS300 will be accepted as a biology elective for students who have successfully completed BIO111, BIO112, CHM101, and CHM102. Credits earned during internships do not count towards the completion of the 30 credits of biology coursework.

Note: EQS300 and EQS400 are highly recommended for students pursuing veterinary school or graduate programs in animal science.

Biology courses

BIO 102
Introduction to Biology
4 semester hours.
This course is a broad survey of biology approaching different levels of biological organization from the perspective of the organism in the environment. Specific topics include genetics, evolution, ecology, metabolism, and the cell. The laboratory emphasizes the process of scientific investigation, including the design, conduct, analysis, and presentation of biological experiments. This course is appropriate for non-biology majors and does not count towards a major or minor in biology.

BIO 111
General Biology I
4 semester hours.
An introductory survey emphasizes the cell, cellular respiration, photosynthesis, genetics, and molecular biology. The weekly laboratories teach basic laboratory skills, safety, experimental design, and the application of statistics. Three hours of lecture and one two-hour laboratory session per week.

BIO 112
General Biology II
4 semester hours.
An introductory course emphasizes organization within the individual, population, and community levels of biology. Topics include basic genetics, population genetics, evolution, diversity of organisms, and ecology. The laboratory emphasizes the process of scientific investigation, including the design, analysis, and presentation of biological experiments. Field trips outside of regular class time may be required. Three hours of lecture and one two-hour laboratory session per week.
BIO 203  
Genetics  
3 semester hours.  
The course provides a detailed overview of the mechanisms of heredity. Topics include Mendelian, quantitative, and molecular genetics. Three hours of lecture per week. Prerequisites: BIO111, BIO112, and CHM101.

BIO 207  
Research Techniques in Ecology  
2 semester hours.  
A field and laboratory course covering basic field techniques. Topics include experimental design, data analysis, surveys, trapping and marking, telemetry, population estimation, survivorship, and foraging. Two hours per week of laboratory and lecture. Prerequisites: BIO112 and MAT110 or above.

BIO 240  
Biology of HIV/AIDS and the Immune System  
3 semester hours.  
This course explores HIV from its mechanism of action to its contribution to the opportunistic infections of AIDS and the scientific rationale for various therapies. Guest speakers link biological concepts to the human condition.

BIO/SOC 241  
Biological Anthropology  
3 semester hours.  
History of the theory of evolution, including the modern synthetic theory of evolution, population genetics, hominoid evolution from the Miocene hominids to Homo sapiens, primate ethology, and sociobiology.

BIO 250  
Microbiology  
4 semester hours.  
This course focuses on the biology of microorganisms including bacteria, viruses, protists, and fungi, mostly focusing on bacteria. Major topics include cell structure, metabolism, genetics, and diversity. In the laboratory, students learn techniques for the isolation, detection, identification, and characterization of microorganisms within various types of samples. Prerequisites: BIO111 and CHM101.

BIO 252  
Animal Physiology  
3 semester hours.  
Designed for students pursuing studies in ecology, biodiversity, and environmental science. This class introduces students to the basic concepts of animal regulation. Feedback and homeostasis are foundational concepts in biology. An introductory biology and introductory chemistry class are highly recommended.

BIO 305  
General Vertebrate Zoology  
4 semester hours.  
This course provides a detailed overview of the species diversity, natural history, and evolution of vertebrates. These concepts are highlighted through comparisons within and between vertebrate groups. Special emphasis is placed on evolutionary relationships to track key innovations in morphology, physiology, and ecology that have contributed to vertebrate diversification. Three hours of lecture and one two-hour laboratory session per week. Prerequisite: BIO306.

BIO 306  
Evolution  
3 semester hours.  
A broad but detailed discussion of the genetic, ontogenetic, and morphologic changes inherent in populations. Topics include population genetics, molecular evolution, natural selection, genetic drift, gene flow, speciation, phylogenetics, and coevolution. Three hours of lecture per week. Prerequisites: BIO203 and MAT110 or above.

BIO 311  
Botany  
4 semester hours.  
This course provides a detailed exploration of plant anatomy and physiology. Microscope study allows for detailed observation of roots, stems and leaves and their component tissues. Examination of flowers, fruits, and seeds provides the details of pollination, fertilization, dispersal and germination. During the laboratory, students explore topics such as plant physiological responses to hormones and nutrients, characteristics and mechanisms of genetic inheritance, and ecological aspects of plant competition. The course emphasizes the relationship between plant form and function. Prerequisites: BIO111, BIO112, and CHM101.

BIO 315  
Ecology  
4 semester hours.  
Students are provided with an overview of the interactions among biotic and abiotic environments. Topics include climate and vegetation, resource acquisition and allocation, demography, population growth and regulation, sociality, competition, niche theory, predation, and community and ecosystem ecology. Three hours of lecture and one two-hour laboratory session per week. Prerequisites: BIO306 and MAT110 or above.
BIO 317
Ornithology
4 semester hours.
A lecture and field/laboratory course detailing anatomy and physiology, ecology, evolution, and identification of birds. Topics include morphology, flight, foraging, migration, mating systems, and bird conservation. Three hours of lecture and one two-hour laboratory session per week. Prerequisite: BIO112.

BIO 321
Human Anatomy and Physiology I
4 semester hours.
A course requiring students to incorporate concepts from physics, chemistry, and biology to understand the interface between human structure and function and the regulatory mechanisms in play. Topics include tissue types as well as skeletal, muscular, nervous, respiratory, and reproductive anatomy and physiology. Three hours of lecture and one two-hour laboratory session per week. Human cadavers are used in the laboratory. Prerequisites: BIO111 and CHM101 required. CHM301 and PHS 102 or PHS 202 highly recommended.

BIO 322
Human Anatomy and Physiology II
4 semester hours.
In this continuation of BIO321, topics include digestive, cardiovascular, renal, urinary acid-base balance, endocrine, and immune system anatomy and physiology. Three hours of lecture and one two-hour laboratory session per week. Human cadavers are used in the laboratory. Prerequisite: BIO321.

BIO 347
Animal Behavior
4 semester hours.
This course provides a broad overview of the development, expression, and control of behavior. This course provides a foundation for understanding animal ecology, revealing evolutionary relationships, and managing fish and wildlife populations. Topics include communication, predation, foraging, mating, parental care, and sociality. Three hours of lecture and one two-hour laboratory session per week. Prerequisite: BIO306.

BIO 410
Conservation Biology
2-3 semester hours.
Students experience a multi-disciplinary approach to conservation encompassing genetics to ethics. Discussions emphasize biological diversity, extinction probability theory, reserve design, management, and reintroduction strategies. Written and oral presentations are required. Prerequisite: BIO315.

BIO 450
Internship
1-15 semester hours.
An internship is arranged between a member of the discipline’s faculty and the student. The internship satisfies general education requirements but will not count as part of the minimum number of required credits in the major. Contract required. If an internship is two or more credits, the student will typically be required to write a paper. The contract will specify the minimum length of the paper and the required scholarly sources. Prerequisite: junior or senior standing.

BIO/CHM 452
Biochemistry I
5 semester hours.
Biochemistry is a capstone course in the Biology program focusing on the study of the molecules and chemical reactions essential to life. After an introduction to the chemistry and structure of carbohydrates, lipids, and proteins, discussions of enzyme structure and kinetics set the stage for a detailed exploration of metabolism and its regulation. The laboratory component of this course involves a semester-long integrated project that requires independent student work. Three lecture hours plus one laboratory lecture hour per week. Significant time working independently in the laboratory is required. Prerequisites: CHM301 and BIO111. BIO321 and 322 are strongly advised.

BIO/CHM 460
Biochemistry II
3 semester hours.
An introduction to the chemistry and structure of nucleotides and nucleic acids is followed by a detailed study of DNA replication and repair, RNA transcription and processing, protein synthesis, and the regulation of these processes. Bioethics, an important and interesting topic, is covered as an extension to the scientific content. This course covers topics in more depth and with a different emphasis than genetics. Prerequisites: CHM301 and either BIO/CHM452 or BIO203.

BIO 483
Dissection
3 semester hours.
Students begin to learn how to dissect a human cadaver. Each student chooses or is assigned to a region. Prerequisites: BIO322.

BIO 490
Seminar
1 semester hour.
Selected topics in biology are explored.
BIO 499
Independent Study
1-3 semester hours.
This course allows a superior student to devise and pursue independent study in an area agreed upon in consultation with, and supervised by, a faculty member. Students should be either a major or minor and have a cumulative GPA of 3.00 or greater. Prerequisite: junior or senior standing.

Business Administration and Accountancy

Sandra L. Barz, Professor
James I. McDowell, Professor, Keith Brown
Chair of Business Ethics
Anthony R. Pilz, Professor
Karen Beiser, Assistant Professor
Clete Knaub, Assistant Professor
Scott Severance, Assistant Professor
James Smith, Assistant Professor
James D. Anderson, Visiting Assistant Professor

The objective of the business administration program is to provide graduates with the skills necessary for successful careers in business. To this end, several degree options are available, all of which are built on a traditional liberal arts foundation. Students may explore interests in business management and accounting. These options are designed to provide not only a strong business background, but also basic foundational skills. In combination with the liberal arts core, the major provides students with the opportunity to develop communication and teamwork skills. Graduates should also be prepared to be effective problem solvers, ready to face the challenges of an ever-changing business environment.

An important part of the major for many students is the opportunity to apply what they have learned through an internship experience. As a part of the major, students work in organizations and earn credit for the experience. The internship requirement provides students with valuable, real-world, practical experiences that are helpful in finding and performing well in later employment. Another hands-on learning opportunity is available through an investment course in which the students determine how to invest $100,000 of the Anderson Special Endowment.

Major in Business Management: BSA201, BSA202, BSA311, BSA321 or BSA422, BSA343, BSA450, ECO201, ECO202, ECO301, MAT210, and 9 semester hours of electives.

Major in Managerial Accounting: BSA201, BSA202, BSA450, BSA311, BSA320, BSA321, BSA324, BSA351, BSA352, BSA371, BSA422, ECO201, ECO202, and MAT210.

Minor in Business Management: BSA201, BSA202, ECO202, and 9 semester hours of electives, including at least 6 upper-division semester hours.

Minor in Accounting: BSA201, BSA202, BSA324, BSA351, BSA352, and BSA 371.

Master of Accountancy

The accountancy program at Rocky Mountain College is designed to prepare students for careers in public, governmental, not-for-profit, or industrial accounting. The program is designed to allow students to build on skills and knowledge developed through undergraduate coursework to become skilled, entry-level professional accountants upon graduation. The curriculum is based on the American Institute of Certified Public Accountants (AICPA) core competencies and prepares students to sit for the certified public accountant exam. In its entirety, the program is comprised of both undergraduate and graduate study, which leads, ultimately, to the master of accountancy degree.

Students who begin the accountancy program as undergraduates will graduate, upon completion of all requirements, with both a bachelor of science in business administration and accountancy and a master of accountancy. The entire curriculum consists of 150 semester hours, and students are required to meet all Rocky Mountain College degree requirements. In addition to the College’s general education requirements, degree candidates must complete the following coursework for the bachelor of science:

Master of Accountancy with a BS in Business Management: Required courses include: BSA201, BSA202, BSA311, BSA321 or BSA422, BSA343, BSA450, ECO201, ECO202, ECO301, MAT210, and 9 semester hours of electives. To ensure CPA Exam eligibility, candidates should take care to select electives in business administration and accountancy disciplines other than accounting. BSA331 is highly recommended as one of these electives. In addition to the requirements noted above, candidates should also complete BSA371. In all cases, CPA exam eligibility requirements for the state in which the candidate intends to sit for the exam should be consulted to ensure that the candidate’s educational program satisfies exam eligibility requirements.
Master of Accountancy: Degree candidates must complete the following: BSA505, BSA507, BSA521, BSA522, BSA553, BSA608, BSA653, BSA672, and BSA673. BSA352 is a prerequisite for the master-level courses.

Students who enter the accountancy program as baccalaureate degree holders from an institution other than Rocky Mountain College must meet only the master of accountancy requirements and will graduate only with the master of accountancy. These students should consult with their academic advisor to ensure that, in total, their academic preparation makes them eligible for the CPA exam. Depending upon the student’s academic background, additional courses may be necessary to become eligible for the CPA exam.

Business Administration and Accountancy courses

BSA 101
Introduction to Business
3 semester hours.
A beginning business course designed to introduce students to the areas of business study: historical foundations of America’s free enterprise system, ethics and social responsibility in the business setting, entrepreneurship, the legal structures of business, marketing, and general management.

BSA 201
Principles of Accounting I
3 semester hours.
A course designed to develop an understanding of the uses and limitations of accounting for economic measurement in decision-making. This course includes basic transactions, adjusting entries, preparation of worksheets and financial statements, receivables, inventory, fixed assets, and payroll.

BSA 202
Principles of Accounting II
3 semester hours.
A continuation of BSA201, which includes long-term liabilities, partnerships, corporate accounting, statement of cash flow, basic financial statement analysis, and the use of accounting data in decision-making. Prerequisite: BSA201.

BSA 291
Field Practicum
1-3 semester hours.
This course provides practical experience in an organization for students interested in exploring career opportunities. The course does not satisfy the experiential learning requirement, nor does it count toward the major. Prerequisite: permission of professor.

BSA 311
Principles of Finance
3 semester hours.
Students are introduced to the principles of business finance. Topics covered include financial analysis and planning, working capital management, the time value of money, and capital budgeting. Prerequisites: ECO201, ECO202, BSA201, and BSA202.

BSA 313
Students in Free Enterprise
3 semester hours.
Students will develop skills in leadership, communication, and teamwork through learning and practicing the principles of free enterprise. Students select, plan, and implement real-world projects and compete annually at the regional SIFE competition. This course can be taken a maximum of three times, but only 3 credits may count toward the major.

BSA 315
Principles of International Business
3 semester hours.
Introduction to the principles of international business with an emphasis on the influence of culture, rules and regulations, language, use of modern technology in the management of international firms, international finance, and monetary problems. Case studies show how major corporations have been organized in foreign markets. The roles of the IMF/World Bank, WTO, and other international agencies are discussed. Problems relating to globalization are stressed. Class participation and research of important roles and problems facing international corporations in the world’s markets are an important part of this class. Prerequisites: BSA201, BSA202, ECO201, ECO202; and junior standing.

BSA 318
Entrepreneurship
3 semester hours.
Students will learn the characteristics of successful entrepreneurs, how to seek and evaluate opportunities for new ventures, how to prepare a complete business plan, and how to plan strategies and gather resources to create business opportunities.

BSA 320
Management Information Systems
3 semester hours.
Students study information technology and its relationship to the business world. Designed to provide business students with general insights into information technology beyond the introductory level.
BSA 321  
**Principles of Management**  
3 semester hours.  
Students examine the management functions and basic concepts and principles of management, including planning, organization, coordination, control, job design, and human resource management. Topics in human resource management include recruitment, selection, administration of personnel policies, and dismissals. Prerequisite: junior or senior standing.

BSA 324  
**Taxation for Managers**  
3 semester hours.  
This course provides an analysis of the effects of tax law upon business transactions and related decision-making. Emphasis is placed on tax planning and tax minimization strategies. Prerequisite: BSA202.

BSA 331  
**Business Law**  
3 semester hours.  
A course that explores the legal principles relating to business transactions: contracts, sales, commercial paper, intellectual property, and e-commerce. A study of the legal environment of business is emphasized.

BSA 343  
**Principles of Marketing**  
3 semester hours.  
This course studies the marketing process from product development through consumer purchase. Includes examination of consumer buying behavior, marketing channels, physical distribution, pricing policies and promotion along with their role in the marketing process. Prerequisite: junior or senior standing.

BSA 345  
**Principles of Advertising**  
3 semester hours.  
This course provides an in-depth look at consumers as purchasers. Emphasis is on media use in the marketing and advertising effort. Study of print and broadcast media’s advantages, disadvantages, special uses, creative techniques, and evaluation of effectiveness.

BSA 347  
**Principles of Investing**  
3 semester hours.  
This course explores those financial institutions that serve our free market society. Along the way, students will learn about common stocks and bonds and how to analyze those instruments. Students will be exposed to “contrary thinking” and will be encouraged to think for themselves. All of these issues will be interwoven with logical lessons about life and the pursuit of high ethical standards.

BSA 351  
**Financial Reporting I**  
3 semester hours.  
A course which covers proper income statement and balance sheet presentation in accordance with current professional pronouncements. Other topics included are current value concepts, inventory, cash and receivables, plant assets, and intangible assets. Prerequisite: BSA202.

BSA 352  
**Financial Reporting II**  
3 semester hours.  
This course, a continuation of BSA351, considers proper accounting for current and long-term liabilities, investments, pensions, and leases. Various aspects of stockholders’ equity and the analysis of financial statements are also included. Prerequisite: BSA351.

BSA 356  
**Economic Decision Making**  
3 semester hours.  
This course provides an introduction to the principles of sound economic and financial decision making both for organizations and for individuals. Students also become familiar with the foundational principles of management, planning, and performance assessment. This course does not count toward a major or minor in business management or accounting.

BSA 361  
**Retailing**  
3 semester hours.  
This course focuses on the study of retail institutions, basic principles of retail merchandising, buying and selling products, the importance of store location and layout, and the principles of store and personnel management. Prerequisite: junior or senior standing.

BSA 371  
**Managerial Accounting**  
Fall or 3 semester hours.  
Students examine how managers use accounting information and how that information should be gathered and provided. Topics include the measurement and use of cost information, cost control, budgeting, performance appraisal, and decision-making using accounting information. Prerequisites: BSA202 and ECO202.

BSA 412  
**Business Ethics**  
3 semester hours.
A study of the ethical problems that evolve in the modern business world, including a brief history of ethics and the practical ethical problems associated with running a business. Knowledge of ethical concepts as they apply to business management is explored through case studies and student class presentations. Emphasis is on the role of management as it affects stockholders, employees, customers, and competitors. Issues such as product safety, plant closures, advertising, doing business in other countries, and the overall role of business and society are discussed. Prerequisite: junior or senior standing.

BSA 421
Strategic Management
3 semester hours.
This course provides a capstone experience for the economics/business major. Topics will vary from year to year depending on the instructor’s interests, the needs of the students, and topicality. Prerequisite: senior standing.

BSA 422
Production and Operations Management
3 semester hours.
An introduction to various aspects of production, resource, and operations management, which focuses on production methodologies, scheduling, inventory control, quality control, and project management. Performance evaluation and resource planning are also emphasized. Prerequisites: BSA202, ECO202.

BSA 425
Small Business Operations
3 semester hours.
This course focuses on how owners and managers grow companies in a professional manner while maintaining the entrepreneurial spirit. Students draw from varied disciplines to create and understand strategies for building and growing a successful venture. Prerequisite: junior or senior standing.

BSA 450
Internship
1-15 semester hours.
Guided work experience and study of a professional nature in an established business, government agency, or other institution. Contract is required. A minimum of 3 semester hours is required, but no more than 3 semester hours will count toward the major. Prerequisites: junior or senior standing and consent of the business faculty.

BSA 490
Seminar
1-3 semester hours.
Selected topics in business are explored.

BSA 499
Independent Study
1-3 semester hours.
This course allows a superior student to devise and pursue independent study in an area agreed upon in consultation with, and supervised by, a faculty member. Students should be either a major or minor and have a cumulative GPA of 3.00 or greater. Prerequisite: junior or senior standing.

BSA 505
Cost Accounting
3 semester hours.
This course introduces the primary principle of cost management – costs do not just happen; they are the results of management decisions. Topics of study include cost concepts and applications, costing methods, the value chain, cost-profit-volume analysis, best cost management practices and other techniques to aid management in planning and controlling business activities. Prerequisite: BSA352.

BSA 507
Taxation of Individuals
3 semester hours.
A study of federal income tax law as it applies to individual taxpayers, including sole-proprietorship business entities. The course also includes an introduction to the tax research process. Cases will be used to apply the tax research process. Prerequisite: BSA352.

BSA 521
Advanced Financial Management
3 semester hours.
An advanced study of financial management issues as they pertain to public and private corporations. Topics include capital budgeting, cost of capital, capital structure, financing strategy, dividend policy and business valuation. Prerequisite: BSA352.

BSA 522
Accounting Information Systems
3 semester hours.
Students explore the elements of both manual and computerized accounting information systems. Topics include system development, internal control, and the role of database and network technology in accounting information systems. Prerequisite: BSA352.

BSA 553
Financial Reporting III
3 semester hours.
Students examine advanced topics in the financial reporting process including leases, post-retirement benefits, deferred taxes, revenue recognition, and investments. The FASB standard setting process will also be discussed, and accounting research processes will be introduced. Prerequisite: BSA352.

BSA 608
Taxation of Partnerships, Corporations, Estates and Trusts
3 semester hours.
A study of Federal Income Tax law as it applies to partnerships, corporations, estates and trusts. Further application of the tax research process through case analysis is also addressed. Prerequisite: BSA352.

BSA 653
Financial Reporting IV
3 semester hours.
This course introduces the theory and practice relative to business combinations, mergers, consolidations, and acquisitions. Other topics include partnerships, foreign operations, financial reporting and the Securities and Exchange Commission, segment and interim reporting, legal reorganizations and liquidations, estates and trusts, and governmental and not-for-profit accounting. Prerequisite: BSA352.

BSA 672
Auditing
3 semester hours.
This course addresses the many changes implemented in the corporate sector and the auditing profession since the passage of the Sarbanes-Oxley Act and the implementation of the Public Company Accounting oversight Board (PCAOB). Areas of study include professional ethics, auditor’s legal liability, the auditing environment, internal controls, working papers, the auditor’s report, and the accounting profession’s credibility crisis. Prerequisite: BSA352.

BSA 673
Not-For-Profit Accounting
3 semester hours.
This course provides the fundamental knowledge necessary to learn about the operation of governments, universities, hospitals, and other nonprofits. The specific accounting, auditing, and financial reporting practices and standards used by these entities will be emphasized. Prerequisite: BSA352.

Economics courses

ECO 201
Principles of Macroeconomics
3 semester hours.
This course is the study of aggregate economic problems, including an introduction to the economics of full employment, economic growth, and price stability.

ECO 202
Principles of Microeconomics
3 semester hours.
Students study individual economic problems. This course offers an introduction to production and exchange, pricing policies, and resource allocation under alternative competitive situations.

ECO 301
Money and Banking
3 semester hours.
This course provides a critical analysis of the theoretical and practical operations of modern financial intermediaries and their relation to the Federal Reserve Bank and international money markets. Prerequisite: ECO201.

ECO 305
American Economic History
3 semester hours.
Students explore a history of the American economy from colonial to modern times with emphasis on industrial growth, government policy, and agriculture.

ECO 345
Intermediate Microeconomics
3 semester hours.
Students explore a theoretical study of industry, business, and household decision-making in the context of perfect and imperfect competition. The theory of production, exchange, and distribution under static and dynamic conditions will be examined. Prerequisite: ECO202.

ECO 346
Intermediate Macroeconomics
3 semester hours.
This course examines an analysis of Keynesian and post-Keynesian economic theories of national income, employment, and growth. Prerequisite: ECO201.

ECO 352
Energy Economics
3 semester hours.
This course provides a study of energy supply and demand, with emphasis on energy resources available, the allocation of these resources, energy technology, and cost. National energy goals and policies are discussed. Prerequisite: ECO202.
ECO 354
Environmental Economics
3 semester hours.
Students examine the application of microeconomics to problems of the environment. This course is offered both for the major and for those interested in environmental problems. Prerequisite: ECO202.

ECO 401
International Trade
3 semester hours.
The structure of world trade, the effect of international trade upon national income, exchange rates, problems of foreign aid and investment, and industrialization of underdeveloped countries. Prerequisites: ECO201 and ECO202.

ECO 402
Development of Economic Ideas
3 semester hours.
Historic development of economic theory. Emphasis is analytical; consideration is given to institutional and philosophical backgrounds.

ECO 450
Internship
1-15 semester hours.
This course is a guided work experience in an already established place of business. The student must arrange the internship in agreement with the instructor and the office of career services. The internship should relate to the student’s major or minor area of study. Contract is required. Prerequisites: junior or senior standing.

ECO 490
Seminar
1-3 semester hours.
Selected topics in economics are explored.

ECO 499
Independent Study
1-3 semester hours.
This course allows a superior student to devise and pursue independent study in an area agreed upon in consultation with, and supervised by, a faculty member. Students should be either a major or minor and have a cumulative GPA of 3.00 or greater. Prerequisite: junior or senior standing.

Chemistry

Cristi H. Hunnes, Professor
John Barbaro, Assistant Professor
Robin Jose, Assistant Professor

Gavin Kirton, Assistant Professor
Chemistry is an important component of a liberal arts education. The chemistry program at Rocky Mountain College uses an interdisciplinary approach to teaching that draws from the other sciences, the arts, and the humanities. The goal of this approach is to ignite our students’ interest in chemistry by showing them the relevance that chemistry has in their lives. The curriculum goes beyond simply covering the fundamentals of the principle areas of inorganic, organic, analytical, physical, and biological chemistry. Students develop creative problem-solving and critical thinking skills, while exploring current ethical issues of chemistry. All students receive hands-on training using a variety of modern analytical instrumentation. Students are also encouraged to participate in research projects.

The chemistry program prepares students for graduate study in chemistry and chemistry-related areas, for acceptance into medical, veterinary, pharmacy, physical therapy, or law school, or for entry directly into a chemistry-related career. Graduates of our chemistry program have excelled in graduate and professional schools and in their careers.

Graduates with a degree in Chemistry from Rocky Mountain College:
1. apply the principles of chemistry to their everyday lives and profession of choice;
2. independently continue life long learning;
3. solve problems and critically evaluate information with respect to chemistry issues;
4. design scientific experiments, interpret experimental results, and draw reasonable conclusions from those results; and
5. effectively communicate scientific ideas and the results of scientific inquiry.

Major in Chemistry: A minimum of 37 semester hours in chemistry including CHM101, CHM102, CHM201, CHM300, CHM301, CHM401, CHM402, and CHM490. In addition, MAT175, MAT176, PHS201, and PHS202 are co-requisites. A maximum of 3 semester hours of internship can be applied towards the chemistry requirements for the major.

Minor in Chemistry: A minimum of 20 semester hour in chemistry, including CHM101, CHM102, and three courses selected from the following: CHM201, CHM300, CHM301, CHM401, CHM402, or CHM411.

Chemistry courses

CHM 100
Chemistry of Everyday Life
4 semester hours.
An introductory course for students interested in learning about the major role that chemistry plays in our modern society and in our daily lives. Emphasis will be on how chemical principles relate to topics such as diet and nutrition, food additives, pharmaceutical compounds, household chemicals, natural and synthetic fibers, pesticides, batteries, and alternative energy sources. This course is a lab science elective for non-science majors but does not count as credit towards a chemistry major or minor. A previous background in science or college-level mathematics is not required for enrollment. Three hours of lecture and one two-hour laboratory session per week.

CHM 101
General Chemistry I
4 semester hours.
Students are introduced to the science of chemistry. The concepts of the atom and energy are used to describe matter and its changes. Laboratory experiments illustrate course content and quantitative relationships. Three hours of lecture, one two-hour laboratory session, and one hour of recitation per week. Prerequisite: MAT100 or higher mathematics course or placement into MAT110 or higher mathematics course.

CHM 102
General Chemistry II
4 semester hours.
This course explores the further development of the chemical concepts that are at the foundation of biological, inorganic, organic, analytical, and physical chemistry. Topics include thermodynamics, kinetics, and equilibrium. Three hours of lecture and one two-hour laboratory session per week. Prerequisite: CHM101.

CHM 201
Quantitative Analysis
4 semester hours.
Students examine the methods of quantitative analysis. Emphasis is placed on chemical equilibrium, and the use of gravimetric, volumetric, and electrochemical methods. Precision and accuracy are emphasized in the laboratory. Three hours of lecture and one three-hour laboratory session per week. Prerequisite: CHM102.

CHM 260
History of Chemistry: Chemical Connections
3 semester hours.
Considering history as a web of related events rather than as a series of unrelated time-lines allows interesting connections between seemingly unrelated historical events. This course looks at how seemingly unrelated events in history are connected to various chemical discoveries, and also how these chemical discoveries led to unforeseen future results. Although chemistry will be the recurring thread throughout the connections made in the course, the discussions of chemical concepts and discoveries will be at a level easily understandable by students with just a basic background in chemistry and science.

CHM 300
Organic Chemistry I
4 semester hours.
An introduction to the chemistry of carbon-containing compounds, concentrating on the structures, properties, and reactions of some of the important families of organic compounds. Considerable emphasis is placed on reaction mechanisms and stereochemistry. The laboratory experiments introduce important techniques for the isolation and preparation of compounds, chromatographic methods of analysis, and IR and NMR spectroscopy. Three hours of lecture and one three-hour laboratory session per week. Prerequisite: CHM102.

CHM 301
Organic Chemistry II
4 semester hours.
This course, a continuation of CHM 300, concentrates on the chemistry of additional important families of organic compounds, emphasizing reaction mechanisms, synthesis, stereochemistry, and biological molecules. The laboratory experiments include the synthesis and analysis of compounds with biological and industrial importance, qualitative analysis, and advanced NMR techniques. Three hours of lecture and one three-hour laboratory session per week. Prerequisite: CHM300.

CHM 340
Environmental Chemistry
4 semester hours.
An upper-level science elective for students interested in seeing the fascinating role that chemistry plays in many current challenges to our environment (air, water, and soil) and to our energy needs. The chemistry of natural processes will be discussed, along with the causes of, and potential solutions to, various environmental problems. The laboratory portion of the class includes analytical techniques (including NMR), separations, chemical synthesis, modeling, and experimental design. There is an independent laboratory project during the last half of the semester. Three lecture hours plus one three-hour laboratory session per week. Independent laboratory work is required. Prerequisite: CHM300. (Completion or concurrent enrollment in CHM201 and CHM301 is advised.)
CHM 401  
Physical Chemistry I  
4 semester hours.  
Students analyze the properties of gases, liquids and solids from thermodynamic and kinetic perspectives. Three hours of lecture and one three-hour laboratory session per week. Prerequisites: CHM102, MAT176, and PHS202.

CHM 402  
Physical Chemistry II  
4 semester hours.  
Students analyze the properties of gases, liquids and solids from quantum mechanical and statistical mechanical perspectives. Three hours of lecture and one three-hour laboratory session per week. Prerequisite: CHM401.

CHM 411  
Instrumental Analysis  
4 semester hours.  
This course emphasizes experimental design and the appropriate use of instrumentation to identify and quantify the components of a sample. Samples for analyses are chosen with relevance to organic, inorganic, pharmaceutical, and environmental systems. Each student receives hands-on experience using a variety of modern instrumentation and data analysis software. Students are required to write ACS journal-style laboratory reports and to make short oral presentations of their laboratory work. Three hours of lecture and one three-hour laboratory session per week. Prerequisite: CHM301.

CHM 443  
Applications of NMR Spectroscopy  
3 semester hours.  
The theory behind nuclear magnetic resonance (NMR) spectroscopy is examined, focusing on interesting applications of 1-D and 2-D NMR spectroscopy. Students will utilize solid-state and solution NMR techniques to answer a variety of chemical, biological, and environmental questions. Three hours of lecture/laboratory per week. Prerequisite: CHM301.

CHM 450  
Internship  
1-15 semester hours.  
A maximum of three semester hours can be counted towards the major in chemistry. This course is a guided work experience in an already established place of business. The student must arrange the internship in agreement with a chemistry advisor and the office of career services. The internship should relate to the student’s major or minor area of study. Contract is required. Prerequisites: junior or senior standing.

CHM/BIO 452  
Biochemistry I  
5 semester hours.  
Biochemistry is a capstone course in the Biology program focusing on the study of the molecules and chemical reactions essential to life. After an introduction to the chemistry and structure of carbohydrates, lipids, and proteins, discussions of enzyme structure and kinetics set the stage for a detailed exploration of metabolism and its regulation. The laboratory component of this course involves a semester-long integrated project that requires independent student work. Three lecture hours plus one laboratory lecture hour per week. Significant time working independently in the laboratory is required. Prerequisites: CHM301 and BIO111. BIO 321 and 322 are strongly advised.

CHM/BIO 460  
Biochemistry II  
3 semester hours.  
An introduction to the chemistry and structure of nucleotides and nucleic acids is followed by a detailed study of DNA replication and repair, RNA transcription and processing, protein synthesis, and the regulation of these processes. Bioethics, an important and interesting topic, is covered as an extension to the scientific content. This course covers topics in more depth and with a different emphasis than genetics. Prerequisite: CHM301 and either BIO/CHM452 or BIO203.

CHM 490  
Seminar  
1-3 semester hours.  
Selected topics in chemistry are explored. Students may take this course up to three times for credit, due to the variation in topics presented. A maximum of three credits can count toward the credits in the major.

CHM 499  
Independent Study  
1-3 semester hours.  
This course allows a superior student to devise and pursue independent study in an area agreed upon in consultation with, and supervised by, a faculty member. Students should be either a major or minor and have a cumulative GPA of 3.00 or greater. Prerequisite: junior or senior standing.

Communication Studies

Victoria Christie, Professor  
Shelby Jo Long, Assistant Professor  
Erin Reser, Assistant Professor
The word “communicate” has the same root as the word “community”: the Latin communis. To communicate is to create and engage in community. In studying communication, students are encouraged to use symbols, words, and images to develop important tools of expression. Students learn a discipline, develop critical thinking skills, and explore ethical issues as they develop their own communication skills. Whether practicing the use of sign, causal, and analogical reasoning in a competitive collegiate debate or reflecting upon how people in an AIDS shelter and a modern corporation both create communities in similar ways, students use knowledge about symbols to understand their worlds. It is hoped that students will become articulate and intentional communicators, respecting the integrity and power of the spoken and written word. The skills learned by studying communication are some of those most sought after by employers. Students may choose to major in professional communication or tailor their major through an independent program of study. Accomplishing a minor in communication studies is also an option. Any of these paths will lead students to careers in diverse professions such as human relations, communication consulting, and organizational design, or those paths can lead to graduate and professional schools.

Major in Professional Communication: A minimum of 33 semester hours, including COM102, COM250, COM260, COM306, COM310, COM/ENG355, COM402, COM404, COM490; and two out of the following four: ENG231, ENG325, ENG365, or ENG490-L (Literature). A maximum of 3 semester hours of internship can be applied towards the communication requirements for the major or minor.

Minor in Communication Studies: A minimum of 21 semester hours, including COM102, COM 250, COM 260, COM306, COM 310, COM402, and one course from the following: COM101, COM 308, COM355. Three semester hours of electives may be taken within the communication studies program or within a related field such as theatre or English. Courses outside the communication studies program are to be chosen in consultation with the faculty.

Communication courses

COM 101 Interpersonal Communication 3 semester hours.
This course examines how intimate, personal, and professional relationships are created and maintained. Students develop an increased awareness of and sensitivity to behaviors, which facilitate effective interpersonal communication as well as to those behaviors, which serve as obstacles. The course addresses topics such as perception, self-concept, listening, and interpersonal conflict.

COM 102 Public Speaking 3 semester hours.
In this skills-based course, students deliver informative and persuasive speeches. The course examines audience analysis, speech organization and delivery, developing support materials, and persuasive appeals. By the end of the course, students are able to speak competently and confidently to many types of audiences.

COM 247 Communication Projects 1 semester hour.
Students pursue special research in communication studies. Prerequisite: permission of professor.

COM 250 Small Group Communication 3 semester hours.
This course explores how and why people come together in groups, how groups develop norms for acceptable behavior, and how individuals can help groups work efficiently. Students examine group processes, learning the reasons why groups succeed or fail. Students learn how to run meetings fairly and efficiently.

COM 257 Intercollegiate Forensics 1 semester hour.
This course is designed for students actively preparing for, and/or participating in, individual intercollegiate events or debate. Pass/no pass grading.

COM 260 Debating Contemporary Issues 3 semester hours.
The course explores how people reason and what makes a good persuasive speaking style. After choosing important topics, students prepare their arguments and then debate. Students learn to develop effective persuasive speaking skills as well as to constructively analyze the arguments of others.

COM 306 Organizational Communication 3 semester hours.
Organizational communication is the study of how communication occurs in large cooperative networks, especially in work settings. Students learn how to supervise people, attract customers and clients, and understand the values and cultures of the organization.
within which they work. Knowledge of organizational communication is especially useful for future employees of corporate and non-profit organizations, since effective communication is a critical skill for success. Prerequisite: COM102.

COM 308
Intercultural Communication
3 semester hours.
Intercultural communication examines the way in which culture influences communicative practices behaviorally, affectively, and cognitively. Language, thought, and a particular way of viewing the world are all conveyed through culture, which can refer to people bound together by a shared language or to a sub-set of people contained within a larger society. Culture is continuously negotiated among people through the exchange of symbols. Students who expect to participate in an international work place will better understand the importance of intercultural communication. Prerequisite: COM102.

COM 310
Communication Theory
3 semester hours.
This course explores theories that explain communication behavior in relationships, in group decision-making, in work organizations, and in the media. Communication theory explains how and why people construct meaning, how theories explain fact patterns, and what constitutes an appropriate test of a theory. Students will appreciate some of the strange and wonderful things humans do as we create and interpret symbols. Prerequisite: COM102.

COM/ENG 355
Mass Media
3 semester hours.
This course explores how communication media, whether smoke signals, newspapers, television or the Internet, influences human communication. We are different people than in the past because we can instantaneously reach people around the globe. With each change in technology, communication changes. These changes alter what it means to be human. Students must be able to understand the power of the media to better manage its influence in their personal and professional lives.

COM 402
Interviewing
3 semester hours.
Interviewing is a skill with both theoretical and practical applications. This course prepares students to be excellent interviewers and interviewees in employment, informational, survey, and performance appraisal interviewing. Students also learn resume writing and how to write recommendations, as well as how to create and sustain supportive networks in the work-world. Prerequisite: COM102.

COM 404
Rhetoric of Protest and Dissent
3 semester hours.
Throughout history, people have protested injustice, prejudice, inhumanity, and colonialism. They have often tried, and even sometimes succeeded, in protesting without violence. Persuasion is an alternative to physical aggression. This course examines why and how protest occurs, the challenges protesters face rhetorically, and the available options from which protesters can choose. Students will emerge with an appreciation of how difficult protest is and how important it is for a vital society.

COM 447
Communication Projects
1 semester hour.
Students pursue special research in communication studies. Prerequisite: permission of professor.

COM 450
Internship
1-15 semester hours.
This course is a guided work experience in an already established institution such as a non-profit or for-profit organization or a governmental institution. The student must arrange the internship in agreement with the instructor and with the office of career services, and the internship must be a learning experience that is connected with the professional communication degree. Contract is required. A maximum of three semester hours can be counted towards the major in communication. Prerequisites: junior or senior standing.

COM 457
Intercollegiate Forensics
1 semester hour.
This course is designed for students actively preparing for, and/or participating in, individual intercollegiate events or debate. Pass/no pass grading.

COM 490
Seminar in Communication
3 semester hours.
At the basis of communication is the creation of community. Through writing and speaking, students in this capstone course explore why and how people create communities and what kind of communities they create. Each seminar will focus upon a special theme, such as the implications of free speech or postmodern organizational ethics. For example, in the free speech
seminar, students analyze the origins and controversies surrounding free speech, and the consequences free speech, or the lack of it, have upon self-government.

**COM 499**  
**Independent Study**  
1-3 semester hours.  
This course allows a superior student to devise and pursue independent study in an area agreed upon in consultation with, and supervised by, a faculty member. Students should be either a major or minor and have a cumulative GPA of 3.00 or greater. Prerequisite: junior or senior standing.

**Computer Science**

*K. Stuart Smith, Associate Professor*

Aaron Benner, Instructor

The computer science program combines the analysis of computing systems with the art and science of creating computer software. The program emphasizes breadth of knowledge and the development of written and oral communication skills - trademarks of a liberal arts education – combined with professional competence in computer science. Small classes encourage significant student-faculty interaction.

Students choosing computer science will receive education far beyond the ability to write functional programs. The program is designed to serve as a basis for obtaining employment in industry or as a foundation for graduate studies.

All computer science majors are required to obtain professional experience by completing an internship (CSC450) related to computer science or through approved independent study. Additionally, all computer science majors are required to participate in a team-oriented, open-ended research experience by completing the computer science research seminar (CSC490).

**Major in Computer Science:** A minimum of 42 semester hours in computer science is required, including either CSC130, CSC131, CSC132, and CSC133 or CSC143; also required are CSC214, CSC251, CSC255, CSC330, CSC345 or CSC360, CSC352, CSC353, CSC354, and either CSC450 or CSC499 (CSC450 is very strongly preferred to CSC499). A minimum grade of “C” is required in each of the non-elective computer science courses. In addition, students must successfully complete MAT175.

**Notes:**

- Of the 9 semester hours of electives required for the major, at least 6 must be upper division coursework.
- Neither CSC240 nor CSC415 may be applied toward completion of the major.
- CSC352 and CSC353 may each be taken twice and applied to the major requirements so long as each study represents a different programming language. At least one credit each of CSC352 and CSC353 are required for completion of the major.
- No more than 3 semester hours of CSC450 can be applied towards completion of the Computer Science major requirements.

**Minor in Computer Science:** A minimum of 21 semester hours in computer science including either CSC130, CSC131, CSC132, and CSC133 or CSC 143; also required are CSC251, plus CSC352, CSC353, or CSC354 and 6 semester hours of upper-division computer science coursework.

**Computer Science courses**

**CSC 130**  
**Fundamentals of Programming I**  
3 semester hours.  
Students are introduced to the fundamental concepts of computer programming and the practical aspects of composing, testing, proving, and documenting computer programs. Topics covered include development of programmable processes, representation and manipulation of foundation data types, simple input/output processing, and elementary program control structures. Corequisite: CSC132 (lab).

**CSC 131**  
**Fundamentals of Programming II**  
3 semester hours.  
This course builds upon the foundation established in Fundamentals of Programming I with treatments of arrays, exception handling, event models and elementary GUI frameworks. Students are introduced to basic object-oriented design patterns. Corequisite: CSC133 (lab). Prerequisite: CSC130.

**CSC 132**  
**Fundamentals of Programming Lab I**  
1 semester hour.  
A weekly laboratory allowing students to gain experience and familiarity with the tools and mechanical procedures necessary for success in computer programming. In addition, students are introduced to formal models for program development and gain experience with programming languages being introduced in CSC130. Corequisite: CSC130 (lecture).
CSC 333  
Fundamentals of Programming Lab II  
1 semester hour.  
A weekly laboratory introducing students to integrated development environments (IDEs) and continuing development of programming techniques. Corequisite: CSC131 (lecture).

CSC 143  
Programming Foundations  
5 semester hours.  
This course, intended for students with significant prior programming experience, provides a foundation in object-oriented programming through an accelerated presentation, including the use of APIs, basic design patterns, and IDEs. Formal models for program development, including flowcharts, requirements models, and state models are introduced. Three hours of lecture and two hours of lab per week. Prerequisite: permission of the department.

CSC 214  
Technology and Society  
3 semester hours.  
Accelerating development in technology (computer-centric technology in particular) underlies enormous changes in the acquisition, application and extension of knowledge and information, impacting virtually every aspect of modern life in ways that are often under-appreciated by a generally-unaware public. Even those involved in the development of technology are often inconsiderate of the social implications of the technologies they introduce. This course explores technology development from several perspectives. Students consider several past and present visions of the near future as expressed in the writings of several notable (and less notable) futurists, particularly as related to computer-based technologies. Topics include consideration of why we're not living in the future predicted only several decades ago, what today's technology futurists are envisioning as our unavoidable future and how accelerating technological change is impacting every facet of modern life, from the playground to the workplace and from home to school, while technological rifts open across semi-generations. Great potential benefits are balanced against equally impressive opportunities for abuse; society expects that those responsible for the creation and application of technology accept the role of faithful stewards. Therefore this course includes a concurrent exploration of the personal, organizational and legal decisions encountered in the development and deployment of computer-based technology.

CSC 240  
Technical Problem Solving  
2 semester hours.  
Students gain hands on experience diagnosing and repairing technology equipment including computers, printers and other peripherals. This course focuses on problem solving and techniques for complex problem analysis. This course does not apply towards completion of the major or minor in Computer Science.

CSC 251  
Data Structures  
3 semester hours.  
Data structures and their characteristic algorithms are studied including analysis of performance predictions inherent to the various data organizations. Lists, stacks, queues, trees, and elementary graphs are considered. Prerequisite: CSC131 or CSC143.

CSC 255  
Assembler Language Programming  
3 semester hours.  
This course studies the representation of data and programs in the fundamental language of the computer. Students will learn how numeric and non-numeric data are represented in the processor and memory of modern computers and be led to understand how the basic operations familiar in high-level languages are implemented by the instructions executed by the processor. Successful programming in assembler language requires great attention to detail. Prerequisite: CSC131 or CSC143. It is strongly recommended that CSC354 be taken concurrently with CSC255.

CSC 256  
Discrete Structures and Computability  
3 semester hours.  
The mathematical and theoretical underpinnings of the science of computer science will be explored. Students will be introduced to Boolean algebra and elementary logic and their application to computer implementation and algorithm development. This course explores the historical development of computer science from its roots in mathematical models including early models of computation, such as Turing machines and other finite state machines. Prerequisite: CSC131 or CSC143 and either MAT110 or MAT175.

CSC 258  
Topics in Computer Science  
1-3 semester hours.  
This occasional offering will study special areas of computer science not otherwise covered in the curriculum. Prerequisite: permission of professor.
CSC 309
Computer Organization and Architecture
3 semester hours.
Modern computers represent a powerful synergy of hardware and software, represented in deeply nested abstraction layers. In this course, students study computer architecture and organization as influenced by hardware-software interfaces. The organization of processors to support the fundamental execution cycle are explored. Additional topics include computer arithmetic, pipelines, performance factors and specialized architectures. Prerequisite: CSC255.

CSC 320
Numerical Methods
3 semester hours.
The study of numerical methods involves the design and use of algorithms for solving large mathematical problems with a computer. Topics include estimation of accuracy, the use of series and approximation, and numerical integration and differentiation. Prerequisites: CSC251 and MAT176.

CSC 326
Graphics
3 semester hours.
The use of computer technology to create and display information in a visual manner is studied. Topics include display technology, graphic user interfaces (GUI), graphics algorithms, and computer-based imagery. Exercises will involve the use of current graphics software and systems. Prerequisite: CSC251 and CSC354.

CSC 330
Computer Networking
3 semester hours.
The organization of computer systems into networks and the theory of computer communication across those networks will be studied. Communications protocols from design to implementation perspectives will be considered with a focus on current technology and software. Students will construct and test software implementations of the technologies as they are discussed. Prerequisite: CSC251. CSC255 is recommended.

CSC 333
Network Programming
3 semester hours.
Network Programming picks up where CSC330 leaves off. The goal of the class is to provide students with an in-depth look at network application programming and the techniques and tools that are used therein. The student is assumed to have a fundamental knowledge of the protocol layering model of networking as well as an understanding of the network, transport and application layers of the Internet protocol stack. The material for the course focuses on Java's streams and IP-based protocols. The discussion is extended to include topics such as RMI, servlets, and other components from the Java API. Prerequisites: CSC330.

CSC 335
Database Systems
3 semester hours.
This course will introduce the student to the fundamental concepts and implementation of modern database systems, including relational and object-oriented databases. Topics include entity relationship models, transaction processing, concurrency, and query processing. Prerequisite: CSC251.

CSC 345
Advanced Algorithms and Parallel Processing
3 semester hours.
Most programming problems encountered by undergraduate computer science students are solvable using straightforward approaches. There are a number of important and challenging problems whose efficient solutions demand more sophisticated techniques. This course presents an organized study of major algorithmic strategies (Divide and Conquer, Dynamic Programming, Backtracking, Greedy, Branch and Bound) and introduces students to advanced topics including computability, fixed-point algorithms, and NP-complete problems. Algorithms for parallel processing are explored through the use of a Beowulf processor cluster as a target platform for programming exercises. Prerequisites: CSC251, CSC354, and senior standing.

CSC 352
Programming Language Study I (Traditional Languages)
1 semester hour.
This course provides instruction and experience using modern computer programming languages. Students are required to implement basic and intermediate programming tasks in order to explore the syntax, semantics, and dominant paradigm of the topic language. Students cannot apply more than two semester hours of CSC352 towards completion of the CS major requirements. Prerequisite: either CSC131 or CSC143.

CSC 353
Programming Language Study II (Web Languages)
1 semester hour.
This course provides instruction and experience using modern computer programming languages. Students are required to implement basic and intermediate
programming tasks in order to explore the syntax, semantics, and dominant paradigm of the topic language. Students cannot apply more than two semester hours of CSC353 towards completion of the CS major requirements. Prerequisite: either CSC131 or CSC143.

CSC 354
Programming in C
2 semester hours.
The C programming language is nearly omnipresent and has been described as an "assembly language with improved syntax". C data types, reference operators and memory management, along with a remarkably broad library, has made C the language of choice for the implementation of operating systems, compilers, and most high-performance applications written since the mid-1970s. Most popular languages introduced in the past few decades (e.g., PERL, C++, Java) owe their syntactic and semantic construction to C, and fundamental C library functions have been incorporated in the common jargon of programmers, regardless of the language in which they work. This course provides students with an introduction to the C programming language with particular emphasis on C data structure definition and reference mechanisms, and those libraries that are used for I/O and operating system interfaces. This course has a substantial programming component with labs often replacing lectures. Prerequisite: CSC251. It is strongly recommended that CSC255 be taken concurrently with CSC354.

CSC 360
Programming Paradigms
3 semester hours.
The history, development and evolution of programming languages are studied in this course, which deals with the programming paradigms utilized by modern languages. Experience with alternative paradigms is gained through programming exercises. Related topics covered in this course include regular expressions, interpreters and compilers, and tools for language processing. Prerequisite: either CSC251, CSC131, or CSC143.

CSC 376
Object-Oriented Analysis and Design
3 semester hours.
This course will introduce the student to techniques for performing requirements analysis and design using object-oriented approaches. Topics include the role of modeling, creation of use cases, risk analysis, the “unified software development process”, and iterative design. Prerequisite: permission of the professor.

CSC 410
Operating Systems
3 semester hours.
This course will introduce the student to the principles, mechanisms, and algorithms underlying modern operating systems. Topics will include management of memory, I/O and processor resources, elementary queuing theory, and inter-process communication. Prerequisites: CSC255 and CSC354.

CSC 415
System Administration
3 semester hours.
Students completing this course learn the fundamentals of multi-user operating system management. Topics include installation, management, maintenance and security of modern operating systems. This course does not apply towards completion of the major. Prerequisite: permission of the professor.

CSC 430
Advanced Networking and Security
3 semester hours.
Participants will explore the techniques and study issues relevant to maintaining and securing computers in a modern networked environment. The course will focus on techniques and methods used to compromise networked computer systems and the methods that are used to counter these attacks. Topics covered will include human and automated intrusion, viruses, and social engineering. Prerequisite: CSC330.

CSC 431
Parallel and Distributed Computing
4 semester hours.
Extremely high performance computing (HPC) depends upon specialized computer architectures and non-traditional programming paradigms. This course will explore topics in HPC including vector and array processors, distributed networks and massively parallel architectures, from the hardware, operating system and application software perspectives. Prerequisite: CSC309 or CSC360.

CSC 433
Compiler Construction
4 semester hours.
This course considers algorithms and data structures used in translation of high-level languages to executable machine language. Topics include general organization, lexicographic analysis, management of name spaces and storage, error detection and recovery, code generation and optimization. This course requires significant programming. Evaluation is heavily dependent upon the successful development of substantial portions of a compiler. Students should
Academic Programs

expect to spend a minimum of 10 hours weekly on this class. Prerequisites: CSC255, CSC360. Senior standing is recommended.

CSC 450
Internship
1-15 semester hours.
This course is a guided work experience in an already established place of business. The student must arrange the internship in agreement with the instructor and the office of career services. The internship should relate to the student’s major or minor area of study. A maximum of 3 semester hours will be counted toward a computer science major. Contract is required. Prerequisites: junior or senior standing.

CSC 490
Computer Science Research Seminar
3 semester hours.
Students participate in on-going research and development projects. Areas of focus vary as projects are undertaken and evolve. Participants are expected to be active contributors to research and development teams operating under the guidance of faculty sponsors, and are required to make both formal and information presentations based on team progress, and participate in critical project reviews. Students should expect to contribute at least nine hours each week toward team efforts. Prerequisite: junior standing. Note: CSC 490 is required to fulfill the requirements of the major in computer science; CSC 490 may be taken a second time to fulfill an upper-division elective in the major.

CSC 499
Independent Study
1-3 semester hours.
Under the guidance of a faculty sponsor, students may study facets of computer science not available for study through offered CS courses. Independent study is an ideal vehicle for students wishing to explore interdisciplinary applications of computer-related technology. Students should be either a major or minor and have a cumulative GPA of 3.00 or greater. Prerequisite: junior or senior standing.

Education

Paul A. Roper, Professor
Shelley M. Ellis, Associate Professor
Jo Swain, Assistant Professor

To address the educational needs of America’s diverse student population, the professional preparation program in teacher education at Rocky Mountain College utilizes a strong theoretical component and applies that theory to the classroom via two practica, many volunteer opportunities, and numerous in-class teaching situations. Rocky Mountain College’s program also provides pre-service teachers with opportunities to explore personal and group relationships so they will have confidence in facilitating student interaction in their own future classrooms.

The goal of Rocky Mountain College’s program is to provide students with the knowledge, skills, and dispositions necessary to be successful as beginning teachers in schools today and to continue as life-long reflective professionals. To achieve this goal, Rocky Mountain College provides students with a strong liberal arts background, in-depth study in the fields in which they plan to teach, the professional knowledge and skills essential for effective teaching, and extensive school-based experience in a variety of school settings.

The teacher education program at Rocky Mountain College will enable its graduates to

• apply their knowledge of human growth, development, and learning to the individual learning styles of all students;
• demonstrate a thorough knowledge of the professional literature and the current trends, issues, research, and research methods across disciplines and in each pertinent content area;
• communicate clearly, accurately, and professionally, both in speech and writing, to peer, colleagues, parents/families, community persons, and other community organizations;
• demonstrate knowledge of the legal and ethical responsibilities of educators as well as the underlying foundations and history of education in the United States;
• engage students in learning activities that promote critical as well as creative thinking;
• describe major educational aspects of the American school, including its purpose, administrative organization, financial aspects, board functions, and general operations;

Economics

For course listings, see Business Administration and Accountancy on page 65.
• reflectively analyze their teaching and learning in order to improve throughout their careers;
• diagnose and remediate reading deficiencies in their students and confidently select age- and skill-level appropriate reading materials across the content areas;
• teach listening, speaking, reading, and writing skills appropriate to students’ ability levels and content areas;
• design and organize learning environments that accommodate individual learning styles that enable students to be active, self-directed learners;
• implement classroom management strategies to create a cooperative learning environment, one that promotes students’ self-esteem and helps them respect the rights, interests, heritage, and abilities of others;
• choose and create appropriate, authentic means of assessing student learning and progress;
• select and design strategies and materials for interdisciplinary teaching and learning experiences as well as for teaching discrete subject areas; and
• educate native students via an exploration of unique cultures, family backgrounds and traditions, and subtle differences in values and of ways of learning, thus ensuring that native students feel included in the classroom.

Career Paths: Completion of the program provides a strong base for students who wish to pursue advanced professional training in specialized educational programs such as special education, guidance and counseling, and school administration.

Program Basics for Admittance to the Teacher Education Program
The program basics required by the Rocky Mountain College teacher education program include

1. Communication: Communication competencies are demonstrated by such behaviors as using the appropriate syntax, inflection, and word choice in oral communication; speaking distinctly and with confidence; and using correct spelling, standard English language mechanics, and meaningful word choice in written expression. Further, communication with students and families is demonstrated by sensitivity to the situation and family circumstances of the students.

2. Intellectual ability (conceptual, integrative, and quantitative) for problem solving and effective teaching: The student must have the cognitive abilities necessary to master relevant content in subjects commonly taught in K-12 schools and pedagogical principles and their application in field settings at a level deemed appropriate by the faculty. These skills may be described as the ability to comprehend, memorize, analyze, and synthesize material. Students must be able to develop reasoning and decision-making skills appropriate to the practice of teaching.

3. Dispositions: The candidate must demonstrate the professional, behavioral, and social dispositions necessary for effective performance of a teacher.

Admission to the Teacher Education Program: To be admitted to the teacher education program, students must do the following:

1. successfully complete, or be in the current process of successfully completing, ENG119 or an equivalent writing course, EDC202, PSY205, PSY206, and EDC302; earning at least a grade of “C-” in each;
2. successfully complete, or be in the current process of successfully completing, the first of two required field practica (EDC291E or EDC291S);
3. receive a passing score on the education department’s supervised writing examination;
4. conduct a satisfactory interview with representatives of the teacher education committee;
5. have an overall minimum GPA of 2.25 with a minimum GPA of 2.50 in the major field and in the education courses; and
6. take and pass the appropriate portions of the Praxis II exam (consult your advisor for the required portions) directly before or directly subsequent to the student teaching semester.

Students who receive a grade lower than “C-” in any required course, even if that grade does not result in a GPA lower than the required 2.50 GPA, must re-take that course(s). A grade of C- or better will be required for the repeated course(s).

Students admitted to the teacher education program must continue to meet minimum program standards or they will be dropped from the program. These standards include maintaining the required GPA (see #5 above) and demonstrating responsible dispositions toward learning in all college work as indicated under the “Dispositions” section of the teacher education program handbook.

The teacher education program handbook is on the College’s website under the “Academics” and then “Education” links. All education students are required to adhere to the requirements and guidelines in the handbook.
Admission to Student Teaching: To be admitted to student teaching, students must meet the following requirements:

1. admission to the teacher education program (see the teacher education program handbook for details);
2. senior standing with a minimum overall GPA of 2.25 and a GPA of 2.50 in major, minor, and professional education courses;
3. completion of all required coursework except student teaching and its related seminar; and
4. approval of the teacher education committee.

Transfer Courses: All transfer courses used to substitute for courses required in the teacher education program must be approved by the teacher education committee. Rocky Mountain College students must receive prior written approval from the teacher education committee to take teacher education courses elsewhere. An official transcript must be sent directly to the office of student records from any previous institution(s).

Transfer Students: Students transferring into the teacher education program must meet all Rocky Mountain College requirements for transfer students and must meet the following requirements prior to student teaching:

1. elementary education majors must complete a minimum of 12 semester hours in the Rocky Mountain College teacher education program;
2. K-12 and secondary majors must complete a minimum of 12 semester hours at Rocky Mountain College in their major and at least 3 courses in the Rocky Mountain College teacher education program: EDC402: Contemporary Issues in Curriculum, EDC420: Methods and Materials: Teaching Content Courses in Secondary Education, and EDC291S: Field Practicum.

Students with Degrees from Other Colleges:

1. must complete a full semester of work (a minimum of 15 semester hours) at Rocky Mountain College including two courses in the teacher education program before student teaching;
2. must meet all Rocky Mountain College requirements for student teaching; and
3. must meet all Rocky Mountain College teacher education program requirements for the teaching major and minor and be recommended by the respective department before student teaching.

Major in Elementary Education: A major in elementary education prepares students for teaching at the elementary school level (K-8). Prerequisite courses for entry into the elementary teacher education program are ENG119, PSY205, PSY206, EDC202, EDC291E, and EDC302. Required courses in the elementary education program are EDC325, EDC330, EDC336, EDC341, EDC342, EDC343, EDC344, EDC349, EDC350, EDC355, EDC356, EDC360, EDC/NAS365, EDC370, EDC391E, EDC402, EDC410, EDC453, and EDC490E. Other related required courses are HST211 or HST212, MAT103, and MAT104.

The test for content knowledge required by the No Child Left Behind Act for elementary education majors consists of the following multiple measures:

1. 30 credits of content coursework. A GPA of that coursework will be calculated on a 0 to 4 point scale prior to program completion. The range will be 3.00-4.00=4 points; 2.50-2.99=3 points; 2.00-2.49=1 point; below 2.00=0 points;
2. Assessment of content knowledge demonstrated during student teaching by a highly qualified teacher and a college supervisor on a scale of 0 to 3 based on demonstration of content knowledge. The following descriptors will be used: "knowledge is advanced"=3 points; "knowledge is proficient"=2 points; "knowledge is basic"=1 point; "knowledge is unacceptable"=0 points.
3. Score on the PRAXIS II Elementary Content Knowledge Test determined as follows: 164-200=6 points; 154-163=5 points; 139-153=3 points; 125-138=1 point; 100-124=0 points.

Rocky's education department will use the above components to develop a Content Knowledge Score (CKS) to be calculated as follows: CKS=Content GPA points + Student Teaching Assessment points + PRAXIS points. The possible range for the CKS is 0-13. Students scoring lower than CKS=8, or who score zero on any of the three multiple measures, shall not be recommended for licensure.

A score of 1 on any of the three multiple measures will trigger an individualized review of the student's content knowledge and teaching skill by Rocky's teacher education program faculty before recommending that student for licensure.

Major in Secondary Education: A major in secondary education prepares students for teaching at the secondary school level (5-12). Prerequisite courses for entry into the secondary teacher education program are ENG119, PSY205, PSY206, EDC202, EDC291S, and EDC302. Required courses in the secondary education program are EDC325, EDC330, EDC336, EDC355, EDC/NAS365, EDC370, EDC391S, EDC402, EDC410, EDC420, EDC452, and EDC490S.
Students must complete an education major in one of the following fields: biology, English, history, mathematics, psychology, or social studies broadfield.

Secondary education students should carefully study departmental requirements listed under the various departments in the catalog, since in many cases, requirements for teaching licensure are different from general majors or minors.

**Major in K-12 Education:** To become a teacher of art, music, or physical education and health, the student must be prepared to teach at all levels, K-12. Students must complete an education major in one of the following teaching fields: art, music, or physical education and health. Prerequisite courses for entry into the K-12 teacher education program are ENG119, PSY205, PSY206, EDC202, EDC291S or EDC291E, and EDC302. Required courses for the K-12 education major are EDC325, EDC330, EDC336, EDC353, EDC/NAS365, EDC370, EDC391S or 391E, EDC402, EDC410, EDC420, EDC454, and EDC490S.

**Note:** Music education majors are exempt from EDC 420.

**Note:** K-12 majors must have one elementary-level practicum experience and one secondary-level practicum experience.

### Education courses

**EDC 202**  
**Foundations of Education**  
2 semester hours.  
This is an introductory course for students considering teaching as a career. It provides an overview of the purposes of education, the legal basis for schools, school organization and finance, the job of the teacher, general curriculum concepts, school-community relationships, partnering with parents, multicultural education, gender equity in the classroom, and other issues in education today. Students are assisted in clarifying their career goals related to teaching and in planning an educational program to meet those goals. Corequisite: ENG119 or equivalent.

**EDC 291S**  
**Field Practicum: Secondary and/or K-12 School**  
1 semester hour.  
This course provides practical field experience in an elementary, middle, or secondary school. Each credit hour requires 40 hours of experience. Students must complete the practicum during the fall or spring semester over a period of between 10-14 weeks. Sophomore standing is required.

**EDC/PSY 302**  
**Educational Psychology**  
3 semester hours.  
This course is designed to aid the student in continuing to develop an understanding of human behavior, especially as that understanding applies to elementary and secondary classrooms. Emphasis will be on why and how human learning takes place and how that learning relates to schools and teaching situations where the needs of each student must be considered. The course also includes participation in and the analysis of interpersonal relations and communication skills. Prerequisites: PSY205 or PSY206.

**EDC 325**  
**Standards, Instruction, and Student Assessment**  
3 semester hours.  
This course focuses on various forms of assessment including federal, state, and local testing and the appropriate use of assessment results. Ways of establishing meaningful and fair assessments will be explored. The reliability and validity of some assessment tools will be examined, and methods of item analysis discussed. Prerequisite: MAT100 or equivalent, and admission to teacher education program. Junior standing strongly recommended.

**EDC 330**  
**Introduction to Teaching Exceptional Learners**  
3 semester hours.  
This course introduces students to the characteristics, legal requirements, programming, and service requirements for exceptional learners, including gifted and talented students. Categories of disabilities addressed will be those outlined within PL94-142. Emphasis will be given to education within the least restrictive environment. Prerequisite: admission to teacher education program.

**EDC 336**  
**Educational Technology**  
1 semester hour.  
This course is designed to prepare preservice elementary, secondary, and K-12 teachers in the appropriate use of instructional technology, thus fostering an intellectually active and technologically
supportive classroom. Students will explore and evaluate instructional software packages, assess Internet resources, build a portfolio of resources appropriate to a grade level and content area, design lesson plans, create and explore tests and other evaluative tools, and learn ways of creating strong parental contacts. Course will culminate in a comprehensive, student-designed multimedia presentation. Prerequisite: admission to the teacher education program.

EDC 341
Methods and Materials: Teaching Health in the Elementary School
2 semester hours.
This course provides competency in the delivery and evaluation of planned learning programs for elementary school children. Content will include knowledge of the purpose and scope of a health curriculum, appropriate health topics, and lesson planning. Multi media based learning will be examined. Prerequisite: admission to the teacher education program.

EDC 342
Methods and Materials: Teaching Physical Education in the Elementary School
2 semester hours.
This course provides competency in the delivery and evaluation of planned learning programs for elementary school children. Content will include knowledge of the physiological, psychological, and motor developmental needs of elementary-age children and the implication for curriculum development and implementation. Includes experience working with children in an on-campus Saturday morning program. Prerequisite: admission to teacher education program.

EDC 343
Methods and Materials: Teaching Art in the Elementary School
3 semester hours.
This course focuses on the methods and materials for teaching art in the elementary and middle school. Prerequisite: admission to the teacher education program.

EDC/MUS 344
Methods and Materials: Teaching General Music in the Elementary School
2 semester hours.
This course provides a study of trends in philosophy, curriculum and program development, traditional instructional materials, Orff/Kodaly, and other innovative teaching techniques for elementary school and early childhood general music. Prerequisites: MUS100, K-12 music education major status.

EDC 349
Methods and Materials: Teaching Mathematics in the Elementary School
3 semester hours.
This course focuses on the methods and materials for teaching mathematics in the elementary school based on the National Council of Teachers of Math standards. Prerequisites: MAT103, MAT104, and admission to the teacher education program.

EDC 350
Methods and Materials: Teaching Reading and Language Arts in the Elementary School
4 semester hours.
This course provides an integrated approach to the language arts curriculum of listening, speaking, reading, and writing, an approach which corresponds to the development of language skills. Methods of teaching the language arts; the use of books, other written materials, and audiovisual materials; the use of computer programs; methods of assessing and evaluating achievement; and ways of organizing the curriculum form a major portion of the course. The course provides increased familiarity with literature appropriate for elementary school children. Prerequisite: admission to teacher education program.

EDC 353
Teaching Reading and Writing in the Content Areas
2 semester hours.
This course provides K-12 music, art, and physical education and health preservice teachers as well as secondary-level preservice teachers with the tools to teach listening, speaking, grammar, vocabulary, spelling, writing, and study skills with the aim of helping their future students achieve content area literacy and basic necessary reading skills. Learners with special reading needs are addressed, and the writing process and the use of literature in the content classroom are examined. Students also evaluate content-based materials for their reading difficulty level and appropriateness and apply the 6-Traits Writing Projects’ techniques across disciplines. Students develop and deliver practical lessons that address content area literacy and text comprehension. Prerequisites: admission to the teacher education program.

EDC 355
Methods and Materials: Teaching Social Studies in the Elementary School
3 semester hours.
This course provides an integrated approach to the social studies K-8 curriculum in elementary and middle schools. Emphasis is on the development of daily, weekly, and unit lesson plans. A variety of instructional
strategies will be reviewed and practiced. Methods of organizing the curriculum, methods of teaching, and the use of various technological tools are emphasized. The scope and sequence of various curricula will be examined. Prerequisite: admission to the teacher education program.

EDC 356
Methods and Materials: Teaching Science in the Elementary School
3 semester hours.
This course is designed to provide an integrated approach to the science K-8 curriculum in elementary and middle schools. Emphasis is on the development of daily, weekly, and unit lesson plans. A variety of instructional strategies, including hands-on activities, will be reviewed and practiced. Students will be expected to participate in a teaching team and create integrated thematic lessons. Prerequisite: admission to the teacher education program.

EDC 360
Children’s Literature
3 semester hours.
This course is designed to increase familiarity with a variety of genres of literature appropriate to the elementary classroom: traditional, modern fantasy, contemporary realistic fiction, poetry, historical fiction, biography, and multi-ethnic literature. Students will evaluate literature for its personal, social, and aesthetic values and will develop effective reading selection criteria. Prerequisite: admission to the teacher education program.

EDC/NAS 365
Native American Education: History and Best Practices
3 semester hours.
Native American Education History examines traditional American Indian education forms, historic federal board schools, sectarian and public schools approaches. Federal educational policies are reviewed, including the 1930’s Indian school reform, the 1960’s community control, civil rights related developments, and the 1970’s tribal control of education. Native American Education best practices include approaches to language and culture issues, intergenerational learning, dropout prevention, American Indian student educational experiences, and what works with American Indian students. Prerequisite: EDC 202.

EDC 370
Student Health and Safety
3 semester hours.
This course focuses on the recognition of issues that obstruct student learning and on referral to appropriate services, since teachers must help ensure a healthy and safe learning environment. Topics to be studied are classroom safety, communicable diseases, drug abuse, first aid and CPR, nutritional deficiencies, physical and emotional abuse, psychological disorders, and school violence. Prerequisite: admission to the teacher education program.

EDC 391E
Field Practicum: Elementary School
1 semester hour.
This course provides practical field experience in an elementary classroom. Each credit hour requires 40 hours of experience. Students are required to take an active part in classroom activities. Students must complete the practicum during the fall or spring semester over a period of between 10-14 weeks. Prerequisites: admission to the teacher education program. Junior standing is required.

EDC 391S
Field Practicum: Secondary School or K-12 School
1 semester hour.
This course provides practical field experience in a secondary or K-12 classroom. Each credit hour requires 40 hours of experience. Students are required to take an active part in classroom activities. Students must complete the practicum during the fall or spring semester over a period of between 10-14 weeks. Prerequisites: admission to the teacher education program. Junior standing is required.

EDC 402
Contemporary Issues in Curriculum
3 semester hours.
This course blends theory and practice to provide a comprehensive overview of the foundations, principles, and issues of curriculum. The philosophical, historical, psychological, and theoretical foundations of curriculum will be explored as well as present issues, trends, and future directions. An integrated approach to studying curriculum and instruction, grades K-12, will emphasize planning, classroom communication, student motivation, positive classroom management, instructional methods, individualized instruction, the teaching of culturally diverse students, and professionalism as it applies to the job of the teacher. Prerequisite: admission to the teacher education program and junior standing.

EDC 410
Classroom Management
2 semester hours.
This course reviews the fundamental skills of classroom management. Students will be presented with a systemic approach to classroom management.
Enforcing classroom standards, building patterns of cooperation, maximizing learning, and minimizing disruptions in order to establish and maintain an effective and safe classroom-learning environment will be emphasized. Prerequisite: admission to the teacher education program.

**EDC 420**  
Methods and Materials: Teaching Content Courses in Secondary Education  
3 semester hours.  
This course requires students to design and execute unit plans and lesson plans specific to their content areas. Students will review and practice a variety of instructional strategies; will examine the scope and sequence of various content-area curricula; will address hot topics in education and the challenges middle and high school teachers face; will become familiar with methods of teaching study skills strategies; will apply the 6-Traits Writing Project’s diagnostic and evaluative techniques across the content areas; and will acquire expertise in building and maintaining parent/family relationships. Prerequisite: admission to the teacher education program; senior standing required. Music education majors are exempt.

**EDC 452**  
Student Teaching in the Secondary School  
9 semester hours.  
This course requires a minimum of 15 weeks of practice teaching at the 5-12 grade level; student teachers are required to modify their assignment according to the host school’s calendar. Students must pay a student teaching fee in addition to regular college expenses. Prerequisite: admission to student teaching (see “Education” section of “Academic Programs” for requirements).

**EDC 453**  
Student Teaching in the Elementary School  
9 semester hours.  
This course requires a minimum or 15 weeks of practice teaching at the K-8 grade level; student teachers are required to modify their assignment according to the host school’s calendar. Students must pay a student teaching fee in addition to regular college expenses. Prerequisite: admission to student teaching (see “Education” section of “Academic Programs” for requirements).

**EDC 454**  
Student Teaching (Grades K-12)  
9 semester hours.  
This course requires a minimum of 15 weeks of practice teaching at both the K-8 and 5-12 grade levels for physical education and health, art, and music education majors. Student teachers are required to modify their assignment according to the host school’s calendar. Students must pay a student teaching fee in addition to regular college expenses. Prerequisite: admission to student teaching (see “Education” section of “Academic Programs” for requirements).

**EDC 490E**  
Seminar: Elementary Education  
3 semester hours.  
In this course, selected topics in elementary education will be discussed at regularly scheduled meetings. Registration in this seminar is mandatory for all elementary education student teachers. Corequisite: EDC453.

**EDC 490S**  
Seminar: Secondary/K-12 Education  
3 semester hours.  
In this course, selected topics in secondary and K-12 education will be discussed at regularly scheduled meetings. Registration in this seminar is mandatory for all secondary and K-12 students. Corequisite: EDC452 or EDC454.

**English**

*Linaya L. Leaf, Professor*  
*Susan McDaniel, Professor*  
*Andrew Kirk, Associate Professor*  
*John P. O’Grady, Associate Professor*  
*Jacqueline Dundas, Instructor*

The English program hopes to instill in students a lifelong passion for reading and writing. Students immerse themselves in important works of the Western and non-Western traditions. Whether analyzing themes, characters, and styles or synthesizing ideas into new and unique forms of oral and written communication, students develop fluency with language. They work as hard at generating theses and supporting them with evidence and their own critical thinking as they do at finding their own voices in poetry, fiction, and the writing of plays.

Students discover that each word has energy and that their own words matter. They learn to view texts as a bridge to self-discovery, interdisciplinary learning, and knowledge of other cultures, as well as a basis from which to discuss ethical issues. Through the revision process, students practice the art of listening to and giving positive criticism, using relevant evaluation to improve their work.

The English program firmly connects to the liberal arts mission of Rocky Mountain College. Students are
encouraged to supplement their knowledge of texts through courses in other disciplines such as history, psychology, foreign languages and literatures, and philosophy. To read with real comprehension, students discover they must challenge themselves to incorporate multiple strands of learning into their own disciplinary analysis.

**Major in Literary Studies:** A minimum of 36 semester hours. The following courses are required: ENG231, ENG252, ENG272, ENG273, ENG282, ENG283, and ENG471. In addition, 15 additional English credits, at least 9 of which must be at the 300-level or higher.

**Major in English Education:** A minimum of 39 semester hours. The following courses are required: ENG231, ENG252, ENG272, ENG273, ENG282, ENG283, ENG319, ENG355, ENG359, ENG420, ENG452, and ENG471. One of the following courses is required: ENG223, ENG224, or ENG291. In addition, students must complete the professional education program for secondary teaching (grades 5-12) as described in the “Education” section of the catalog.

**Major in Professional Communications:** A minimum of 33 semester hours, including COM102, COM250, COM260, COM306, COM310, COM/ENG355, COM402, COM404, COM490; and two out of the following four: ENG231, ENG325, ENG365, or ENG490-L (Literature). A maximum of 3 semester hours of internship can be applied towards the communication requirements for the major or minor.

**Minor in Literary Studies:** A minimum of 18 semester hours, including ENG231, ENG252; one of the following two courses: ENG272 or ENG273; one of the following two courses: ENG282 or ENG283; plus 6 additional upper-division credits in literature.

**Minor in Writing:** A minimum of 18 semester hours, including ENG251, ENG319, ENG325, ENG365, ENG451, and ENG490-W (Writing). ENG119 and ENG120 do not count towards the credits for this minor.

**English courses**

**ENG 090**  
Support ESL I  
0 semester hours.  
Students for whom English is a second language may request this course or may be required to take this course, which will help build intermediate academic English skills. The course will be customized to meet the needs of a particular student or group of students.

**ENG 091**  
Support ESL II  
0 semester hours.  
Students for whom English is a second language may request this course or may be required to take this course which will help build intermediate academic English skills. The course will be customized to meet the needs of a particular student or group of students.

**ENG 103**  
Advanced ESL I  
1-3 semester hours.  
This advanced level course is offered to students for whom English is a second language and who wish to refine their English language skills. The course will be customized to meet the needs of a particular student or group of students.

**ENG 104**  
Advanced ESL II  
1-3 semester hours.  
This advanced level course is offered to students for whom English is a second language and who wish to refine their English language skills. The course will be customized to meet the needs of a particular student or group of students.

**ENG 118**  
Basic Composition  
3 semester hours.  
This course introduces students to the basic skills necessary for writing effectively at the college level and prepares students for the writing demands of other college courses. Students explore many types of writing projects, beginning with a personal essay and ending with a formal critique. Using writing theory, the class emphasizes writing as a process, the importance of revising, and the value of peer editing and evaluating. Sponsored by Services for Academic Success, this class is linked with Introduction to the Humanities as part of the Rocky Freshman Experience. ENG118 may not be taken to satisfy general education requirements.

**ENG 119**  
First-Year Writing  
3 semester hours.  
This course is an introduction to college writing. Students critically read and discuss texts, learn that writing is a process, experiment with academic prose, develop the skills necessary to create and support a thesis, practice incorporating research into their analysis, and develop grammatical and stylistic competence. Further, working in collaboration with a second discipline, students learn to integrate knowledge. Students keep a portfolio of their work,
which includes a self-evaluation of their writing progress. Required of all students entering as freshmen as part of the Rocky Freshman Experience.

**ENG 120**  
**Critical Reading and Evaluative Writing**  
3 semester hours.  
Designed to follow First-Year Writing, students analyze texts and create effective writing based on their insights. Students practice generating questions that lead to the formation of complex thesis and effective support. Building on the idea of integrated knowledge, students develop strategies aiding them in cross-disciplinary and multi-cultural reasoning. They compose essays deploying diverse strategies, such as definition, classification, comparison/contrast, analysis, and argumentation. Students keep a portfolio of their work, which includes a self-evaluation of their writing progress. Prerequisite: ENG119.

**ENG/NAS 223**  
**Introduction to Native American Literature**  
3 semester hours.  
An examination of selected literature produced by such Native American writers as Momaday, Welch, Erdrich, McNickle, Silko, and others. Students will consider issues of genre, history, and politics as they relate to American literature. Special emphasis is given to the oral tradition and its relationship to contemporary American writing.

**ENG 224**  
**Introduction to African-American Literature**  
3 semester hours.  
This course is a study of selected topics in African American literature and criticism. Topics may vary but may include such areas as the literature of civil rights, African-American memoir, captivity and freedom narratives, African-American poetry, theories of race and class, and Black feminist writing, among others.

**ENG 231**  
**Literary Criticism**  
3 semester hours.  
This course introduces students to current controversies in literary criticism. The class discusses approaches to literary analysis such as deconstruction, cultural criticism, and post-colonialism. Students typically use a casebook method, observing how critics from divergent backgrounds interpret a single text. Students critique these various approaches and refine their own critical practices.

**ENG 236**  
**Literature and Photography**  
3 semester hours.  
This course is an interdisciplinary study of the relationship between photography and the literature, art, politics, and history from the nineteenth-century to the present. It introduces theories of photography as well as works of individual artists.

**ENG 238**  
**Fiction and Film**  
3 semester hours.  
An introduction to the relationships between novels and short stories and the films adapted from them. Explores fiction and films that represent a variety of authors, periods and genres, ranging from westerns to science fiction.

**ENG/THR 241**  
**Introduction to Shakespeare**  
3 semester hours.  
This course provides an introduction to the world of Shakespeare’s plays and the opportunity to experience and analyze the dramatic works of England’s greatest writer. Emphasis is on close reading of selected Shakespeare tragedies, comedies, histories, and romances. Students view various performances in order to understand and appreciate the dramatic, literary, and historical backgrounds of the plays.

**ENG/THR 242**  
**Modern Dramatic Literature**  
3 semester hours.  
Focusing on script analysis, students consider diverse trends in play-writing and theatrical performances over the past hundred years as viewed through the works of the major playwrights of Europe and the United States. Trends studied include expressionism, surrealism, cubism, and absurdism. This course encourages cross-cultural understanding.

**ENG 245**  
**Travel Literature**  
3 semester hours.  
Students in this course explore the world of travel writing through the diverse narratives of selected contemporary and classic travel writers. The course emphasizes literary analysis, with particular attention paid to understanding the cultural and historical contexts of this literature.

**ENG 247**  
**War Literature**  
3 semester hours.  
Students explore how a variety of writers through time have represented the tragedy, trauma, and psychology of war. The course covers fictional and non-fictional works from various historical and literacy periods as
well as genres such as epic and lyric poetry, romance, and drama.

ENG 251
Imaginative Writing
3 semester hours.
This introduction to imaginative writing explores poetry and short fiction. The class is a workshop focusing on the stages of free writing, drafting, presenting, and revising poems and prose. Elements of poetry discussed include tone, voice, image, metaphor, and devices of sound, meter, traditional structure, and innovations. Elements of fiction emphasized include setting, character development, dialogue, plot, and conflict. Prerequisite: ENG119.

ENG 252
Close Reading of Poetry
3 semester hours.
Students are introduced to the genre of poetry. The course provides students with a foundation in the methods of detailed reading and analysis essential to an understanding of poetry and, more broadly, to the study of literature. It addresses the basics of prosody, poetic devices (such as diction, metaphor, image, tone), and major verse forms (such as the sonnet, elegy, ode, ballad, dramatic monologue, free verse). The selection of texts reflects both the continuity and variation in the history of British and American poetry, and provides a sampling of works from the sixteenth century to the present.

ENG/THR 253
Classical Dramatic Literature
3 semester hours.
Focusing on script analysis, this course provides a chronological study of the major theatrical periods of dramatic literature from the emergence of Greek tragedy in the fifth century BC to the development of European realism in the late nineteenth century. The course also encourages cross-cultural understanding.

ENG 258
Topics in Language and Literature
3 semester hours.
Content varies, including comparative literature topics, problems in literature topics, and language topics. This course may be taken more than once.

ENG 270
Literature of Montana and the American West
3 semester hours.
This course examines literature written by and about people living in Montana and the western United States, including Native Americans, women, and immigrants.

ENG 272
British Literature: 800 to 1800
3 semester hours.
The first in the sequence of two British literature surveys, this course provides an introduction to the formative period of British language and literature. Students read representative works from the Anglo-Saxon, Middle English, Renaissance, Restoration, and Eighteenth-Century periods against their literary, historical, linguistic, and philosophical backgrounds.

ENG 273
British Literature: 1800 to Present
3 semester hours.
The second in the sequence of two British literature surveys, this course introduces students to Romantic, Victorian, Modern and Postmodern literature, analyzing selected texts, from the end of the 18th century to the end of the 20th, against their literary, historical, ideological, and cultural backgrounds.

ENG 282
American Literature: Origins to 1865
3 semester hours.
This course provides a survey of major literary works from the Puritan, Enlightenment, and Romantic periods. Emphasis is placed on such figures as Edwards, Franklin, Emerson, Hawthorne, Poe, Thoreau, Jacobs, Whitman, Douglass, Melville, and Dickinson. The literature is examined in the context of literary, historical, and philosophical backgrounds.

ENG 283
American Literature: 1865 to Present
3 semester hours.
This course provides a survey of major literary works since the Civil War. Emphasis is placed on such figures as Twain, James, Crane, DuBois, Chopin, Wharton, Toomer, Cather, Hughes, Hemingway, and Stevens. The literature is examined in the context of literary, historical, and philosophical backgrounds.

ENG 291
Contemporary World Fiction
3 semester hours.
This course introduces students to recent prose fiction, with special attention paid to non-Western and non-American works.

ENG 314
Medieval Literature
3 semester hours.
Students in this course study key literary works and genres from the formative period of England's language and literature—literature ranging from the Anglo-Saxon
epic to Middle English romance, from Chaucer's Canterbury Tales to the mystery and morality plays.

**ENG 319**
**Creative Nonfiction Writing**
3 semester hours.
Students study examples of creative nonfiction and practice writing their own. They also gain experience-incorporating research into their prose. Prerequisite: ENG119.

**ENG 322**
**Renaissance Literature**
3 semester hours.
Students examine the Renaissance as expressed in British literature. Typical subjects of study include the early humanism of More, the courtly poetry of Wyatt and Surrey, the sonnets of Drayton, Sidney, and Wroth, the chivalric romance of Spencer, the satire of Nashe, the drama of Kyd, Marlow, Shakespeare, Webster, Jonson, and Ford, the essays of Francis Bacon, and the poetry of Donne, Herbert, Herrick, and Marvel.

**ENG 325**
**Professional Writing**
3 semester hours.
This course teaches concepts, practices, and skills for communicating technical, scientific, or business-related information. Topics include understanding how people read, designing documents, incorporating graphics, writing about statistical results, rewriting, editing, and using the Internet. This course may be especially useful for non-English majors, providing them with the tools and techniques to communicate their messages effectively. Prerequisite: ENG119.

**ENG 333**
**British Romantic Literature**
3 semester hours.
This course examines a wide range of British Romantic texts. Students read and analyze selected works against the literary, historical, and philosophical background of late eighteenth and early nineteenth century England. Representative authors include Blake, Radcliffe, Wordsworth, Wollstonecraft, Coleridge, Byron, Shelley, Keats, and DeQuincy.

**ENG 334**
**The British Novel**
3 semester hours.
This course surveys the rise and development of the British novel. It includes an analysis of such Eighteenth-century writers as Defoe, Sterne, Fielding, Radcliffe, and Burney; early Nineteenth-century writers such as Austen, Shelley, and Scott; such Victorian novelists as Dickens, the Bronte sisters, Eliot, Thackeray, Trollope, and Hardy; and such Modernists as Conrad, Woolf, Joyce, Forster, and Lawrence.

**ENG 344**
**Literature and the Environment**
3 semester hours.
This course is a comparative study of the environmental imagination as expressed in literature. By reading and discussing a wide range of literary texts, students investigate the question “What is nature?” In contrast to environmental science, environmental philosophy, or environmental policy, emphasis is placed upon the form of expression as well as the ideas presented by the various writers considered. Representative authors include Henry David Thoreau, Mary Austin, James Baldwin, Louis Owens, and Jane Hirshfield.

**ENG 347**
**The American Renaissance**
3 semester hours.
Students examine the extraordinary quickening of American writing in the years before the Civil War. of central concern are the different visions of “America” these literary texts propose. Authors may include Emerson, Hawthorne, Poe, Thoreau, Child, Fuller, Douglass, Whitman, Jacobs, Melville, and Dickinson.

**ENG/COM 355**
**Mass Media**
3 semester hours.
This course explores how the communication medium, whether smoke signals, newspapers, television or the Internet, influences human communication. With each change in technology, communication changes. These changes alter what it means to be human. Students must be able to understand the power of the media to better manage its influence in their personal and professional lives.

**ENG 356**
**American Naturalism and Realism**
3 semester hours.
Considers literary realism and naturalism in terms of its philosophy, influence, and development during the period in American culture that Mark Twain called “The Gilded Age”. Authors may include Twain, James, Jewett, Chopin, London, Norris, DuBois, Crane, Frederick, and Dreiser.

**ENG 358**
**Topics in Language and Literature**
3 semester hours.
Content varies, including comparative literature topics, problems in literature topics, and language topics. This course may be taken more than once.
ENG 359  
**Introduction to Language**  
3 semester hours.  
Students explore language in human life. Topics to be covered include analyzing and describing languages, language and thought, language and culture, first and second language acquisition, and language change. Tools and techniques for linguistic analysis are used to examine phonetics, phonology, morphology, syntax, semantics, and pragmatics.

ENG 362  
**Literary Modernism**  
3 semester hours.  
Students examine the major movement in Western art in the first half of the twentieth century as reflected in representative literary texts. Attention focused on the questions: What is modernism? What is its relation to naturalism and realism? How does literary art fuse with the other arts during this period? Authors may include Joyce, Stein, Pound, Eliot, Williams, Cather, Toomer, Ford, Lawrence, Woolf, Hemingway, Fitzgerald, and Faulkner.

ENG 365  
**Journalism**  
3 semester hours.  
Providing an introduction to writing print, broadcast, and multimedia articles and producing a professional publication, this course is strongly recommended for all students participating on the student newspaper.

ENG/PHR 370  
**Religion and Literature**  
3 semester hours.  
A study of religious issues, conflict, and hopes in modern literature. Studied works will vary from year to year, but they may include texts by authors such as Melville, Tolstoy, Hemingway, Flannery O’Connor, and John Updike. This is a writing-intensive course.

ENG 420  
**Methods and Materials: Teaching English in the Secondary School**  
3 semester hours.  
This seminar requires focused study and consultation with a public school English/language arts teacher or other acceptable professional in the field. Hours will be arranged in consultation with the content area professor, the appropriate education professor, the student, and the professional mentor. The course focuses on English pedagogy with special attention to reading and writing instruction. Students study methods for creating a classroom conducive to learning, select materials for motivational and instructional purposes, incorporate technology in classroom strategies, evaluate and assess student work, integrate the language arts with other content areas, and examine the scope and sequence of literature and writing for grades 5-12. This seminar strongly emphasizes practical methodologies and is the capstone course for the English education major. Prerequisites: Admission to the teacher education program, senior standing.

ENG 445  
**The American Novel**  
3 semester hours.  
Students examine American novels from the nineteenth-century to the present. Attention is given both to the genre of the novel as well as to the individual literary works. Content varies, but representative topics include the way in which personal and national identities are shaped or defined in the fictional texts, the role of the marketplace in influencing literary practice, and the relation between American fiction and philosophy.

ENG 447  
**The American Short Story**  
3 semester hours.  
Students are introduced to the genre of the short story, emphasizing major American writers from the nineteenth century to the present. Particular attention is directed to historical and cultural backgrounds. Students cultivate skills in critical analysis by focusing on issues of character, plot, theme, point of view, setting, tone, style, and other literary devices as they function within the context of individual stories.

ENG 450  
**Internship**  
1-15 semester hours.  
This course is a guided work experience in an already established place of business. The student must arrange the internship in agreement with the instructor and the office of career services. The internship should relate to the student’s major or minor area of study. Contract is required. Prerequisites: junior or senior standing.

ENG 451  
**Advanced Imaginative Writing**  
3 semester hours.  
This course offers extensive imaginative work in a broad range of genres. Students explore the creative process and challenge themselves with longer and more complex assignments than in Imaginative Writing. They experiment with points of view other than their own and with styles of writing. They also work independently to produce a significant amount of polished work in a writing portfolio. Students keep a writing journal and have considerable input into the development of assignments. Prerequisite: ENG251.
ENG 452
American Poetry in the 20th-Century
3 semester hours.
An in-depth study of American poetry in the twentieth-century, focusing on representative poets in the context of literary and cultural history. Representative poets include Pound, Lowell, HD, Eliot, Frost, Stevens, Williams, Oppen, Niedecker, Sexton, Rich, Kerouac, Rexroth, and Ronan. Particular emphasis is on developing and strengthening students’ skills in the close reading of poetry.

ENG 456
Studies in Drama
3 semester hours.
Students examine authors, themes, and/or movements significant in British, American, European, or world drama. It includes reading and analysis of selected plays. Focus is on variety in period, type, and technique. Content varies.

ENG 458
Major Author
3 semester hours.
Students explore, in-depth, one major writer from the British or American literary tradition. Content varies. This course can be taken a maximum of two times.

ENG 471
Studies in Shakespeare
3 semester hours.
Students engage in the advanced study of Shakespeare’s works, analyzing them within their literary, historical, theatrical, linguistic, and cultural contexts. Particular attention in this course is devoted to the major critical and theoretical approaches to Shakespeare, providing a foundation for students intending to go to graduate school in English or teach English on the secondary level. Prerequisites: ENG231, ENG271, ENG241, or ENG322.

ENG 490-L
Seminar in Literary Studies
2-3 semester hours.
Intensive work is done in a selected area of literary studies. This course includes a major research essay or creative project. Students are encouraged to visit a research library while completing their major project.

ENG 490-W
Seminar in Writing
2-3 semester hours.
This seminar examines writing as a communicative art form from three points of view: creator, editor, and performer. Students submit their revised work to the student writing competition; take responsibility for the literary journal, Soliloquy; and organize the “Focus on Rocky Writers” evening, where selected works are shared with an audience. The goal of the class is to have students own and share the meaning of their lives.

ENG 499
Independent Study
1-3 semester hours.
This course allows a superior student to devise and pursue independent study in an area agreed upon in consultation with, and supervised by, a faculty member. Students should be either a major or minor and have a cumulative GPA of 3.00 or greater. Prerequisite: junior or senior standing.

Environmental Sciences and Studies

James Baken, Professor
Victoria Christie, Professor
Timothy Lehman, Professor
Jennifer Lyman, Professor
Mark Moak, Professor
Daniel Albrecht, Associate Professor
John O’Grady, Associate Professor
Lawrence Jones, Assistant Professor
Thomas Kalakay, Assistant Professor

Mission: The environmental science and studies program at Rocky Mountain College, while simultaneously cultivating skills in critical thinking and effective communication, provides students with the intellectual training necessary for understanding the complexity of natural ecosystems as they interface with human concerns.

Program Description: Environmental science and studies majors pursue a liberal arts education by taking relevant courses in the natural sciences, social sciences, and humanities. Students in the program first enroll in a core of introductory courses designed to familiarize them with the diversity and complexity of environmental issues. Each student then selects between one of two baccalaureate degree tracks—the BA in Environmental Studies or the BS in Environmental Science. Upon graduation, students in both tracks are prepared for a wide and rapidly evolving range of careers concerned with the interface between human beings and their environment. Similarly, for those students whose career choices require graduate or professional study, the environmental science and studies program provides the training and discipline necessary for the pursuit of an advanced degree.
Environmental Science
The curriculum for the bachelor of science in environmental science includes an interdisciplinary core that encourages students to explore the scientific, ethical, and social aspects of environmental questions. Students are then encouraged to pursue specialization in a focused discipline within environmental science to gain expertise in approaching questions using more technical tools and in-depth knowledge.

Internships and faculty-mentored research projects are vital parts of the program, providing real-world experience. Environmental science majors at Rocky Mountain College have completed internships with government agencies such as the US Forest Service and the Bureau of Land Management, local environmental consulting firms, and other environmental organizations.

Major in Environmental Science: Core requirements: ESS101, ESS105, GEO101 and GEO104 or GEO105, ESS225, and ESS490. Other required courses: BIO112, CHM101, CHM102, and MAT210. Two of the following are required: HST365, PHR304, ENG344, PHR378. One of the following is required: POL313, ECO354. One of the following is required as a field experience: ESS351, ESS243, ESS307, GEO350, BIO207, or a field-related internship for a minimum of 3 semester hours. A minimum of 15 semester hours of electives, with at least 9 upper-division semester hours, are required from the following list: any upper-division ESS or GEO course, BIO250, BIO311, BIO306, BIO315, BIO410, ESS230, GEO204, GEO205, CHM201, CHM300, CHM301, CHM411. Students are strongly recommended to take electives that satisfy one of three specializations: chemistry, ecology, or geology. Successful completion of an option will be noted on academic transcripts.

Option in Chemistry: CHM201, CHM300, CHM301, CHM411, plus two additional upper-division chemistry courses or PHS201/202.

Option in Ecology: ESS330. In addition, four of the following: BIO250, BIO311, BIO315, BIO317, BIO347, ESS230, ESS307, ESS314, ESS321, ESS325, ESS345.

Option in Geology: GEO204. In addition, three of the following: GEO205, GEO302, GEO310, GEO311, GEO320, GEO343, GEO350, GEO415, ESS321, ESS345.

Minor in Environmental Science: One of the following is required: ESS105 or ESS115. In addition, either CHM101, BIO112, or GEO101 and GEO104 or GEO105. ESS225 is required. In addition, 8 semester

Environmental Studies
The environmental studies major provides students with an interdisciplinary opportunity to investigate the relationship between humans and their environment. As distinct from Environmental Science, the curriculum in Environmental Studies is based in the arts, humanities, and social sciences, emphasizing the political, economic, and social organization of human cultures in relation to the natural world, as well as the artistic, philosophical, and experiential responses to natural and built environments.

Major in Environmental Studies: Core requirements: ESS101, ESS105, GEO101 and GEO104 or GEO105, ESS225, and ESS490. At least three of the following: ECO354, ENG344, HST365, PHR304, PHR378, POL313. At least two of the following are required: ESS207, ESS230, ESS321, BIO111, BIO112, CHM100, CHM101, MAT210. Two of the following courses are required: ART243, ART245, COM404, ENG270, ENG344, PHR304, PHR378. One of the following courses is required: ECO354, POL313, SOC241, SOC242.

Environmental Science and Studies courses
ESS 101
Introduction to Environmental Studies
3 semester hours.
This course explores the complexity of environmental issues as approached from the perspectives of the arts, humanities, and social sciences. Since environmental issues are inherently complex, attention is focused on how human beings perceive, understand, and respond to environmental change. Emphasis is placed on developing students’ abilities to investigate matters critically and to respond in original, thoughtful, and imaginative ways.

ESS 105
Environmental Science: Living with Nature
4 semester hours.
An introductory course designed for students entering the environmental sciences and studies program and for other students who would like to take an ecology lab course. Topics address the central concepts of ecology including the physical environment in which life exists. Students will explore the properties and processes of populations and communities, ecosystem dynamics, biogeography and biodiversity, as well as issues in conservation and restoration ecology. In laboratory
students will apply these concepts to ecological studies in the natural environment and learn how to present their results in a scientific report. Three hours of lecture and one two-hour laboratory session per week.

**ESS 115**  
**Current Issues in Environmental Science**  
4 semester hours.  
A non-majors course designed to introduce students to the science of environmental issues. Students gain an understanding of how the natural world works and ways that science can be used to address problems concerning the environment. Emphasis will be placed on examining global and regional environmental issues relating to water, air, land, and biodiversity. Laboratory activities include the application of scientific methods for environmental assessments, as well as field trips to local facilities to illustrate how a variety of factors can be applied to improve the quality of the Yellowstone region environment. Three hours of lecture and one two-hour laboratory session per week.

**ESS 207**  
**Field Botany/Spring Wildflowers**  
4 semester hours.  
Students receive an intensive introduction to the evolutionary relationships of vascular plants and their classification. The class emphasizes plant identification based on use of taxonomic keys and focuses on angiosperm species in the Yellowstone River watershed, particularly the prairie habitats, the Pryor Mountains, the riparian habitats of the Yellowstone, and the foothills of the Beartooth Mountains. Field trips are required. This course may be taken at the lower-division level or at the upper-division level, but not both. Prerequisite: BIO112 or ESS105.

**ESS 225**  
**Energy and Society**  
3 semester hours.  
Students are introduced to the concepts of energy, power and the physical laws that control their transformations. This understanding is applied to analyze human use of energy. Issues considered include the various sources of energy and their limits, the technologies of energy conversion, the end uses of energy, and the environmental consequences of energy use.

**ESS 230**  
**Rainforest Ecology**  
3 semester hours.  
This course introduces students to the concepts of population and community ecology through studies of rainforest geography, flora, and fauna. Students read scientific papers focusing on rain forest plants and animals and the complex interactions of these organisms in rainforest environments. Students discuss environmental issues such as sustainable agriculture, global cycling of air and water, and conservation biology as those issues pertain to rainforest issues today. Prerequisites: ENG119 and ENG120.

**ESS 243**  
**Environments of Costa Rica**  
2 semester hours.  
This field course, which takes place in Costa Rica during Spring break, provides an introduction to the complexity and diversity of tropical forest ecosystems. Lectures and field activities focus on those ecological concepts particular to rainforests, natural history walks, bird studies, field activities that explore adaptations of plants and animals to tropical ecosystems, and examination of issues of tropical conservation. Students stay at field stations in three different tropical environments – lowland rainforest, cloud forest, and seasonally dry forest.

**ESS 307**  
**Advanced Field Botany/Spring Wildflowers**  
4 semester hours.  
Students receive an intensive introduction to the evolutionary relationships of vascular plants and their classification. The class emphasizes plant identification based on use of taxonomic keys and focuses on angiosperm species in the Yellowstone River watershed, particularly the prairie habitats, the Pryor Mountains, the riparian habitats of the Yellowstone, and the foothills of the Beartooth Mountains. Field trips are required. Students in the 300-level course will collect, identify, and prepare a greater number of plants for the herbarium. This course may be taken at the lower-division level or at the upper-division level, but not both. Prerequisite: BIO112 or ESS105.

**ESS 314**  
**Range Ecology**  
4 semester hours.  
Range ecology is the study of mixed grass prairies of the West and an introduction to ecological concepts applicable to that area. Topics include historical and current land use, ecosystem responses to change, methods for maintaining natural prairie habitats, the use of prairies as rangelands, and determinations of ecological conditions and trends on rangelands. The laboratory focuses on identification of common prairie plant species and their importance for both wildlife and domestic animals. Three hours of lecture and one two-hour laboratory session per week. Prerequisites: BIO112, CHM101, and CHM102.
ESS 321
Introduction to Geographic Information Systems
4 semester hours.
This course introduces students to the theory and practical application of geographic information systems (GIS). Topics include fundamentals of cartography, GIS data types, data input, GIS database structure and management, analysis of spatially distributed data, and report preparations using GIS. Prerequisite: MAT100 and a previous science course.

ESS 325
Wetlands and Riparian Ecology
4 semester hours.
The biology and chemistry of wetlands is studied in this course. Topics include the investigation of wetland structure, wetland functions, and the ecological value of wetlands. The laboratory introduces protocols for analyzing wetland plant communities and includes a field study of a wetland in the Billings community. Students learn legally acceptable methods for determining wetland boundaries. The class examines the ecology of rivers and compares differences in hydrological processes of rivers and wetlands. Three hours of lecture and one two-hour laboratory session per week. Prerequisites: BIO112, CHM101, and CHM102.

ESS 330
Wildlife Management and Conservation
3 semester hours.
A multidisciplinary approach to conservation and management issues encompassing genetics to ethics. Topics include population genetics, evolutionary mechanisms, biodiversity, reserve design, and reintroduction strategies. Written reports and oral presentations required. Prerequisites: BIO112 and ESS105.

ESS 345
Soil Science
4 semester hours.
This course provides an introduction to the physical, chemical, and biological properties of soils; soil formation and classification; nutrient cycling; and land resource planning and protection. The laboratory includes field trips. Three hours of lecture and one two-hour laboratory session per week. Prerequisites: CHM101, GEO101, and GEO104.

ESS 351
Montana Field Studies
4 semester hours.
An intensive field experience provides an interdisciplinary approach to exploring and solving scientific problems. Additional field fee required. Prerequisites: GEO101, GEO104, ESS105, and BIO112.

ESS 401
Application of Geographic Information Systems
3 semester hours.
Application of GIS is used to produce a professional report using real world data in cooperation with a business, an industry, or a government agency. Software and projects vary from year to year. Three two-hour sessions per week. Prerequisites: ESS321.

ESS 436
Yellowstone Ecosystems Studies
4 semester hours.
This course focuses on the ecology of Yellowstone National Park, particularly emphasizing the complex interactions of large mammals with the forest and range plant communities. Students explore the methods used by the National Park Service to establish natural resource policies and examine the Park’s scientific research priorities. Two extended weekend laboratories provide research opportunities that include topics in winter Ecology and aspects of the role of large mammals in the Yellowstone ecosystem. Additional fee required. Prerequisites: ENG119, ENG120, and BIO112.

ESS 450
Internship
1-15 semester hours.
A maximum of three semester hours can be counted towards a major in environmental studies or a major or minor in environmental science. This course is a guided work experience in an already established place of business. The student must arrange the internship in agreement with the instructor and the office of career services. Contract is required. Prerequisites: junior or senior standing.

ESS 490
Seminar
2-3 semester hours.
Selected topics in environmental sciences or environmental studies are explored.

ESS 499
Independent Study
1-3 semester hours.
This course allows a superior student to devise and pursue independent study in an area agreed upon in consultation with, and supervised by, a faculty member. Students should be either a major or minor and have a cumulative GPA of 3.00 or greater. Prerequisite: junior or senior standing.
Equestrian Studies

Scott Neuman, Director of Equestrian Studies
Marilyn Randall, Associate Professor
Ray Randall, Assistant Professor
Nona Austin, Instructor
Christi M. Brown, Instructor
Amy Neuman, Instructor

The equestrian studies program at Rocky Mountain College provides the student a venue for his or her passion for horses. The program offers a firm foundation in equitation to increase skills as a rider; a progressive training approach to encourage the student to form a valuable structure for educating a horse using generally accepted training principles; and a solid background in equine management fundamentals. These fundamentals include a broad-based series of courses designed to give each student exposure to the reality of living with and being responsible for horses. From the basic care of the horse through veterinary courses and stable management to responsible breeding program development with selection and reproduction or managing a program of therapeutic riding, the program encourages each student to find his or her place.

When core subjects are met, the student can choose a program increasingly more tailored to his or her interests whether it is teaching, training, writing, business, therapeutic riding, using technology, or marketing. Combined with Rocky Mountain College’s traditional liberal arts program, students are provided a variety of experiences promoting life-long learning and an understanding of the world around them. This multifaceted approach not only prepares the equine student to succeed in a complex and ever-changing global equestrian industry but to meet the challenges of life in a world of diversity as well.

Requirements for the Bachelor of Science degree are a minimum of 124 semester hours of course work, with 38 - 52 credits in equestrian studies and 83 credits from the liberal arts core and elective classes.

Equestrian facility use fees are not included in basic tuition and are charged in addition to tuition, college fees, and other incidental expenses normally charged during registration (see the “Tuition and Fees” section).

Major in Equestrian Studies: Students have a choice of one of five options:

**Equitation and Training Option:** A minimum of 42 semester hours is required in EQS courses, including EQS101, EQS102, EQS121, EQS122, EQS201, EQS225, EQS226; either EQS231 and EQS232 or EQS251 and EQS252; EQS300, EQS302, EQS322, and EQS402. Students in this major are strongly recommended to take EQS401, EQS421, and EQS422 as electives.

**Equine Business Option:** A minimum of 39 semester hours is required in EQS/ BSA/ECO courses, including EQS101, EQS102, EQS121, EQS122, EQS201, EQS302, EQS402, ENG251 or ENG451, ENG319, ENG325, ENG365, ENG490-W (Writing), COM355, and COM402. Other recommended courses include EQS231 and EQS232.

**Equine Writing and Publications Option:** A minimum of 42 semester hours is required in EQS/ENG/COM courses, including EQS101, EQS102, EQS121, EQS122, EQS201, EQS302, EQS402, ENG251 or ENG451, ENG319, ENG325, ENG365, ENG490-W (Writing), COM355, and COM402. Other recommended courses include EQS231 and EQS232.

**Riding Instructor Option:** A minimum of 42 semester hours is required in EQS/PSY/ EDC courses, including EQS101, EQS102, EQS121, EQS122; EQS201, EQS231, EQS232, EQS321, EQS322, EQS401, EQS402, EQS405, EDC302, and PSY312. Recommended electives are EQS225, EQS226, EQS421, and EQS422.

**Therapeutic Riding Option:** A minimum of 52 semester hours in EQS/EDC/PEH courses is required, including EQS100, EQS101, EQS102, EQS121, EQS122; EQS201, EQS209, either EQS251 and EQS252 or EQS231 and EQS232; EQS302, EQS309, EQS401, EQS405, EQS410, EQS450 (6 semester hours), EDC330, PEH122, PEH204, and PEH315. In addition, a minor in psychology must be completed.

**Minor in Equestrian Studies:** A minimum of 21 semester hours is required, including EQS101, EQS102, EQS121, EQS122, EQS201, EQS300, and either EQS300 or EQS402.

Equestrian Studies courses

**EQS 100**
Volunteer Experience in Therapeutic Riding
1 semester hour.
All students interested in entering the therapeutic riding program must first participate in the volunteer experience. Students will volunteer in an established therapeutic riding program.

**EQS 101**
Introduction to Equestrian Studies
3 semester hours.
The student focuses on the basic anatomy and physiology of the horse. Equine evolution, the study of various breeds, and genetics are also emphasized, along with an overview of the horse industry.

**EQS 102**  
**Equine Conformation and Selection**  
3 semester hours.  
This course focuses on equine structure and the evaluation of how structural anomalies relate to lameness. Students learn and practice selecting horses best suited for intended uses in terms of breed, structure, and temperament. Prerequisite: EQS101.

**EQS 121**  
**Fundamental Horsemanship I**  
3 semester hours.  
This class introduces the basic theories of horsemanship, the centered seat, and balanced riding. While these theories apply equally to both English and Western disciplines, only Western tack is used. Additionally, students develop strength, agility, and coordination as well as maintain their assigned horse in a show barn atmosphere with emphasis on stall maintenance and safe feeding practices.

**EQS 122**  
**Fundamental Horsemanship II**  
3 semester hours.  
This class is a continuation of Fundamental Horsemanship I and builds on those skills with further emphasis upon developing proficiency. A logical training progression is established within a variety of Western venues. The emphasis upon maintaining a healthy horse in a show barn atmosphere is continued. Prerequisite: EQS121.

**EQS 201**  
**Equine Preventive Medicine**  
3 semester hours.  
Students study common equine health practices including parasitology, diseases, pre-purchase examinations, lameness, first aid measures, and the establishment of horse health programs. Prerequisites: EQS101 and EQS102.

**EQS 209**  
**Principles of Therapeutic Riding**  
3 semester hours.  
In this introductory course to therapeutic riding, students will explore the basic principles of therapeutic riding; medical terminology; physical, cognitive, and sensory impairments; and the use of safety and adaptive equipment. Interaction with therapy students, their parents, and health professionals will be stressed.

Students will have the opportunity to participate in a variety of hands-on experiences.

**EQS 214**  
**Equine Judging I**  
2 semester hours.  
Students learn and actively practice the evaluation of horses and riders in various types of competition, including classes in halter, Western pleasure, and hunter under saddle. There is a strong speech and critical thinking component in this class as students learn to develop oral reasons for defending class placement.

**EQS 225**  
**Basic Colt Training I**  
3 semester hours.  
Through practical application, the student develops skills and techniques by following a logical progression of training for a two- or three-year-old colt in a stress-free atmosphere. Prerequisites: sophomore standing and EQS122.

**EQS 226**  
**Basic Colt Training II**  
3 semester hours.  
This course, a continuation of Basic Colt Training I, will cover the assessment of a colt’s capabilities and begin advanced training techniques. Prerequisites: sophomore standing and EQS225.

**EQS 231**  
**Hunter Seat Equitation I**  
3 semester hours.  
Through the development and assessment of rider and horse skill level, this course establishes a training program for starting a horse over fences. Show ring etiquette develops fundamentals for successful competition and deepens the student’s understanding of the equine industry. Prerequisite: EQS122.

**EQS 232**  
**Hunter Seat Equitation II**  
3 semester hours.  
This course is a continuation of Hunter Seat Equitation I. By furthering the skills necessary to show a hunter over fences, students gain in strength, balance, and control. Prerequisite: EQS231.

**EQS 251**  
**Fundamental Horsemanship III**  
3 semester hours.  
This course offers a continuation of the skills developed in Fundamental Horsemanship I and II with emphasis upon both equitation and training skills, including advanced lateral and collection exercises, extension and
collection at all gaits with and without contact, spinning, and stopping. Students expand equitation skills through rigorous physical work with and without stirrups and through riding multiple horses. Much attention is given to skills involved in riding and the presentation of the show horse. Students are exposed to show ring etiquette, terminology, and riding styles as they work on a variety of specific events including Western riding, trail, hunter under saddle, Western pleasure, equitation, horsemanship, reining, and showmanship. This course features horses ridden in Western tack, emphasizing Western-riding strategies. Prerequisite: EQS122.

**EQS 252**  
**Fundamental Horsemanship IV**  
3 semester hours.  
This course is a continuation of Fundamental Horsemanship III featuring English tack and English riding. Students not only ride but evaluate other horse/rider combinations to develop an eye for equine talent as well as equitation skills. Prerequisite: EQS251.

**EQS 300**  
**Reproduction and Growth**  
3 semester hours.  
Anatomy and physiology of reproduction in the horse, endocrinology, principles of artificial insemination, embryo transfer, genetics, breeding systems, application of the scientific method, care and management of breeding stock. This course will be accepted as a biology elective, provided students have completed BIO111, BIO 112, CHM101, and CHM102. This course is highly recommended for students pursuing veterinary school or graduate studies in animal science. Prerequisites: EQS101, EQS102, and EQS201.

**EQS 302**  
**Nutrition, Stable and Ranch Management**  
3 semester hours.  
The student masters the fundamental principles of equine nutrition, learning the management skills necessary to run a successful stable, including establishing a budget and record keeping. Prerequisites: EQS101 and EQS102.

**EQS 309**  
**Advanced Therapeutic Riding Instructor Training**  
2 semester hours.  
All aspects of being a therapeutic riding instructor, including teaching to the appropriate therapeutic level of a student’s physical and cognitive abilities, the precautions and contra-indications to therapeutic riding, therapy student assessment and program development, and facility and therapy horse management. Students will organize and teach lessons, assign students to horses and volunteers, and maintain progress notes. Prerequisites: PEH122, EQS100, EQS209.

**EQS 310**  
**Equine Journalism**  
3 semester hours.  
The student writes articles suitable for publication in equine publications. Attention is also given to page and ad layout and ad copy. Prerequisites: ENG119 and ENG120.

**EQS 315**  
**Intermediate Equine Judging**  
3 semester hours.  
Students engage in and practice the evaluation of horses and riders for competition on an advanced level, including classes in trail, Western riding, reining, hunter hack, and working hunter. Students continue developing oral reasoning and presentation skills for defending class placement. Prerequisite: EQS214.

**EQS 321**  
**Advanced Horse Training I**  
3 semester hours.  
Students learn and practice advanced training procedures and the selection of proper horses for individual events, perfecting both the rider’s and the horse’s skills to an intermediate competitive level. Prerequisites: junior standing, EQS121, EQS122, EQS225, EQS226, EQS231, and EQS232.

**EQS 322**  
**Advanced Horse Training II**  
3 semester hours.  
This course is a continuation of Advanced Horse Training I with a higher level of skill and expertise employed. Prerequisite: junior standing.

**EQS 400**  
**Advanced Reproduction**  
3 semester hours.  
The student focuses on common breeding problems such as organizing and operating a routine teasing program, natural breeding, artificial insemination, and improving conception rates. Students engage in practical application in this course. Class is limited to six students. This course is highly recommended for students pursuing veterinary school or graduate studies in animal science. Prerequisite: EQS300.

**EQS 401**  
**Techniques of Teaching Riding**  
3 semester hours.  
Students practice methods of teaching riding and engage in practical experience as a tutor or aide in teaching basic equitation. The student also learns and
practices the scope and sequence of planning lessons and teaching student skills. There is a strong speech component in this course. Prerequisites: EQS121, EQS122, EQS231, and EQS232.

EQS 402
Equine Marketing
3 semester hours.
This class is an introduction to the marketing process involved in the horse industry. The student examines consumer buying behavior, marketing channels, and promotional techniques and their role in the marketing process.

EQS 405
Advanced Techniques of Teaching Riding
3 semester hours.
The student furthers his or her teaching techniques through experience as an equitation tutor or aide with an emphasis upon the development of riding activities such as clinics or riding camps. There is a strong speech component in this class. Prerequisite: EQS401.

EQS 410
Therapeutic Riding, Issues and Ethics
2 semester hours.
Students will focus on the administration of and teaching in a therapeutic riding program, including organization, emergency procedures, safety regulations, risk management, documentation, and written policies and procedures. Students will learn to provide proper documentation for recognized legal business structures and organization including those for corporations and 501(c)’s as well as the standards for NARHA centers. Students with the required amount of instructional hours will be prepared to take the NARHA national registered instructor examination upon completion. This course includes a senior project.

EQS 415
Advanced Equine Judging
3 semester hours.
Students review the principles learned in Equine Judging I and Intermediate Equine Judging and broaden their knowledge of competition rules. They further develop their oral and thinking skills for the presentation of reasons at the intercollegiate competitive level. There may be opportunities for intercollegiate judge competition. Prerequisites: EQS214 and EQS315.

EQS 421
Advanced Horse Training III
3 semester hours.
For the furthering of training and riding skills, this course leads the student toward a more independent development of his or her own training program. Students are expected to develop, organize, and produce a training plan suited to their specific goals. Prerequisite: senior standing.

EQS 422
Advanced Horse Training IV
3 semester hours.
This course is a continuation of Advanced Horse Training III. Prerequisite: EQS421.

EQS 450
Internship
1-15 semester hours.
This course is a guided work experience in an already established place of business. The student must arrange the internship in agreement with the instructor and the office of career services. The internship should relate to the student’s major or minor area of study. Contract is required. Prerequisites: junior or senior standing.

EQS 499
Independent Study
1-3 semester hours.
This course allows a superior student to devise and pursue independent study in an area agreed upon in consultation with, and supervised by, a faculty member. Students should be either a major or minor and have a cumulative GPA of 3.00 or greater. Prerequisite: junior or senior standing.

Foreign Languages and Literature

Scott Sigel, Associate Professor

The foreign languages and literatures program introduces students to other languages and cultures. Learning another language within the context of its culture promotes the understanding and acceptance of others and their culture. It also helps us to understand our own culture, both individually and as a group. The program uses the four basic language acquisition skills of reading, writing, listening, and speaking in order to learn at each successive level. In addition to being instrumental and vital to learning another language, using and honing these skills also helps to advance English language development.

The program is integral to the liberal arts mission of the College. Students discover that one cannot categorize meaning into compartmentalized boxes. Language and the culture in which those words are imbedded help students comprehend economic systems, the fine arts, and history/political science.
The aim of the foreign languages and literatures program is for the student to be able to read, write, and converse with increasing ability as he or she moves to the next course. The goal of this gradual improvement is to make the student an effective communicator in a native-speaking environment. Toward this end, Rocky Mountain College strives to make opportunities available for travel and study abroad.

The foreign languages and literatures program offers a minor in Spanish. Courses in Italian language and culture are offered at the beginning level and on demand at higher levels. French courses will be offered on demand. Opportunities to study other languages are periodically available.

**Minor in Spanish**: A minimum of 20 semester hours is required, six of which must be upper-division hours.

### French courses

**FRN 131**
**Beginning French I**
4 semester hours.
This is a beginning French course. Emphasis is on basic language structure, pronunciation, and simple conversation.

**FRN 132**
**Beginning French II**
4 semester hours.
Continuing development of basic skills with an introduction to the historical and cultural background of France.

**FRN 231**
**French Conversation and Composition**
3 semester hours.
Selected readings on aspects of French arts and sciences with continued practice in writing and conversation. Prerequisite: FRN132 or appropriate background in French.

**FRN 250**
**Culture and Civilization**
3 semester hours.
This course provides an overview of the culture of France through representative literary works of authors from the continent. Works examined will include short stories, poetry and excerpts of longer works. The course will consider the culture and historical milieu, and students will discuss, present and write about both the literary movements and corresponding areas of art, music and popular culture. Prerequisite: FRN231 or appropriate background in French.

**FRN 301**
**The Culture and Literature of France and Francophone Countries**
3 semester hours.
A continuation of French culture explored in FRN250, with the addition of a cultural broadening into the diversity of other francophone countries through literature, art, history and music and modern media. Students will expand their knowledge of continental French culture, then compare and contrast it to cultures around the world influenced by French: Africa, island nations (Haiti), Canada and more. Students will research an area of interest from specific countries and report to the class. Prerequisite: FRN250 or appropriate background in French.

### Greek courses

**GRK 131**
**Introduction to 5th-Century B.C.E. Attic Greek I**
4 semester hours.
Students will learn the ancient Greek language of Thuydides, Plato, Herodotus, Homer, and the 5th-century dramatists. This course is also excellent preparation for students who wish to read New Testament (Koine) Greek.

**GRK 132**
**Introduction to 5th-Century B.C.E. Attic Greek II**
4 semester hours.
Students will continue to learn the ancient Greek language of Thuydides, Plato, Herodotus, Homer, and the 5th-century dramatists. This course is also excellent preparation for students who wish to read New Testament (Koine) Greek. Prerequisite: GRK131.

### Italian courses

**ITN 110**
**From Caesar to the Mafia**
3 semester hours.
An introduction to culture and history of Italy, the course highlights major artistic, literary and historical periods. Focus is on major achievements of the Roman Republic and Empire, Medieval and Renaissance thought and literature, the Unification of Italy and its cultural manifestations, the Mafia and its influence, and Fascism and World War II. Students will explore the works of selected Roman writers, Dante, Machiavelli, and modern writers who depict Italian society and its values.

**ITN 131**
**Beginning Italian I**
4 semester hours.
This course provides an introduction to Italian speech, language, culture and communication through listening, speaking, reading and writing. The approach integrates culture and language with emphasis on vocabulary acquisition and basic grammatical structures. Class work emphasizes participation, small group work and opportunities for hearing and speaking Italian.

**ITN 132**  
**Beginning Italian II**  
4 semester hours.  
The course builds on foundations established in Beginning Italian I. Through the use of the four language skills – listening, speaking, reading and writing – students acquire greater proficiency in Italian vocabulary, grammar and culture. Emphasis is on oral and written expression, with a variety of learning experiences to reinforce language acquisition. Students may take this course in Italy as part of the Semester in Italy program or on campus. In Italy, native speakers in the Rocky Mountain College program teach the course, and students will experience the language in its natural, cultural setting. Additional study abroad fee will apply. Prerequisite: ITN131, permission of professor, or a placement exam in the RMC in Italy Program. If this course is taken in Italy, students will also fulfill the EL general education requirement.

**Spanish courses**

**SPN 110**  
**Spanish Speakers of The World**  
3 semester hours.  
This course is taught only in conjunction with the Rocky Freshman Experience. This course is a broad based survey that serves to introduce Spanish speakers of the world through maps, history, literature and the arts. Literature selections may include novels, short stories, myths, legends, biographies, essays and poetry. Arts selections may include indigenous and contemporary paintings, drawings and sculptures as well as film and music. Students will study Spain and then turn to South America, Central America, and North America (Mexico and the United States). The course will examine Pre-Columbian peoples, the colonization of the Americas by the Europeans, and some contemporary issues. A parallel will be drawn between the treatment of the Native American tribes of South America, Central America and Mexico to the treatment of those of the United States. In addition to readings and discussions, students will make oral presentations in class or at special events.

**SPN 131**  
**Beginning Spanish I**  
4 semester hours.  
This course provides an introduction to Spanish speech, language, culture, and communication through reading, writing, listening, and speaking. A culture and language integrated approach with an emphasis on vocabulary acquisition and basic grammatical structures will be used.

**SPN 132**  
**Beginning Spanish II**  
4 semester hours.  
The course builds on the foundation established in SPN131. Through the use of the four language skills of reading, writing, listening and speaking, basic grammar skills, vocabulary acquisition and cultural readings will increase. Greater emphasis is placed on oral and written expression. Prerequisite: SPN131.

**SPN 211**  
**Intermediate Spanish I**  
3 semester hours.  
This course utilizes the methodical review and practice of basic vocabulary and grammatical structures, combined with the integrated development of proficiency in the four language skills. Expansion of cultural knowledge and functional vocabulary will occur through intermediate-level reading and discussions. Emphasis is on intermediate-level grammar and reading proficiency. Prerequisite: SPN132.

**SPN 212**  
**Intermediate Spanish II**  
3 semester hours.  
As a continuation of SPN211, students will explore a continued review, expansion, and practice of basic vocabulary and grammatical structures, while more advanced grammatical structures are introduced and practiced. Expansion of cultural knowledge and functional vocabulary continues through increasingly advanced intermediate-level readings and discussions. Emphasis is on intermediate-level grammar, reading, and communicating proficiency. Prerequisite: SPN112.

**SPN 301**  
**Culture and Literature of Spain**  
3 semester hours.  
This course provides an overview of the culture of Spain through representative literary works of peninsular authors. Works will be examined from the Middle Ages, the Siglo de Oro, and contemporary authors, including an introduction to literary genres. Poetry, short stories, and excerpts of longer works will be studied, via both written works and film. Students will take part in classroom discussions as well as write analytical essays in Spanish.
SPN 302
Cultures and Literature of Latin America
3 semester hours.
This course provides an introduction to the richness and diversity of the different countries and cultures of Latin America through their writers. Forms of expression and of preserving knowledge used by ancient civilizations to contemporary writers will be explored. Carvings, ancient writings, short stories, and excerpts from novels and plays will be studied via both written works and film. Students will take part in classroom discussions as well as write analytical essays in Spanish.

SPN 311
The Art of Spanish Conversation and Composition
3 semester hours.
This course, conducted in Spanish, is an interactive communication course where students will work with the syntax and the syntactical analysis of spoken and written Spanish. Pronunciation, vocabulary and fluency will be enhanced through textbook and simulated situations as well as on campus and off campus excursions. These real life situations and dialogue encounters will be used to encourage conversation and elicit criticism. The dialogues will cultivate the ability to give and receive positive criticism. Students will follow up on the situations by writing well-formulated and coherently arranged written works describing their experience. These essays will be marked, shared with the class and then analyzed for incorrectness. This analytical exercise for essays will first be done individually as homework and then collectively as class discussions. In addition to readings, research and discussion, students will make oral presentations in class or at special events.

SPN 450
Internship
1-15 semester hours.
Students are provided with an on-site, hands-on language experience where students are paired with schools, churches, businesses, government, and/or non-profit organizations in the Billings area, the state(s) or abroad. Contract is required. Contact and feedback will be maintained throughout the course. The student must arrange the internship in agreement with the instructor and the office of career services. Prerequisites: junior or senior standing.

SPN 490
Seminar
2-3 semester hours.
Selected topics in Spanish are explored.

Geology
Lawrence S. Jones, Assistant Professor
Thomas J. Kalakay, Assistant Professor, O. A. and Esther T. Seager Chair in Geology
The science of Geology integrates physics, chemistry, mathematics, and biology in order to better understand the planet Earth. Students typically choose geology because of an interest in the natural world and a desire to work outdoors. Some geologists explore for energy, mineral, and water resources, some evaluate the potential hazards of earthquakes, floods, landslides, and volcanic eruptions, and others locate, contain, or remove pollutants. The geology program prepares students for professional careers in the geosciences and provides the background required for graduate studies. The program offers a major and a minor in geology. A geology emphasis is also offered with the Environmental Science degree.

The geology program is broadly based in the traditional geologic disciplines with an emphasis on field studies in the Rocky Mountains. Graduates are highly prized by the oil, gas, mining, and environmental industries. Rocky Mountain College geology students work on independent study/research projects with individual faculty. These projects are currently funded by the US Geological Survey, the Montana Bureau of Mines and Geology, the National Science Foundation, and the Murdock Charitable Trust. Students have access to state-of-the-art laboratories and analytical equipment within the geology department and through collaboration with other academic institutions.

Major in Geology: A minimum of 47 semester hours is required including either GEO101/104 or GEO105, GEO204, GEO205, GEO302, GEO311, GEO343, GEO490, CHM101, PHS101 or PHS201, MAT175 or MAT210; and 12 semester hours from GEO209, GEO301, GEO310, GEO320, GEO350, GEO409, GEO415, GEO450, GEO483, or other courses approved by a geology advisor.

Minor in Geology: A minimum of 19 semester hours is required including either GEO101/104 or GEO105, GEO204, GEO302, GEO343, plus 4 semester hours of GEO electives (of which at least 2 semester hours must be upper-division).

Major in Environmental Science, Geology Option: See listing under “Environmental Science and Studies”.

A full description of the program, faculty, and courses is available at:
Geology courses

GEO 101
Fundamentals of Geology: Earthquakes, Volcanoes, Landslides and Floods
3 semester hours.
This course provides an introduction to the science of earth materials, earth systems, and earth history, including the study of minerals, rocks, volcanoes, earthquakes, rock deformation and metamorphism, weathering, and erosion within the modern paradigm of plate tectonics. Special emphasis is placed on interpreting the geologic landscape and history of the Rocky Mountains through an understanding of Earth processes. Three hours of lecture and one two-hour laboratory per week, plus field trips. This course fulfills a natural lab science general education requirement if taken concurrently with GEO104.

GEO 104
Fundamentals of Geology Laboratory
1 semester hour.
Focus on description of the earth materials and earth systems within the framework of plate tectonic theory. Introduction to identification of minerals, rocks, geologic maps and structures. Corequisite: GEO101.

GEO 105
Introduction to Geology in the Field
4 semester hours.
This course is designed for students who want to GET OUT and DO geology! Participants will hike hills, hug rocks, ford rivers, climb canyons, whatever it takes to get first-hand experience and understanding of geology and geologic problems. Students are introduced to earth materials, earth systems, and earth history within the modern paradigm of plate tectonics. Topics include minerals, rocks, volcanoes, earthquakes, rock deformation, metamorphism, deposition, weathering, and erosion. Special emphasis is placed on interpreting the geologic landscape and history of the Rocky Mountains. Three hours of lecture and one two-hour field trip or lab per week.

GEO 204
Earth Materials I
4 semester hours.
This course involves detailed study of rocks and minerals and the environments in which they form. The class is very hands-on with emphasis placed on the identification of minerals and rocks in hand specimens and under the optical microscope. Two two-hour classes per week. Several field trips to local rock collecting sites will be required. Prerequisite: either GEO101/104 or GEO105; corequisite: CHM101.

GEO 205
Earth Materials II
4 semester hours.
Build on skills learned in Earth Materials I with emphasis on origin and makeup of igneous and metamorphic rocks. Recognition, description, and classification using hand specimen and optical microscopy. Textures, occurrences, and processes are also emphasized. The course provides an introduction to geologic field mapping and geochemical data. Two two-hour classes per week. Prerequisites: GEO204.

GEO 209
Student Research
2-4 semester hours.
Students complete an independent research project under the mentorship of a geology faculty member.

GEO 301
Paleontology
4 semester hours.
This course explores the morphology, classification, paleoecology, biogeography and biostratigraphy of important fossil groups. Three hours of lectures and one two-hour laboratory per week, plus fossil collecting trips. Prerequisite: either GEO101/104 or GEO105.

GEO 302
Stratigraphy and Sedimentology
4 semester hours.
This course provides an introduction to the properties, classification, depositional environments, and diagenesis of sediments and sedimentary rocks and their stratigraphic nomenclature and correlation. Field trips required. Three hours of lecture and one two-hour laboratory per week. Prerequisites: GEO204, GEO343.

GEO 310
Geomorphology
4 semester hours.
Students study landforms and the processes that create them. Topics include surface processes of erosion and deposition by rivers, glaciers, wind, waves, and mass wasting. Field trips required. Three hours of lecture and one two-hour laboratory per week. Prerequisites: GEO205, GEO343.

GEO 311
Structural Geology and Tectonics
4 semester hours.
This course involves the study of rock deformation at all scales, from microscopic analysis of fault rocks to mountain building processes. Topics include the classification and characterization of structural elements such as faults, folds, foliations and lineations. Emphasis is placed on methods of structural analysis
including stereographic projection, construction of accurate cross sections, and kinematic analysis. Two hours of lecture and one three-hour laboratory per week. Final project is a poster presentation involving synthesis of a major orogenic belt. Prerequisites: GEO204, GEO343.

**GEO 320**  
*The Geology of Natural Resources*  
4 semester hours.  
This course involves the study of geologic processes that produce mineral, coal, crude oil and natural gas (e.g. coal-bed methane) deposits and environmental issues associated with their extraction and use. Emphasis is placed on regional deposits with field trips to appropriate sites. Two hours of lecture per week and field trips. Prerequisites: either GEO101/104 or GEO105.

**GEO 343**  
*Field Methods for Geoscientists*  
3 semester hours.  
This practical course in basic field techniques focuses on the use of the fundamental tools of geologic field work including topographic maps, air photos, the Brunton compass, field notebook, hand-held GPS, Jacob’s staff, and elementary surveying instruments. Students draft profiles, cross-sections, geologic maps, and stratigraphic columns, and prepare geologic reports. This course should be taken during sophomore or junior year. Prerequisite: GEO101/104 or GEO105.

**GEO 350**  
*Applied Field Geology*  
6 semester hours.  
Geologic mapping methods are explored, including the use of aerial photographs, geologic compass, and GPS. Students learn the preparation and interpretation of geologic maps and cross sections, and the measurement and interpretation of stratigraphic sections. A special emphasis is placed on using appropriate methods to solve a variety of complex geologic problems. Five-weeks. Additional field fee required. Prerequisites: GEO205, GEO302, GEO311, and GEO343.

**GEO 409**  
*Student Research*  
2-4 semester hours.  
Students complete an independent research project based upon course material covering the theory, methodology, and practice of geo-science research. Prerequisite: JR or SR standing.

**GEO 415**  
*Hydrogeology*  
4 semester hours.  
Students explore the qualitative and quantitative relationships among geologic materials, geologic processes, and water. Includes precipitation, evapotranspiration, runoff, streamflow, aquifers, groundwater flow, wells, water chemistry, water quality, and contamination. Field trips required. Three hours of lecture and one two-hour laboratory per week. Prerequisites: either GEO101/104 or GEO105, MAT175.

**GEO 450**  
*Internship*  
1-15 semester hours.  
This course is a guided experience either in industry or governmental work or as a teaching assistant in Geology. The student must arrange the internship in agreement with the instructor and the Office of Career Services. The internship should relate to the student’s major or minor area of study. Contract is required. Prerequisites: junior or senior standing.

**GEO 483**  
*Thesis in Geology*  
3 semester hours.  
This course provides research in geology resulting in a formal written paper, oral presentation, and approval by faculty.

**GEO 490**  
*Geology Field Seminar*  
1-4 semester hours.  
This capstone course in the geology degree program combines literature reviews with local field research to focus on practical methods for the investigation of real geologic field problems. Oral and written presentations are emphasized. Prerequisite: senior standing in geology.

**GEO 499**  
*Independent Study*  
1-3 semester hours.  
This course allows a superior student to devise and pursue independent study in an area agreed upon in consultation with, and supervised by, a faculty member. Students should be either a major or minor and have a cumulative GPA of 3.00 or greater. Prerequisite: junior or senior standing.

**Greek**  
For course listings, see Foreign Languages and Literature on page 95.
History and Political Science

Timothy Lehman, Professor
Dale E. Zimdars, Professor

The program in history and political science prepares students for professional work in the disciplines and supports the liberal arts mission of the College. Whether serving the major or a general education requirement, courses are characterized by attention to careful reading of texts, analysis of important issues of interpretation and meaning, and effective writing. Most classes are moderate in size, which allows ample opportunity for discussion and the development of critical thinking. These habits of mind are essential for success in professional life and prepare students for an active and engaged life as a citizen of our region, the nation, and the world.

The history and political science majors prepare students for graduate study or for careers in teaching and public service. In recent years, the program has sent students to law school, careers in teaching, graduate study in history and political science, political consulting, and careers in government and public service.

Major in History: A minimum of 30 semester hours, including at least two courses in world or European history, at least two courses in American history, HST490, and a series of electives chosen in consultation with the program.

Major in History and Political Science: A minimum of 30 semester hours chosen in consultation with the program, and including HST490.

Major in History Education: A minimum of 31 semester hours, including at least one course in world history, at least two courses in European history, at least two American history courses, one course in the regional history of the American West, HST422, HST490, and electives chosen in consultation with the program.

Minor in History: A minimum of 20 semester hours chosen in consultation with the program.

Minor in Political Science: A minimum of 20 semester hours chosen in consultation with the program.

Minor in History Education: A minimum of 21 semester hours, including one course in world history, one course in European history, two courses in American history, one course in western regional history, HST490, and electives chosen in consultation with the program.

Minor in Political Science (Government) Education: A minimum of 21 semester hours is required, including POL101, POL203, POL401, and 12 semester hours of electives. In addition, students must complete the professional education program for secondary teaching (grades 5-12) as described in the “Education” section of the catalog.

Major in Social Studies Broadfield Education: This major serves those who desire to teach in smaller school districts. Required is a minimum of 25 credits in history, 15 in political science, and 12 psychology. In addition, students must complete the professional education program for secondary teaching as described in the “Education” section of the catalog. Required are the following courses:

- **History**: HST103 or HST104; one of the following: HST203, HST204, HST313; HST260/360 or HST311; HST490; and two of the following: HST211, HST212, HST363, HST365, HST422, plus 6 credits history electives;
- **Political Science**: POL101, POL203, POL401, and 6 credits of upper-division electives;
- **Psychology**: PSY101, PSY206, and 6 credits of upper-division electives.

History courses

**HST 103 History of Civilization I**
3 semester hours.
This course provides a survey of the origin and development of world culture, with an emphasis on basic ideas. The relevant geography of each area will be covered.

**HST 104 History of Civilization II**
3 semester hours.
This course provides a survey of the origin and development of world culture, with emphasis on basic ideas. Relevant geography of each area will be covered.

**HST 203 Reformation, Absolutism, and Enlightenment: Europe, 1500-1789**
3 semester hours.
Students examine an analysis of the religious, political, and intellectual changes, which structured early modern European society. The course attempts to show the relationship of the ideas and institutions of that period to the present time. Students may take either HST203 or HST303 for credit, but not both.

**HST 204 The Age of Revolution: Europe, 1789-1914**
3 semester hours.
This course provides a study of the French Revolution, the Napoleonic era, the movement toward national unification in Germany and Italy, and the impact of political democracy, capitalism, socialism, and imperialism on European culture. Students may take either HST204 or HST304 for credit, but not both.

**HST 211**
American History I
3 semester hours.
This course explores a theme-focused approach to United States history from its beginning through Reconstruction. Students will consider themes such as Indian-Caucasian relations, slavery and race, religion and society, republicanism, the origins of democracy, and the Civil War.

**HST 212**
American History II
3 semester hours.
This course explores a theme-focused approach to United States history from the Gilded Age to the present. Students will consider such themes as industrialism, the rise of the state, America in the world, and reform movements.

**HST/AVS 231**
Aviation History
3 semester hours.
This course outlines the evolution of aviation from early glider and balloon flights to modern jets and the space age. The course examines the multiple ways that technology advances and warfare have advanced aviation. Topics of study include specific flights, significant aviators, and particular aircraft that have improved general, commercial, and military aviation. The course discusses current developments and future trends in aviation.

**HST 260**
History of Montana
3 semester hours.
Students explore a survey of the history of the state of Montana during the 19th- and 20th-centuries. This course may be taken either at the lower-division level or at the upper-division level, but not both.

**HST 303**
Reformation, Absolutism, and Enlightenment: Europe, 1500-1789
3 semester hours.
Students examine an analysis of the religious, political, and intellectual changes, which structured early modern European society. The course attempts to show the relationship of the ideas and institutions of that period to the present time. Students may take either HST203 or HST303 for credit, but not both.

**HST 304**
The Age of Revolution: Europe, 1789-1914
3 semester hours.
This course provides a study of the French Revolution, the Napoleonic era, the movement toward national unification in Germany and Italy, and the impact of political democracy, capitalism, socialism, and imperialism on European culture. Students may take either HST204 or HST304 for credit, but not both.

**HST 311**
History of Western America
3 semester hours.
The development of the American West from the first explorations to the 20th century is examined. Prerequisites: HST211 or HST212.

**HST 313**
Europe Since 1914
3 semester hours.
Students examine political, cultural, and economic developments in Europe from the beginning of World War I to the present. Prerequisite: a lower-division HST course.

**HST 315**
Latin American History
3 semester hours.
This course surveys the contact of cultures, independence, and economic and cultural perspectives.

**HST 317**
Archaeological Dig in Israel
6 semester hours.
Students must register for 3 credits each in two of the departmental areas this course is offered in. Those areas are history, philosophy and religious thought, and sociology. Students are afforded the opportunity to participate in the archaeological excavations at Bethsaida in Israel for three weeks. They learn the techniques of excavating, recording, dating, and evaluating finds while exploring the history of the region through visits to other archaeological and Biblical sites and through daily lectures. Living accommodations are provided at an Israeli kibbutz where the students intermingle with kibbutzim, gain first-hand experience of kibbutz living, and interview people who have lived for many years in the kibbutz. Several days are spent in Jerusalem where the opportunity is provided to visit Christian sites. Students are taken to the University of Bethlehem to hear a lecture on the Arab situation and to interview Palestinian Arab students.
HST 320
History of England
3 semester hours.
Students survey the history of England from Roman and Saxon times to the present day. Prerequisite: a lower-division history course.

HST 324
History of Russia
3 semester hours.
Students survey political, social, economic, and cultural developments from the founding of the Russian state to 1917. Prerequisite: a lower-division history course.

HST 325
History of The Soviet Union
3 semester hours.
Students examine the Bolshevik Revolution and problems of Soviet Russian history from 1917 to 1991. Prerequisite: a lower-division history course.

HST 327
History of Modern Asia
3 semester hours.
Students study the major trends in the political and cultural development of Asian countries. Emphasis will be on their contact with the West and the influence of imperialism, nationalism, and communism.

HST 360
History of Montana
3 semester hours.
Students explore a survey of the history of the state of Montana during the 19th- and 20th-centuries. A research paper is required. This course may be taken either at the lower-division level or at the upper-division level, but not both.

HST 363
Recent America
3 semester hours.
This course is an exploration of major currents in American society since 1945, including war, reform, the rise of welfare, civil rights, Vietnam, feminism, and conservative reaction to these issues.

HST 365
American Environmental History
3 semester hours.
This course examines the interrelationship of human society and nature in American history. Topics will include ecology as it relates to European conquest of the Americas, Native American peoples, public lands policies, American national character, technological society, conservation, and the modern environmental movement. Prerequisite: HST211 or HST212.

HST/POL 409
The United States in World Affairs
3 semester hours.
This course studies United States foreign policy and diplomacy, including other American international activities, from 1917 to the present.

HST 422
Methods and Materials of Teaching History/Social Studies in the Secondary School
1 semester hour.
This course requires focused study and consultation with a public school history or social studies teacher, or other acceptable professional. Hours will be arranged in consultation with the content area professor, the secondary education professor, the student, and the professional mentor. Methods of teaching history/social studies content appropriate for grades 5-12 are explored. Appropriate use of technology and implications of current research in history education are discussed. Prerequisites: admission to the teacher education program, senior standing.

HST 450
Internship
1-15 semester hours.
This course is a guided work experience in an already established place of business. The student must arrange the internship in agreement with the instructor and the office of career services. The internship should relate to the student’s major or minor area of study. Contract is required. Prerequisites: junior or senior standing.

HST 490
Seminar
3 semester hours.
This seminar explores such topics as the methods and materials of research, trends in historical research and writing, and a survey of historiography and the philosophy of history. A major research paper is required.

HST 499
Independent Study
1-3 semester hours.
This course allows a superior student to devise and pursue independent study in an area agreed upon in consultation with, and supervised by, a faculty member. Students should be either a major or minor and have a cumulative GPA of 3.00 or greater. Prerequisite: junior or senior standing.
Political Science courses

POL 101
Introduction to Political Science
3 semester hours.
This course provides an examination of the basic concepts of political science in light of contemporary political events. Students approach such important concepts as freedom, power, democracy, authority, revolution, and dictatorship.

POL 202
Public Administration
3 semester hours.
This course provides an examination of policy-making and policy execution in government agencies. Materials and discussions are drawn mainly from the national government of the United States, with an emphasis on the effectiveness of bureaucratic machinery in carrying out public policy. Problems of administrative organization, budget, personnel, public relations, administrative law and regulation, and internal and external political influences are covered. At least one case study is analyzed in detail.

POL 203
American National, State, and Local Government
3 semester hours.
This course provides an analysis of the American system of government on three levels. Students will examine the origins of our system of government, the nature and role of our Constitution with its functional and territorial distribution of powers, and the importance of government at the three levels.

POL 301
International Relations
3 semester hours.
Students examine an analysis of the way nations interact with one another and how the necessities of power and the desire to regulate the use of power in the international arena have influenced twentieth-century world politics. Prerequisite: a lower-division history course.

POL 307
Modern Foreign Governments
3 semester hours.
Present-day political systems of selected Western and non-Western nations are studied. Students are introduced to the concepts that have proved most fruitful in demonstrating the comparability and unity of the political experience. Prerequisite: POL101.

POL 313
Environmental Politics
3 semester hours.
Political problems associated with the human impact on the natural environment: pollution, natural resources, public lands, land use, energy, cultural/social justice, and population.

POL 331
American Political Party System
3 semester hours.
This course inquires into the dynamics of the American representative system, stressing the role of informal institutions in the control and management of governmental power and dealing with the organization, procedures, and actual operation of political parties and pressure groups in the governmental process. Prerequisites: POL101 or POL203.

POL 343
Bross Peace Seminar
3 semester hours.
The Drs. John H. and Helen M. Bross Peace Seminar develops a theme that stems from the mission statement of the Institute for Peace Studies, and explores alternatives to violence in the behavior of individuals, groups, and nations. This upper-division course is interdisciplinary, inter-generational, and team-taught, with presenters from Rocky Mountain College, Montana State University-Billings, guest speakers who are native to the countries being discussed, and from the professional and business community. Enrollment is limited to 20 students and 20 auditors from the community to allow for active discussion and exchange. Prerequisite: junior standing.

POL 401
History of Political and Social Thought
3 semester hours.
The development of political and social ideas from ancient Greece to the present are examined. Prerequisite: POL101.

POL/HST 409
The United States in World Affairs
3 semester hours.
This course studies United States foreign policy and diplomacy, including other American international activities, from 1917 to the present.

POL 450
Internship
1-15 semester hours.
This course is a guided work experience in an already established place of business. The student must arrange the internship in agreement with the instructor and the
office of career services. The internship should relate to
the student’s major or minor area of study. Contract is
required. Prerequisites: junior or senior standing.

**POL 499**

**Independent Study**

1-3 semester hours.

This course allows a superior student to devise and
pursue independent study in an area agreed upon in
consultation with, and supervised by, a faculty member.
Students should be either a major or minor and have a
cumulative GPA of 3.00 or greater. Prerequisite: junior
or senior standing.

**Honors Program**

*Susan R. McDaniel, Director*

The honors program enhances the education of some of
our finest students within an eight-hour curriculum,
which allows them to work intensively with a single
professor in the production of a project relevant to
career or graduate education interests. The projects vary
widely in scope. Some students elect creative works in
music, drama, or spatial arts. Others may do specialized
research into an historical or literary topic. Students in
the sciences may wish to complete some original
research. In all cases, students’ projects are started and
completed with the approval and close support of the
honors committee, as explained in the sequence below.

Successful honors students find that participation in this
program not only brings them closer to professionals in
their chosen fields, but also grants them a substantial
credential in their applications to graduate schools or
employment opportunities.

The honors program at Rocky Mountain College is
open to students who, by the second semester of their
sophomore year, have achieved a GPA of 3.40 or better.
Other interested students may petition the honors
committee for admittance to the program. Active
honors students enjoy reserved carrels in the library,
freedom from academic overload fees (students in the
honors program are exempt from overload fees due to
enrollment in their honors courses, which account for
three credits in each of their last two semesters of
honors work; any extra credits students want to take
beyond the 19 non-honors credits would be subject to
the overload fee), and an increase in scholarship
assistance as they pursue chosen projects during their
senior year (Honors students are eligible for a $300
scholarship each semester they are enrolled in HON
490).

**Spring semester junior year:** Approved honors
entrants who have been either self-nominated or
faculty-nominated participate in HON309, Honors
Proposal Development. A single leader will bring to
this course faculty guests appropriate to the academic
interests of the participants. Honors students will share
development problems and other common concerns,
producing honors proposals with research outlines and
planning future course work germane to their proposals.
Only well developed proposals will be approved for
academic support and funding by the honors committee,
although a student may submit a revised proposal
during the semester. Honors students with approved
proposals pursue courses relevant to their projects.

**Fall semester senior year:** Honors students commence
work on their projects in HON490, Senior Honors
Project, as well as participate in a leadership course,
HON409.

**Spring semester senior year:** Honors students register
for a second semester of HON490, Senior Honors
Project as well as HON491, Project Presentation, a
rehearsal seminar climaxing in the graded public
presentation of the completed project. In cases of mid-
year graduation, HON491 will also be provided for the
fall semester.

**Honors courses**

**HON 309**

**Honors Proposal Development**

2 semester hours.

Working with a class mentor who will secure the
assistance of specialist mentors as needed, honors
students will share development problems and other
common concerns in the structuring of a cogent honors
project proposal. Although all participants will create
and submit a proposal, only those proposals approved
by the honors committee will receive funding and
academic support. Non-approved proposals must be
resubmitted with appropriate modifications.

**HON 409**

**Leadership**

1 semester hour.

A regular meeting to consider leadership issues as
considered appropriate to each honors class.
Corequisite: HON490.

**HON 490**

**Senior Honors Project**

4 semester hours.

Students undertake senior papers or projects approved
by the honors committee. Three copies of the
completed paper or a description of the project are due
in the office of the director of the honors program by 4
pm on the third Friday in March (November for those
planning to graduate in December). Students present
their projects to the college community. Prerequisite: HON309.

**HON 491**  
**Project Presentation Seminar**  
1 semester hour.
A regular meeting of honors students preparing to deliver graded public presentations of their senior honors projects. Rehearsals, student and mentor critiques, use of audio/visual aids, and presentation techniques will constitute the foci of these workshops. Corequisite: HON490.

**Individualized Program of Study (IPS)**

An individualized program of study allows students to design a program that is not regularly offered by Rocky Mountain College. A student determines, with the help of faculty advisors, a program of study tailored to meet individual needs and interests. An IPS can be developed for either a major or a minor. All other graduation requirements must be completed, including all general education requirements.

An IPS must be a pre-planned program of study; therefore, IPS proposals should be submitted by the end of the sophomore year.

The vice president of enrollment services, and the academic vice president must approve all IPS programs. Applications should include the educational rationale behind the program along with a list of all courses to be applied toward the program. The application should also include requirements of similar programs from at least two other accredited institutions. All IPS majors and minors must meet the minimum criteria listed in the requirements for a baccalaureate degree. Proposals are evaluated on the basis of whether or not an IPS provides a coherent program of study, whether the proposed program is similar in breadth and depth to programs at other institutions, whether such a program can better meet the needs of the student, and whether or not the student can offer evidence of the ability to plan and carry out such an individualized program. To be eligible for consideration, the student must be available for regular on-campus contact with the major advisor. Please contact the student records office (657-1030) for further guidance on the preparation of an IPS proposal.

**Interdisciplinary Studies**

**Interdisciplinary Studies courses**

**IDS 101**  
**Freshman Seminar**  
1 semester hour.  
This course introduces the freshman student to college life and academics. Topics include note taking, study techniques, test taking, time management, personal growth, and more. The course meets twice a week for the first six weeks of the semester.

**IDS 105**  
**Humanities Enrichment**  
1 semester hour.  
This course introduces students to the humanities and familiarizes them with cultural opportunities in that area. Students will investigate museums, poetry, painting, live performances, reading, and music.

**IDS 110**  
**Introduction to the Humanities**  
3 semester hours.  
This course introduces students to the humanities through a series of basic lectures and discussions on history, mythology, philosophy, religion, drama, poetry, literature, music, art, and politics along with an emphasis on the importance of these subjects in contributing to our development as humans.

**IDS 112**  
**Student Leadership**  
1 semester hour.  
This course assists student leaders in confronting campus issues and challenges. Emphasis is on student development theory, basic leadership skills, communication, and social issues. It is mandatory for resident assistants but greatly beneficial to all students in or aspiring to campus leadership roles. Recommended for ASRMC, hall council, and other club officers.

**IDS 120**  
**College Study Skills/Developmental Reading**  
2 semester hours.  
Sponsored by Services for Academic Success, this course introduces major learning strategies which lead to academic success. Key topics include note-taking systems, scheduling methods, memory principles, academic resources and test-taking strategies. Students are provided with class-related assignments that encourage study skills mastery. In addition, students are provided individualized reading programs based on their present reading skills.

**IDS 202**  
**Career Exploration and Planning**  
2 semester hours.
This class focuses on the various facets of career search and choice. Students will assess their skills, values, interests, and aptitudes to see where they fit in the world of work. Topics include information about job market trends, job search skills, resume writing, and interviewing.

**IDS 220**

**College Newspaper**

1-3 semester hours.

Requires permission of the faculty advisor. Pass/no pass grading.

**IDS 443**

**Literature of Leadership**

3 semester hours.

This course is a review of the current literature regarding leadership. Different management/leadership theories are explored in the context of current literature.

**Mathematics**

*Debra Wiens, Professor*

*Ulrich Hoensch, Assistant Professor*

*Robyn Cummings, Instructor*

The goal of the mathematics program is to give students a solid theoretical and applied foundation in the broad areas of analysis, algebraic theory, and applied math. In doing so, the faculty challenges students to think critically and logically, to solve problems and prove theorems, to recognize that mathematics is interrelated with many other disciplines, and to apply these skills to their lives. Students learn that theoretical mathematics requires not only a thorough knowledge of the discipline, but also a large dose of creativity. Students also learn to communicate their knowledge through mathematical symbols, written essays, and oral presentations.

Mathematics is an important component of a liberal arts education. A mastery of the basics of mathematics is essential for student success in college and throughout life. Many mathematics classes are interdisciplinary, introducing applications from a wide variety of fields. The mathematics program prepares majors to successfully teach, work in any of a wide variety of applied areas, or continue on to do graduate work. Graduates of the mathematics program have excelled both in graduate school and in their careers.

**Major in Mathematics**

A minimum of 34 semester hours, including MAT175, MAT176, MAT275, MAT210, MAT212, MAT220, MAT306, MAT312, MAT317, and MAT422. In addition, students must complete the professional education program for secondary teaching (grades 5-12) as described in the “Education” section of the catalog.

**Minor in Mathematics**

A minimum of 21 semester hours, including MAT175, MAT176, MAT275, and 3 courses from the following list: MAT212, MAT256, MAT310, MAT311, MAT313, MAT317, MAT320, and MAT481.

**Minor in Mathematics Education**

A minimum of 29 semester hours, including MAT175, MAT176, MAT210, MAT212, MAT220, MAT306, MAT312, MAT317, and MAT422. In addition, students must complete the professional education program for secondary teaching (grades 5-12) as described in the “Education” section of the catalog.

**Mathematics courses**

**MAT 090**

**Refresher Math: Algebra**

3 semester hours.

Sponsored by Services for Academic Success, this course is designed to prepare students for College Algebra. Elementary algebra topics are covered, which include solving equations and inequalities, simplifying algebraic expressions, simplifying expressions involving integers and rational numbers, and graphing equations. This course is for credit and will affect a student’s GPA although it does not satisfy any math general education requirement and does not count toward the credits required for graduation.

**MAT 100**

**College Algebra**

3 semester hours.

This is a basic course in intermediate and advanced algebra. Prerequisite: satisfactory score on a placement exam.

**MAT 103**

**Mathematics for Elementary School Teachers I**

3 semester hours.

A survey of various mathematical topics normally taught in grades K – 8, specifically: numeration systems, number theory, patterns and relationships, and fractions. This course is intended for elementary education students only. Students must earn a grade of “C-” or better to fulfill requirements for the elementary education program. Prerequisite: MAT100 or satisfactory score on a placement exam. NOTE: Only one of the courses, MAT103 or MAT104, can be used
to satisfy the mathematics general education requirements.

**MAT 104**  
Mathematics for Elementary School Teachers II  
3 semester hours.  
A survey of various mathematical topics normally taught in grades K – 8, specifically: probability and statistics, geometric basic concepts and structures, measurement, and coordinate geometry. This course is intended for elementary education students only. Students must earn a grade of “C-” or better to fulfill requirements for the elementary education program. Prerequisite: MAT103 or satisfactory score on a placement exam.

**MAT 110**  
Elementary Functions  
3 semester hours.  
A standard pre-calculus course emphasizes the function concept. Special attention is paid to trigonometric, exponential, and logarithmic functions. Analytical geometry may also be discussed. Prerequisite: MAT100 or satisfactory score on a placement exam.

**MAT 175**  
Calculus I  
5 semester hours.  
This course is a study of the functions of one real variable and includes a brief review of circular functions. The ideas of limit, continuity, and differentiation are explained and applied to physical problems. Topics include the use of approximations and problem solving. The use of graphing calculators is required. Prerequisite: satisfactory score on a placement exam or MAT110.

**MAT 176**  
Calculus II  
5 semester hours.  
Continuing the study of the functions of one real variable, the idea of integration is applied to physical problems. Introduction to sequences and series. The use of graphing calculators is required. Prerequisite: MAT175.

**MAT 210**  
Probability and Statistics  
3 semester hours.  
This course provides a non-calculus-based study of discrete probability theory and its statistical applications. Use of permutations and combinations in computing the probability of discrete events is explored. Distribution theory and its applications in hypothesis testing and setting confidence intervals is discussed. Prerequisite: MAT100 or satisfactory score on a placement exam.

**MAT 212**  
How to Read and Write Proofs  
3 semester hours.  
Students are introduced to the different methods of mathematical proofs. Emphasis is placed on critical reading of proofs and the ability to correct errors as well as on writing correct proofs. This course is designed as a precursor to advanced math courses and should be taken during the sophomore year. Prerequisite: MAT175.

**MAT 219**  
Graph Theory  
3 semester hours.  
Topics include paths, Euler and Hamiltonian problems, planar graphs, trees, directed and undirected graphs, networks, and connectedness. Applications to various disciplines will be included. Computational algorithms will be developed as appropriate. Prerequisite: MAT100 or satisfactory score on a placement exam.

**MAT 220**  
Elementary Number Theory  
3 semester hours.  
Topics include axiomatic development of the positive integers, construction of the real number system, and study of equations with integral solutions. Divisibility properties, Diophantine and Pell’s equations, prime numbers, and the analysis of congruencies will be studied. Prerequisites: MAT175 and MAT212.

**MAT 256**  
Discrete Structures and Computability  
3 semester hours.  
The mathematical and theoretical underpinnings of the science of computer science will be explored. Students will be introduced to Boolean algebra and elementary logic and their application to computer implementation and algorithm development. This course explores the historical development of computer science from its roots in mathematical models including early models of computation, such as Turing machines and other finite state machines. Prerequisite: CSC131 or CSC143 and either MAT110 or MAT175.

**MAT 275**  
Calculus III  
3 semester hours.  
Vector functions of one or more real variables, scalar functions of several variables, multiple integration, and surface theory via vectors are among the topics studied. Increasing emphasis on modeling of physical problems
and the analysis of geometrical problems in higher dimensional space. Prerequisite: MAT176.

MAT 306
History and Philosophy of Mathematics
3 semester hours.
This course provides a survey of mathematicians of historical note, including their motivations and studies. Students will also examine classical problems and how they were solved. Unsolved problems in mathematics will be discussed. Prerequisite: MAT175.

MAT 310
Mathematical Statistics
3 semester hours.
Estimation, decision theory, testing hypotheses, relationships in a set of random variables, basic model and design theory, and Stochastic processes are examined. Prerequisite: MAT175.

MAT 311
Linear Algebra
3 semester hours.
This course introduces the study of matrices, determinants, systems of linear equations, and transformations. Vector space theory is the unifying theme for this mathematical structure. The computational aspect, both theoretical and applied, is emphasized. Prerequisite: MAT175.

MAT 312
Modern Geometric Theories
3 semester hours.
This course provides a study of Euclidean and non-Euclidean geometries. Prerequisites: MAT175 and MAT212.

MAT 313
Differential Equations
3 semester hours.
This course examines analytic, numerical, and geometric techniques for solving first-order differential equations; bifurcations of first-order autonomous differential equations; second-order differential equations, with emphasis on the harmonic oscillator; eigenvalue/eigenvector and geometric methods for linear systems with constant coefficients; equilibrium point analysis of nonlinear systems. Applications from biology, physics, and economics are presented. Prerequisite: MAT219.

MAT 316
Complex Variables
3 semester hours.
This is a basic undergraduate course in complex variables. Topics will include analytic functions, Cauchy’s integral formula, the residue calculus, and conformal mapping. Prerequisite: MAT275.

MAT 317
Abstract Algebra I
3 semester hours.
This course provides an introduction to algebraic structures via group theory. Students explore a careful development of the concept of a group and their elementary properties. Emphasis is placed on creating mathematical proofs. Some applications to physical problems are included. Prerequisites: MAT275 and MAT212.

MAT 318
Abstract Algebra II
3 semester hours.
This course is an extension of Abstract Algebra I, with ring, ideal, and field theory introduced and examined. Some Galois theory may be covered. Prerequisite: MAT317.

MAT 320
Numerical Methods
3 semester hours.
The study of numerical methods involves the design and use of algorithms for solving large mathematical problems with a computer. Topics include estimation of accuracy, the use of series and approximation, and numerical integration and differentiation. Prerequisites: CSC251 and MAT176.

MAT 325
Combinatorics
3 semester hours.
This basic course in enumerative combinatorics emphasizes developing combinatorial reasoning skills and applying these to solve problems in various areas of math and computer science. Topics covered will include basic counting principles, generating functions, recurrence relations, the principle of inclusion/exclusion, estimation, and modeling. Prerequisite: MAT219.

MAT 422
Methods and Materials of Teaching Mathematics in the Secondary School
1 semester hour.
This course requires focused study and consultation with a public school mathematics teacher, or other acceptable professional. Hours will be arranged in consultation with the content area professor, the secondary education professor, the student, and the professional mentor. Methods of teaching mathematical content appropriate for grades 5-12 are explored. Appropriate use of technology and implications of
current research in mathematics education are discussed. Current NCTM curriculum standards are used as the foundation of the course. Prerequisites: admission to the teacher education program, senior standing.

**MAT 450**
**Internship**
1-15 semester hours.
An internship in mathematics arranged between a member of the math faculty and the student. The internship will satisfy general education requirements but will not count as part of the minimum number of credits required in the major. The requirements will be based on the number of credits. Contract is required. Prerequisites: junior or senior standing.

**MAT 481**
**Real Variables I**
3 semester hours.
Standard introductory course in real variables. Topics include: axioms of real numbers, cardinality of sets, topology of the real number line, supremum and infimum, Bolzano-Weierstrass theorem, sequences of real numbers, convergence of sequences, Cauchy sequences, limit theorems, continuity and uniform continuity of functions. Prerequisites: MAT275 and MAT212.

**MAT 482**
**Real Variables II**
3 semester hours.
Further topics in real variables, including: Riemann integration, differentiation of functions, mean value theorem and the fundamental theorem of calculus, sequences of functions, pointwise and uniform convergence, limit theorems, special functions. Other topics if time permits may include the following: metric spaces, uniform norm, spaces of functions, series of real numbers, and others. Prerequisite: MAT481.

**MAT 490**
**Seminar**
2-3 semester hours.
Selected topics in mathematics are explored. Prerequisite: permission of professor.

**MAT 499**
**Independent Study**
1-3 semester hours.
This course allows interested students to devise and pursue independent study in an area agreed upon in consultation with, and supervised by, a faculty member. Students should be either a major or minor in mathematics or mathematics education and have a cumulative GPA of 3.00 or greater. Prerequisite: junior or senior standing.

**Music**

*Steven Hart, Associate Professor*

*Samuel J. Hamm, Assistant Professor*

*Leann Vralsted, Piano*

The music program provides students of Rocky Mountain College with substantive training in music education, which is fully integrated into the liberal arts tradition. Through courses and experiences in music performance, music history, and music theory, interested participants can develop an awareness of the role of music in the enrichment of the human spirit. But beyond this informed appreciation of music’s positive influence in diverse cultures, the music program strives to develop disciplined and skilled teachers and performers through personal coaching in both private lessons and ensemble rehearsals. The critical and analytical skills encouraged in these activities can be potent forces in equipping students with both the cultural and technical perspectives essential to effective participation in an ever-changing society.

Students majoring in music performance or music education can expect to receive a detailed, intense education covering a wide variety of musical subjects. The performance curriculum is well-suited to students preparing for graduate study in music, while studies in music education, taken in conjunction with the fulfillment of state education requirements, qualify graduates to teach choral and instrumental music in kindergarten through twelfth grades.

The minor in music is an extremely flexible and accessible academic structure designed for the musically talented student pursuing a major in another field, while the minor in music education is designed to provide dual certification for those majoring in elementary education.

**Piano Proficiency Test**: All music education majors must pass a proficiency test in piano. Piano proficiency is the ability to play scales in all sharp and flat keys and to transpose and harmonize simple songs and hymns.

**Performance Requirements**: All music majors must participate in at least one performing ensemble each semester of enrollment. No more than four semester hours of ensemble credit may be applied to the major. Two semester hours must be in a college choir and two semester hours must be in a large instrumental ensemble. A senior recital is required of all music and music education majors. Half junior and full senior recitals are required of all performance majors.
**Academic Programs**

**Recital Attendance**: Music majors and minors are required to attend all music department recitals throughout their program of study.

**Major in Music Performance**: A minimum of 50 semester hours is required, including MUS020, MUS030, MUS040, MUS111, MUS112, MUS201, MUS202, MUS211, MUS212, MUS311, MUS312, MUS402, 8 semester hours in applied study, and 8 semester hours in ensemble participation.

**Major in K-12 Vocal and Instrumental Music Education**: A minimum of 58 semester hours is required, including

- **Music**:
  - MUS020, MUS030, MUS040, MUS111, MUS112, MUS140, MUS153, MUS201, MUS202, MUS211, MUS212, MUS402, 8 semester hours in applied study, and 8 semester hours in ensemble participation.

- **Music Education**:
  - MUS291E, MUS319, MUS325, MUS326, MUS344, and MUS415.

Music education majors are encouraged to participate in a field practicum during both their sophomore and junior years. In addition, students must complete the professional education program for K-12 teaching as described in the “Education” section of the catalog. Vocal and instrumental music education majors (K-12) are not required to take EDC 420.

**Minor in Music**: A minimum of 20 hours is required, including MUS020, MUS111, MUS112, MUS140, MUS201, and MUS202. Electives must include applied music and ensemble participation.

**Music courses**

- **MUS 020**
  - **Recital Attendance**: 0 semester hours.
  - Music majors and minors are required to attend all departmental recitals throughout their program of study. Music majors and minors enrolled in MUS111, MUS112, MUS201, and MUS202 co-enroll in MUS020. Written reviews are required.

- **MUS 030**
  - **Junior Recital**: 0 semester hours.
  - Junior recital.

- **MUS 040**
  - **Senior Recital**: 0 semester hours.
  - Senior recital.

- **MUS 100**
  - **Elements of Music**: 2 semester hours.
  - This course provides an introduction to the fundamentals of music, including basic music reading (notation), rhythm, meter, and harmony. Not open to music majors.

- **MUS 101**
  - **Introduction to Music**: 3 semester hours.
  - This course provides a listening approach for the understanding of musical styles, forms, and functions within Western society.

- **MUS 111**
  - **Theory I**: 4 semester hours.
  - This course examines the fundamental elements of music—melodic, rhythmic, harmonic—through hearing, playing, and writing of theoretical material. Aural perception of scales, intervals, and rhythmic patterns is developed.

- **MUS 112**
  - **Theory II**: 4 semester hours.
  - This course examines the fundamental elements of music—melodic, rhythmic, harmonic—through hearing, playing, and writing of theoretical material. Aural perception of scales, intervals, and rhythmic patterns is developed further. Prerequisite: MUS111.

- **MUS 140**
  - **Introduction to Music of the World’s Peoples**: 3 semester hours.
  - This course is an aural survey of music from several traditional societies found around the globe. Students use musical examples as a foundation for the discussion of a variety of cultural, political, and environmental issues.

- **MUS 153**
  - **Beginning Group Guitar**: 1 semester hour.
  - Group guitar is designed to acquaint the student with the basic knowledge of fretted guitar performance. Emphasis is placed on learning to tune and care for the instrument and acquiring the basic skills necessary to accompany folk songs and children’s songs.

- **MUS 201**
  - **Music Through the Centuries I**: 3 semester hours.
This course provides a study of Western music history and literature from the medieval world through the cultural milieu of the Renaissance and Baroque eras.

MUS 202
Music Through the Centuries II
3 semester hours.
This course provides a study of Western music history and literature from the Rococo through contemporary compositional trends.

MUS 204
History of Jazz
3 semester hours.
Students examine the evolution of jazz from its roots to contemporary trends. This course may be taken either at the lower-division level or at the upper-division level, but not both.

MUS 205
History of Rock
3 semester hours.
Students study rock and roll, from its roots in blues through its social and musical evolution to the present day. Period context, performer personality, and extensive recorded examples constitute the course content. This course may be taken either at the lower-division level or at the upper-division level, but not both.

MUS 211
Theory III
3 semester hours.
Students are trained in more advanced melodic, harmonic, and rhythmic aspects of music through hearing, playing, and writing. Further ear training and sight singing of scales, harmonies, and intricacies occurs. Prerequisite: MUS112.

MUS 212
Theory IV
3 semester hours.
Students are trained in more advanced melodic, harmonic, and rhythmic aspects of music through hearing, playing, and writing. Further ear training and sight singing of scales, harmonies, and intricacies occurs. Prerequisite: MUS211.

MUS/ART 215
Creativity
3 semester hours.
This course approaches creativity as a skill to develop, not as some magical gift bestowed on a few select people. The last three weeks of the course will be devoted to a large-scale project in the area chosen by the student at the time of registration. Two important elements of the course involve a specific style of journaling and a weekly artist date. Through the activities in this course, students will bring a higher degree of creativity to their daily lives. This course may be taken either at the lower-division level or at the upper-division level, but not both.

MUS 221
Accompanying I
1 semester hour.
This course is a survey of the history of accompanying, providing practical experience with vocal and instrumental repertoire.

MUS 222
Accompanying II
1 semester hour.
This course continues the survey of the history of accompanying, providing practical experience with vocal and instrumental repertoire. Prerequisite: MUS221.

MUS 251
Applied Music
1-2 semester hours.
Private instruction is offered in voice, piano, organ, composition, conducting, and other instrumental areas. All courses require a minimum of 14 private half-hour meetings per semester with the instructor. Credit for one lesson per week for 30 minutes with six 30-minute practice sessions per week is equal to one semester hour. Credit for two lessons per week with six 30-minute practice sessions is equal to two semester hours.

MUS 261
Piano Class
1 semester hour.
Beginning group piano instruction is designed for the music major with no previous piano experience.
Beginning group piano instruction is designed for the music major with no previous piano experience.

**MUS 271**
**Concert Choir**
1 semester hour.
The Rocky Mountain College Choir is dedicated to the study and performance of choral literature. Repertoire will be selected from the history of Western choral music as well as contemporary literature and music from a global perspective. Although there is no prerequisite, students are expected to have had prior high school or collegiate experience in performing ensembles.

**MUS 272**
**Concert Choir**
1 semester hour.
The Rocky Mountain College Choir is dedicated to the study and performance of choral literature. Repertoire will be selected from the history of Western choral music as well as contemporary literature and music from a global perspective. Although there is no prerequisite, students are expected to have had prior high school or collegiate experience in performing ensembles.

**MUS 275**
**Opera Workshop**
2-3 semester hours.
Students are involved with the production of chamber opera and opera scenes. Participation in all facets of production is included.

**MUS 276**
**Opera Workshop**
2-3 semester hours.
Students are involved with the production of chamber opera and opera scenes. Participation in all facets of production is included.

**MUS 283**
**Concert Band**
1 semester hour.
The Concert Band is a group of students with a like interest in studying, rehearsing, and performing significant band repertoire and performing for athletic events. Band members rehearse three times each week and present performances throughout the year. Although there is no prerequisite, students are expected to have had prior high school or collegiate experience in performing ensembles.

**MUS 284**
**Concert Band**
1 semester hour.

The Concert Band is a group of students with a like interest in studying, rehearsing, and performing significant band repertoire and performing for athletic events. Band members rehearse three times each week and present performances throughout the year. Although there is no prerequisite, students are expected to have had prior high school or collegiate experience in performing ensembles.

**MUS 286**
**Jazz Ensemble**
1 semester hour.
The jazz ensemble is dedicated to the study and performance of jazz literature and jazz improvisation. Repertoire will be selected from the global history of jazz. Although there is no prerequisite, students are expected to have had prior high school or collegiate experience in performing ensembles. Membership is by permission of professor.

**MUS 287**
**Jazz Ensemble**
1 semester hour.
The jazz ensemble is dedicated to the study and performance of jazz literature and jazz improvisation. Repertoire will be selected from the global history of jazz. Although there is no prerequisite, students are expected to have had prior high school or collegiate experience in performing ensembles. Membership is by permission of professor.

**MUS 291E**
**Field Practicum: Elementary School**
1-3 semester hours.
This course provides practical field experience in the elementary school. Each semester hour requires 40 hours of experience. Students will keep a journal and write a report on the experience. This experience may be completed during the semester on a part-time basis or during the January break or May term on a full-time basis. Part-time experience is recommended.

**MUS/EDC 291S**
**Field Practicum: Secondary School**
1 semester hour.
This course provides practical field experience in a secondary school. Each credit hour requires 40 hours of experience. Students must complete the practicum during the fall or spring semester over a period of between 10-14 weeks. Students must complete a field practicum before they can be admitted to the teacher education program. Sophomore standing is required.

**MUS 293**
**Symphony Orchestra**
1 semester hour.
Students participate in the Billings Symphony Orchestra under college supervision. Admission is only by audition and by contract with the Symphony.

**MUS 294**  
*Symphony Orchestra*  
1 semester hour.  
Students participate in the Billings Symphony Orchestra under college supervision. Admission is only by audition and by contract with the Symphony.

**MUS 295**  
*Chamber Ensemble*  
1 semester hour.  
Selected groups such as brass, woodwind, string, vocal, instrumental, piano, percussion, or other mixed combinations form with the intention of performing a specific musical genre.

**MUS 296**  
*Chamber Ensemble*  
1 semester hour.  
Selected groups such as brass, woodwind, string, vocal, instrumental, piano, percussion, or other mixed combinations form with the intention of performing a specific musical genre.

**MUS 304**  
*History of Jazz*  
3 semester hours.  
For music majors. Students examine the evolution of jazz from its roots to contemporary trends. This course may be taken either at the lower-division level or at the upper-division level, but not both.

**MUS 305**  
*History of Rock*  
3 semester hours.  
For music majors. Students study rock and roll from its roots in blues through its social and musical evolution to the present day. Period context, performer personality, and extensive recorded examples constitute the course content. This course may be taken either at the lower-division level or at the upper-division level, but not both.

**MUS 311**  
*Counterpoint I*  
2 semester hours.  
This course emphasizes the reading and writing of polyphony, based upon sixteenth-century contrapuntal techniques. Prerequisite: MUS112.

**MUS 312**  
*Counterpoint II*  
2 semester hours.  
This course emphasizes the reading and writing of polyphony, based upon eighteenth-century contrapuntal techniques. Prerequisite: MUS112.

**MUS/ART 315**  
*Creativity*  
3 semester hours.  
This course approaches creativity as a skill to develop, not as some magical gift bestowed on a few select people. The last three weeks of the course will be devoted to a large-scale project in the area chosen by the student at the time of registration. Two important elements of the course involve a specific style of journaling and a weekly artist date. Through the activities in this course, students will bring a higher degree of creativity to their daily lives. This course may be taken either at the lower-division level or at the upper-division level, but not both.

**MUS 319**  
*Pedagogy of Voice*  
3 semester hours.  
Use of the singing voice; basic principles of singing, physiology of breathing, tone production, resonance, diction; application of basic principles to the singing voice; pronunciation, articulation, intonation, attack of tone, legato and sostenuto, flexibility, and dynamics.

**MUS 325**  
*Instrumental Methods I*  
3 semester hours.  
This laboratory course examines the elements of playing and teaching all woodwind, brass, percussion and standard orchestral strings. Literature and materials suitable for use in the elementary schools will be examined. Prerequisite: permission of professor.

**MUS 326**  
*Instrumental Methods II*  
3 semester hours.  
This laboratory course examines the elements of playing and teaching all woodwind, brass, percussion and stand orchestral strings. Literature and materials suitable for use in the elementary schools will be examined. Prerequisite: permission of professor.

**MUS/EDC 344**  
*Methods and Materials: Teaching General Music in the Elementary School*  
2 semester hours.  
This course provides a study of trends in philosophy, curriculum and program development, traditional instructional materials, Orff/Kodaly, and other innovative teaching techniques for elementary school and early childhood general music. Prerequisites: MUS100, K-12 music education major status.
MUS 351
Applied Music
1-2 semester hours.
Private instruction is offered in voice, piano, organ, composition, conducting, and other instrumental areas. All courses require a minimum of 14 private half-hour meetings per semester with the instructor. Credit for one lesson per week for 30 minutes with six 30-minute practice sessions per week is equal to one semester hour. Credit for two lessons per week with six 30-minute practice sessions is equal to two semester hours.

MUS 352
Applied Music
1-2 semester hours.
Private instruction is offered in voice, piano, organ, composition, conducting, and other instrumental areas. All courses require a minimum of 14 private half-hour meetings per semester with the instructor. Credit for one lesson per week for 30 minutes with six 30-minute practice sessions per week is equal to one semester hour. Credit for two lessons per week with six 30-minute practice sessions is equal to two semester hours.

MUS 371
Concert Choir
1 semester hour.
The Rocky Mountain College Choir is dedicated to the study and performance of choral literature. Repertoire will be selected from the history of Western choral music as well as contemporary literature and music from a global perspective. Although there is no prerequisite, students are expected to have had prior high school or collegiate experience in performing ensembles.

MUS 372
Concert Choir
1 semester hour.
The Rocky Mountain College Choir is dedicated to the study and performance of choral literature. Repertoire will be selected from the history of Western choral music as well as contemporary literature and music from a global perspective. Although there is no prerequisite, students are expected to have had prior high school or collegiate experience in performing ensembles.

MUS 375
Opera Workshop
2-3 semester hours.
Students are involved with the production of chamber opera and opera scenes. Participation in all facets of production is included.

MUS 376
Opera Workshop
2-3 semester hours.
Students are involved with the production of chamber opera and opera scenes. Participation in all facets of production is included.

MUS 383
Concert Band
1 semester hour.
The Concert Band is a group of students with a like interest in studying, rehearsing, and performing significant band repertoire and performing for athletic events. Band members rehearse three times each week and present performances throughout the year. Although there is no prerequisite, students are expected to have had prior high school or collegiate experience in performing ensembles.

MUS 384
Concert Band
1 semester hour.
The Concert Band is a group of students with a like interest in studying, rehearsing, and performing significant band repertoire and performing for athletic events. Band members rehearse three times each week and present performances throughout the year. Although there is no prerequisite, students are expected to have had prior high school or collegiate experience in performing ensembles.

MUS 386
Jazz Ensemble
1 semester hour.
The jazz ensemble is dedicated to the study and performance of jazz literature and jazz improvisation. Repertoire will be selected from the global history of jazz. Although there is no prerequisite, students are expected to have had prior high school or collegiate experience in performing ensembles. Membership is by permission of professor.

MUS 387
Jazz Ensemble
1 semester hour.
The jazz ensemble is dedicated to the study and performance of jazz literature and jazz improvisation. Repertoire will be selected from the global history of jazz. Although there is no prerequisite, students are expected to have had prior high school or collegiate experience in performing ensembles. Membership is by permission of professor.

MUS 393
Symphony Orchestra
1 semester hour.
Students participate in the Billings Symphony Orchestra under college supervision. Admission is only by audition and by contract with the Symphony.

**MUS 394**  
**Symphony Orchestra**  
1 semester hour.  
Students participate in the Billings Symphony Orchestra under college supervision. Admission is only by audition and by contract with the Symphony.

**MUS 395**  
**Chamber Ensemble**  
1 semester hour.  
Selected groups such as brass, woodwind, string, vocal, instrumental, piano, percussion, or other mixed combinations form with the intention of performing a specific musical genre.

**MUS 396**  
**Chamber Ensemble**  
1 semester hour.  
Selected groups such as brass, woodwind, string, vocal, instrumental, piano, percussion, or other mixed combinations form with the intention of performing a specific musical genre.

**MUS 402**  
**Conducting**  
3 semester hours.  
This course provides an introduction to the fundamentals of baton technique; choral, orchestral, and symphonic score reading; and choral and instrumental rehearsal and conducting techniques. Prerequisite: MUS212.

**MUS 406**  
**Choral Literature**  
3 semester hours.  
This course examines selected sacred and secular works of the choral repertoires. Emphasis is placed upon the practical realization of the works studied. Prerequisites: MUS212.

**MUS 415**  
**Methods and Materials: Teaching Music in the Secondary School**  
3 semester hours.  
This course explores the philosophy, methodology, and materials for teaching band, orchestral, choral, and general music at the secondary level. Seminar-style course discussing varied topics, including discipline, professionalism, budgets, programming, marching band, jazz ensemble, choirs, general music classes, and other aspects of running a music program. Prerequisites: MUS212, MUS325, and MUS326.

**MUS 450**  
**Internship**  
1-15 semester hours.  
This course is a guided work experience in an already established place of business. The student must arrange the internship in agreement with the instructor and the office of career services. The internship should relate to the student’s major or minor area of study. Contract is required. Prerequisites: junior or senior standing.

**MUS 499**  
**Independent Study**  
1-3 semester hours.  
This course allows a superior student to devise and pursue independent study in an area agreed upon in consultation with, and supervised by, a faculty member. Students should be either a major or minor and have a cumulative GPA of 3.00 or greater. Prerequisite: junior or senior standing.

**Native American Studies**  
*Janine B. Pease, Interim Director*

The Native American Studies minor is a series of interdisciplinary courses about Native America. The curriculum comes from history, political science, education, art, literature, economics and anthropology. Perspectives and worldview as well as Native knowledge will guide this interdisciplinary exploration. A minor in Native American Studies compliments many degree choices. Issues of tribal sovereignty, self-determination, assimilation, culture and tradition, oral tradition and religious freedom are depicted in times past as well as in contemporary American Indian times.

**Minor in Native American Studies:** The following courses are required: NAS110, NAS223, NAS270, SOC242, and 6 credits of upper-division NAS courses.

**Native American Studies courses**

**NAS 110**  
**Introduction to Native American Studies**  
3 semester hours.  
This course is a survey of American Indian history, culture and contemporary issues. A special emphasis will be placed on key federal policies affecting Native Americans, the diversity among tribal nations’ resources, cultures and systems of self-government.

**NAS 212**  
**Native American Arts**  
3 semester hours.  
The students will explore the nature and expression of American Indian aesthetics, from aboriginal times (pre-
contact) to contemporary eras. Students will examine regalia, music, dance, drama, photography and the arts (drawing, painting and traditional art forms).

NAS/ENG 223
**Introduction to Native American Literature**
3 semester hours.
An examination of selected literature produced by such Native American writers as Momaday, Welch, Erdrich, McNickle, Silko, and others. Students will consider issues of genre, history, and politics as they relate to American literature. Special emphasis is given to the oral tradition and its relationship to contemporary American writing.

NAS 270
**Native American History**
3 semester hours.
Students are introduced to the history of Native America. Special emphasis will be given to the historic eras in American Indian history. Students will explore tribal nations historic initiatives, and colonial, federal and state policy development, impacts on Indian people, and the American Indian role in key social movements in the United States.

NAS/EDC 365
**Native American Education: History and Best Practices**
3 semester hours.
Native American Education History examines traditional American Indian education forms, historic federal board schools, sectarian and public schools approaches. Federal educational policies are reviewed, including the 1930’s Indian school reform, the 1960’s community control, civil rights related developments, and the 1970’s tribal control of education. Native American Education best practices include approaches to language and culture issues, intergenerational learning, dropout prevention, American Indian student educational experiences, and what works with American Indian students. Prerequisite: EDC 202.

NAS 370
**Special Problems in Native American Studies**
3 semester hours.
Students investigate, in depth, an aspect of American Indian affairs. Various topics may include American Indian literature, history, art, anthropology or education.

NAS 450
**Internship**
1-15 semester hours.
This course enables students to gain valuable experience within an agency, organization or business serving American Indian people, business or natural resources. The internship may be for 3 semester credits and must have both faculty and workplace supervision and evaluation. The student must arrange the internship in agreement with the instructor and the office of career services. Contract is required. Prerequisites: junior or senior standing.

NAS 486
**Topics in Native American Literature**
3 semester years.
Students will undertake an advanced study of writing produced by Native American authors. Topics of inquiry will include fiction, nonfiction, ethno history, poetry, drama, and film.

NAS 490
**Senior Seminar**
2-3 semester hours.
This course emphasizes research and documentation in the exploration of historical or contemporary issues in Indian Country. This course will be arranged based on the students major field of study and expertise of the Native American Studies faculty members.

NAS 499
**Independent Study**
3 semester hours.
The student undertakes a specialized topic of inquiry of a selected area of Native American Studies under the supervision of the faculty. Students should be a Native American studies minor and have a cumulative GPA of 3.00 or greater. Prerequisite: junior or senior standing.

**Philosophy and Religious Thought**
*Jay Cassel, Professor*
*David Strong, Professor*
*Ellie Bagley, Visiting Assistant Professor*
*Elizabeth McNamer, Instructor*

Literally, philosophy means the love of wisdom. Pursuing wisdom through carefully reasoned reflection, philosophy inquires into questions concerning the meaning of life, virtue, morality, freedom, God, and death. Religious thinkers ask the same questions, but in the context of religious traditions and sacred texts. On more theoretical levels, philosophy is concerned with reality and knowledge, often examining the unstated assumptions underlying other disciplines. Both religion and philosophy are vitally interested in ethics.

This combined program is designed to give students an introduction to the issues of religious thought and philosophy; to allow them to investigate the
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philosophical and religious implications of what they are studying, doing, and thinking; and to prepare majors for a wide variety of possible further study, including graduate school, seminary, or professional fields such as law school. We encourage capable students to double major in philosophy and religious thought and some other field, such as teaching English.

Major in Philosophy and Religious Thought: A minimum of 27 semester hours, selected in consultation with the department, normally to include at least one course in the Biblical tradition (PHR210, 220, or 310), at least one course in the philosophical tradition (PHR211, 212, 312, 321, 375, or 378), one course in ethics (PHR303, 304, or 340), and at least one course at the 400-level. Students considering graduate school are urged to do an independent project (PHR499).

Minor in Philosophy and Religious Thought: A minimum of 18 semester hours, at least 15 above the 100-level and 9 above the 200-level, normally to include one course in ethics (PHR303, 304, or 340).

Philosophy and Religion courses

PHR 100
Introduction to Philosophy and Religious Thought
3 semester hours.
This course attempts to address the question “Does thinking about the meaning of one’s life help us live better?” by studying a particular issue and some thought-provoking responses to it. The particular issue and texts will vary from year to year. Not open to juniors and seniors without instructor’s permission.

PHR 111
Introduction to The Old Testament
3 semester hours.
This course provides an introduction to Old Testament literature, focusing on the great narratives and their basic theological premises. Students will develop a strategy of interpretation of the history of Israel and valuable for contemporary religious thought.

PHR 112
Introduction to The New Testament
3 semester hours.
This course provides an introduction to the variety of New Testament literature and its religious setting. Students will seek to understand the beginnings of Christianity, ideas about God and humanity brought by Jesus, and the literature produced by the new church.

PHR 120
Classic Texts in Western Thought I
3 semester hours.
This course provides an introduction to the study of some of the texts of primary importance to the Western tradition. Students will begin by reading Homer’s Odyssey and then turn to other classic texts such as portions of Thucydides’ History of the Peloponnesian War, Sophocles’ Oedipus Cycle, Plato’s Apology and Symposium, portions of Aristotle’s Nicomachean Ethics, portions of the Bible, and Augustine’s Confessions.

PHR 121
Classic Texts in Western Thought II
3 semester hours.
This course provides an introduction to the study of some of the texts of primary importance to the Western tradition. Students will begin by reading portions of Dante’s Divine Comedy and then turn to works by authors such as Rabelais, Descartes, Hobbes, Shakespeare, Milton, Rousseau, Marx, Mill, Freud, Rilke, and Woolf.

PHR 205
Logic
3 semester hours.
An introductory course in the principles and methods used to distinguish between correct and incorrect reasoning. This course aims to help students think and read critically and to write argumentative papers. Both inductive and deductive logic will be studied.

PHR 210
Genres of Biblical Literature
3 semester hours.
This course provides an investigation of one specific genre of Biblical literature. Students have recently studied Biblical narrative, Gospels, the Psalms and Paul.

PHR 211
Greek and Early Christian Philosophy
3 semester hours.
This course introduces students to some great primary philosophical texts of the Western tradition, such as Plato’s Republic, and provides them with an overview of philosophy during this early period of its development.

PHR 212
Modern Philosophy
3 semester hours.
Students examine a study of major philosophers, ideas, and movements in philosophy from the Renaissance through the nineteenth century. This course is a continuation of Greek and Early Christian Philosophy and will be similarly designed to promote a study of primary texts from Descartes, Hume, Kant, and others,
as well as to present an overview of the period from secondary sources.

**PHR 213**  
Contemporary Philosophy  
3 semester hours.  
Students examine a study of major philosophers, ideas, and movements of the twentieth century. This course is a continuation of Greek and Early Christian Philosophy and Modern Philosophy, but it may focus exclusively on important primary texts from philosophers belonging to Continental, Anglo-American, and American traditions.

**PHR 218**  
Topics in Catholicism  
3 semester hours.  
This course explores the central principles of the Catholic religion. From year to year the course focuses on a different aspect of Catholicism. Topics covered might include the creation of basic beliefs in the first three centuries, issues in modern Catholic thinking, Catholics and the Bible, a history of the Church, or great figures in Catholicism.

**PHR 220**  
Jesus  
3 semester hours.  
Students will look at both Biblical sources and modern literary and theological interpretations to answer the question “Who was, or is, Jesus?” Questions to be addressed include the quest for the “historical Jesus”, classical and contemporary christology, and hermeneutics of Biblical texts.

**PHR 236**  
Religions of The World  
3 semester hours.  
This course examines the central religious principles and ideas of major non-Christian religions. From year to year, the focus may be on different religions or areas of the world.

**PHR 303**  
Ethics  
3 semester hours.  
A study relating ethics, as traditionally conceived in philosophy, to one or more current philosophical works in ethics. This course will provide students with a solid background in ethics from Plato to Nietzsche. A discussion of a contemporary work in ethics will introduce students to topics that may be covered in depth in later seminars.

**PHR 304**  
Environmental Ethics  
3 semester hours.  
This course will address issues such as whether natural beings and the natural world have rights or whether only humans have rights. Students will determine what is ethically appropriate for humans in their relationship with the environment as well as what environmental ethics must take account of to be consequential in the world today.

**PHR 310**  
Issues in Biblical Scholarship  
3 semester hours.  
This course provides an introduction to a current problem in Biblical study and scholarship. Examples of topics are apocalyptic literature; narrative studies; Biblical hermeneutics, text and history; and Biblical theology. Where PHR210 concentrates on the Biblical texts themselves, PHR310 introduces students to the way contemporary scholars study the Bible.

**PHR 312**  
Modern Philosophy  
3 semester hours.  
Students examine a study of major philosophers, ideas, and movements in philosophy from the Renaissance through the nineteenth century. This course is a continuation of PHR211 and will be similarly designed to promote a study of primary texts from Descartes, Hume, Kant, and others, as well as to present an overview of the period from secondary sources.

**PHR 317**  
Archaeological Dig in Israel  
6 semester hours.  
Students must register for 3 credits each in two of the departmental areas in which this course is offered. Those areas are history, philosophy and religious thought, and sociology. Students are afforded the opportunity to participate in the archaeological excavations at Bethsaida in Israel for three weeks. They learn the techniques of excavating, recording, dating, and evaluating finds while exploring the history of the region through visits to other archaeological and Biblical sites and through daily lectures. Living accommodations are provided at an Israeli kibbutz where the students intermingle with kibbutzim, gain first-hand experience of kibbutz living, and interview people who have lived for many years in the kibbutz. Several days are spent in Jerusalem where the opportunity is provided to visit Christian sites. Students are taken to the University of Bethlehem to hear a lecture on the Arab situation and to interview Palestinian Arab students.
PHR 319  
Theology of Mission  
3 semester hours.  
This class examines Christian theology and then moves into a study of both historical and contemporary missions. Students participate in a mission trip over spring break, which carries an additional fee. Other aspects of the class include a variety of fundraising and other activities pertaining to the success of the mission trip. Past trips have taken students to San Francisco, Denver, Seattle, and Merida in Yucatan, Mexico.

PHR 320  
Major Religious Figures  
3 semester hours.  
This course provides a study of the writings and the life of a major religious thinker in the Western tradition. Examples might be Luther, Augustine, or C. S. Lewis. In each case, students will relate the thinker to the general history of Judaeo-Christian thought.

PHR 321  
Major Philosophical Figures  
3 semester hours.  
This course provides a study of the writings and, in some cases, the life of a major philosophical thinker in the Western tradition.

PHR 340  
Christian Ethics  
3 semester hours.  
Students will study the Biblical basis for ethics as well as several modern Christian ethicists to understand how they move from the beliefs of Christianity toward recommendations for specific ethical action.

PHR 362  
Theology and Christian Beliefs  
3 semester hours.  
This course investigates classical and modern Christian answers to the basic questions of what it means to believe in God and whether one is talking about anything more than our ideals, our aspirations, and ourselves when one talks about God.

PHR/ENG 370  
Religion and Literature  
3 semester hours.  
A study of religious issues, conflict, and hopes in modern literature. The works read will vary from year to year but will probably include authors like Melville, Tolstoy, Hemingway, Flannery O’Conner, and John Updike.

PHR 375  
Styles of Contemporary Philosophy  
3 semester hours.  
The twentieth century is characterized by a plurality of philosophical styles such postmodernism as phenomenology, existentialism, hermeneutics, deconstruction, analytic philosophy, pragmatism, and systematic philosophy. Intensive study and critical evaluation of one or two of these styles will occur.

PHR 378  
Philosophy of Technology and Modern Culture  
3 semester hours.  
It is often a difficult task to understand one’s own culture and age. Recent philosophical work offers profound insights into our age and places these insights within a much wider context.

PHR 420  
Topics in Philosophy  
3 semester hours.  
Offered at the discretion of the department to correspond to current faculty research and interests.

PHR 421  
Philosophy of Religion  
3 semester hours.  
This course provides an investigation of some of the crucial philosophical ideas about religion. Students will study such issues as the idea of God, the arguments for and against the existence of God, the idea of revelation, and the problem of religious language.

PHR 450  
Internship  
1-15 semester hours.  
This course is a guided work experience in an already established place of business. The student must arrange the internship in agreement with the instructor and the office of career services. The internship should relate to the student’s major or minor area of study. Contract is required. Prerequisites: junior or senior standing.

PHR 460  
Issues in Contemporary Religious Thought  
3 semester hours.  
This course provides an inquiry into major issues in current theology and new interpretations of basic religious ideas and texts. The specific content of this course will vary from year to year.

PHR 483  
Senior Project  
1-3 semester hours.  
Students complete a senior project in consultation with a faculty member.
PHR 490
Seminar
2-3 semester hours.
Intensive study of a selected area or figure in philosophy or religion is explored.

PHR 499
Independent Study
1-3 semester hours.
This course allows a superior student to devise and pursue independent study in an area agreed upon in consultation with, and supervised by, a faculty member. Students should be either a major or minor and have a cumulative GPA of 3.00 or greater. Prerequisite: junior or senior standing.

Physical Education and Health

Clarece M. Lacy, Professor
Paul A. Roper, Professor
Tayna Flanagan, Visiting Assistant Professor

The physical education and health program examines the many dimensions of health and human performance. The major goal of the program is to enable students to make informed health decisions. The program prepares students to become competent entry-level professionals, as well as advanced study candidates.

To achieve these outcomes, the student will analyze the structure and function of the human body, apply physiological and biomechanical concepts to human movement, examine the acquisition of motor skills, explore the multi-dimensional nature of the health and human performance discipline, examine ethical issues and culturally diverse values related to the discipline, achieve the specific physical skills required to be competent in their profession, acquire a lifelong quest for knowledge, and develop a commitment to act responsibly in one’s profession and on behalf of one’s community.

The physical education and health program offers varied opportunities for guided work experiences with schools, hospitals, sports medicine clinics, wellness centers, corporate fitness programs, and fitness facilities. These capstone opportunities allow students to express their multi-disciplinary education by applying creative problem solving and communication skills in professional settings.

Major in Physical Education and Health: Five options are offered under the major:

1. athletic training
2. K-12 education
3. exercise science
4. physical education and health studies
5. sport management

Athletic Training Option: A minimum of 43 semester hours is required, including PEH122, PEH181, PEH182, PEH204, PEH210, PEH211, PEH222, PEH281, PEH282, PEH320, PEH322, PEH345, PEH356, PEH381 or PEH382, PEH425, and PEH481. Related requirements are PHA247 and PSY101. Note: BIO321 may substitute for PEH204. This program is designed to prepare students for an entry-level graduate program in athletic training that will lead to eligibility to sit for the National Athletic Training Association Board of Certification examination. The course work will establish a knowledge base in sports medicine and develop techniques in sports injury evaluation, management, and rehabilitation.

Education K-12 Option: A minimum of 47 semester hours is required, including PEH101 (swimming) or PEH105, PEH106, PEH107, PEH122, PEH210, PEH211, PEH222, PEH312, PEH315, PEH320, PEH325, PEH356, PEH391, PEH412, PEH420, PEH421, PEH441, EDC341, and EDC342. Related requirements are BIO321 or PEH204, and either COM102 or THR132. This option meets the health enhancement certification requirements of the state of Montana. In addition, students must complete the professional education program for K-12 as described in the “Education” section of the catalog. Students seeking an endorsement in PEH K-12 must earn a minimum grade of “C” in all required PEH courses, including prerequisites.

Exercise Science Option: A minimum of 44 semester hours is required, including 3 semester hours chosen from PEH101, PEH102, PEH106, PEH107 (in consultation with department), PEH122, PEH210, PEH211, PEH222, PEH315, PEH320, PEH343, PEH345, PEH356, PEH412, PEH441, PEH450 (8 credits), and PEH490. A related requirement is either BIO321 or PEH204. Certification either as a health/fitness instructor by the American College of Sports Medicine or as a certified strength and conditioning specialist by the National Strength and Conditioning Association is strongly recommended. This option is designed to prepare individuals for work with fitness and health promotion programs in corporate, community, hospital and health club settings.

Physical Education and Health Studies Option: A minimum of 35 semester hours is required, including 4 semester hours chosen from PEH101, PEH102, PEH105, PEH106, or PEH107; additional requirements are PEH122, PEH210, PEH222, PEH315, PEH320, PEH356, PEH412, PEH450 (3
semester hours), PEH490, and 6 semester hours of electives approved by the program. Related requirements are BIO321 or PEH204. This option requires a core of foundation courses with electives to be chosen dependent upon the student’s career goal.

**Sport Management Option**: A minimum or 46 semester hours is required, including: BSA201, BSA202, BSA321, BSA331, BSA343, BSA345, BSA371, ECO201 or ECO202, PEH300, PEH412, PEH421, COM102, COM306, SOC101, PSY101, BSA450 or PEH450 (3 credits).

**Minor in Physical Education and Health**: These options are offered under the minor in physical education and health:
1. athletic training
2. coaching
3. physical education and health studies

**Athletic Training Option**: A minimum of 25 semester hours is required, including PEH122, PEH204, PEH210, PEH222, PEH281, PEH322, PEH381 or PEH382, PEH425, and PEH481. This option includes 600 hours working with a certified trainer and is designed to complement a major in areas such as teacher education, psychology, exercise science, and physician’s assistant. The course work will establish a knowledge base in sports medicine and develop techniques in sports injury evaluation, management, and rehabilitation.

**Coaching Option**: A minimum of 22 semester hours is required, including PEH122, PEH222, PEH300, PEH315, PEH320, PEH356, PEH412, and two of the following: PEH301, PEH302, PEH303, PEH305, PEH306, PEH307, PEH311. Many state education departments do not require a coach to be a certified teacher but do require that coaches meet qualification standards. This option prepares students to meet those qualification standards.

**Physical Education and Health Studies Option**: A minimum of 25 semester hours is required, including 3 semester hours chosen from PEH101, PEH102, PEH105, PEH106, or PEH107; additional requirements are PEH122, PEH204, PEH210, PEH222, PEH320, PEH356, and PEH412. This option, when combined with majors such as business or psychology, allows the student to prepare for physical education-related careers.

**Pre-Professional Program in Physical Education and Health**

The Pre-Professional Athletic Training Option: A minimum of 68 semester hours is required. The course work is designed to complement the 2-3 program at the University of Montana. Students spend an average of 2 years at Rocky Mountain College satisfying specific prerequisite courses and then transfer to the University of Montana. Students are not guaranteed a position at the University of Montana; they must apply and be accepted. The prerequisite courses are as follows: PEH122, PEH181, PEH182, PEH210, PEH222, PEH281, PEH282, PEH322, PEH345, PEH356, PEH425, BIO111, BIO250, BIO321, BIO322, CHM101, CHM102, COM102, EDC370, ENG119 and ENG120, and MAT100. Note: The University of Montana also requires a course in computer literacy. Students should consult with a PEH advisor to ensure that they will meet all of the entrance requirements for the University of Montana.

**Physical Education and Health courses**

**PEH 100**
**Varsity Sports**
1 semester hour.
Students can elect to obtain credit for conditioning/participation in varsity sports.

**PEH 101**
**Physical Education Activity**
1 semester hour.
Select from a variety of activities, such as aerobics, backpacking, badminton, canoeing, cardio resistance training, kayaking, dance, fitness, fly fishing, folf, golf, recreational horseback riding, rock climbing, skiing, swimming, team sports, tennis, weight training, wilderness navigation, and yoga. A specific activity may be taken twice for credit. Pass/no pass. No more than 8 PEH activity credits may count toward graduation. This rule does not apply to activities required in a PEH major.

**PEH 102**
**Physical Education Activity**
1 semester hour.
Select from a variety of activities, such as aerobics, backpacking, badminton, canoeing, cardio resistance training, kayaking, dance, fitness, fly fishing, folf, golf, recreational horseback riding, rock climbing, skiing, swimming, team sports, tennis, weight training, wilderness navigation, and yoga. A specific activity may be taken twice for credit. Pass/no pass. No more than 8 PEH activity credits may count toward graduation. This rule does not apply to activities required in a PEH major.
PEH 105
Professional Activities I
2 semester hours.
This course is designed to introduce and direct students in attaining levels of proficiency in the following team-sports activities: soccer, team-handball, speedball, basketball, softball, and volleyball. Students are expected to show increases in, and are assessed on, their level of skill, knowledge of rules, and application of strategies within each activity.

PEH 106
Professional Activities II
2 semester hours.
This course is designed to introduce and direct students toward a level of proficiency in the following individual sport activities: tennis, badminton, racquetball, pickleball, squash, and various outdoor recreational activities. Students are expected to show increases in, and are assessed on, their level of skill, knowledge of rules, and application of strategies within each activity.

PEH 107
Professional Activities III
2 semester hours.
This course is designed to introduce and direct students toward a level of proficiency in the following life-time and fitness activities: orienteering, ultimate frisbee, cooperative activities, American Indian and multi-cultural games, fitness testing, and educational gymnastics. Students are expected to show increases in, and are assessed on, their level of skill, knowledge of rules, and application of strategies within each activity.

PEH 115
Introduction to Wellness Concepts
1 semester hour.
Becoming fit and well affects the quality of one’s life. Through class sessions and activity labs, students evaluate their fitness and plan for and initiate change in their exercise habits. Additional topics include nutrition and weight management, risk factor analysis and control, and major wellness concerns.

PEH 122
First Aid/CPR/Safety Education
2 semester hours.
This course focuses on the procedures and practices for emergency care in the case of accident or sudden illness, and awareness of safety and accident prevention. Upon successful completion of this course, students earn certification in first aid through the American Red Cross and certification in CPR through the American Heart Association.

PEH 181
Athletic Training Field Practicum
2 semester hours.
Students complete 200 clinical hours under the supervision of a certified trainer. Corequisite: PEH222.

PEH 182
Athletic Training Field Practicum
2 semester hours.
Students complete 200 clinical hours under the supervision of a certified trainer. Corequisite: PEH222.

PEH 204
Foundations of Human Structure and Function
4 semester hours.
Students examine the basic foundations and functions of the human body, including the skeletal, muscular, nervous, cardiovascular, digestive, and respiratory systems. Lab experiences focus on the nomenclature, structure, and function of these systems.

PEH 210
Health and Wellness
4 semester hours.
Topics include community/environmental health, consumer issues, death and dying, healthy lifestyles, infectious diseases, medical ethics, psychological health, risk factor management, sexuality, and substance abuse.

PEH 211
Nutrition
3 semester hours.
This course focuses on the essential nutrients and their principal sources and functions; the assessment, analysis, and modification of dietary intake; the relationship between nutrition and fitness; and the stages of the life cycle. This is not a chemistry-based course.

PEH 222
Beginning Athletic Training
3 semester hours.
Students learn procedures and practices in prevention, immediate care, treatment, and rehabilitation of injuries and sudden illness. Topics include taping, bandaging, and conditioning for athletic competition.

PEH 281
Athletic Training Field Practicum
2 semester hours.
Students complete 200 clinical hours under the supervision of a certified trainer. Corequisite: PEH222.
PEH 282  
**Athletic Training Field Practicum**  
2 semester hours.  
Students complete 200 clinical hours under the supervision of a certified trainer. Corequisite: PEH222.

PEH 300  
**Current Issues and Practices in Coaching**  
2 semester hours.  
Topics include philosophy, sport psychology and sociology, and team management skills. Course includes ACEP certification materials.

PEH 301  
**Officiating High School Sports**  
2 semester hours.  
Students demonstrate knowledge and practical skills in officiating a minimum of 3 high school sports from the following: football, soccer, volleyball, basketball, softball and wrestling. Upon successful completion of the course, students can be certified by the Montana Officials’ Association, which permits immediate employment as middle school, high school, and youth sports officials.

PEH 302  
**Basketball Coaching**  
2 semester hours.  
Coaching theories of basketball are examined, including: fundamentals, techniques, strategies, practice sessions, utilization of personnel, and the ethics of coaching.

PEH 303  
**Football Coaching**  
2 semester hours.  
Coaching theories of football are examined, including: skills, systems of play, practice sessions, strategies, conditioning, personnel utilization, off-season programs, and the ethics of coaching.

PEH 305  
**Track and Field Coaching**  
2 semester hours.  
Students examine the following topics: mechanical analysis of track and field events; conditioning and training methods; teaching, coaching, and officiating techniques including practical experience in these areas; and management of track and field meets.

PEH 306  
**Volleyball Coaching**  
2 semester hours.  
Mechanical analysis and study of coaching theories, including but not limited to skills, strategies, and systems of play.

PEH 307  
**Baseball and Softball Coaching**  
2 semester hours.  
Theories of coaching baseball and softball are examined, including: skills, strategies, practice sessions, conditioning, and teaching and coaching the young athlete.

PEH 311  
**Soccer Coaching**  
2 semester hours.  
Theories of coaching soccer are examined, including: skills, strategies, practice sessions, conditioning, and teaching and coaching the young athlete.

PEH 312  
**Dance Methods**  
2 semester hours.  
Students learn the fundamentals of rhythm, as well as the methods and materials in teaching folk, social, and square dance. Teaching experience is included.

PEH 315  
**Motor Learning**  
2 semester hours.  
This course focuses on the factors that influence the learning of motor skills. Content includes features of skill development, processes of perception, and components of action as these relate to the acquisition and teaching of goal-directed movement. Practical application of theory is a central part of the course.

PEH 320  
**Biomechanics**  
3 semester hours.  
This course focuses on the principles of human movement. Emphasis is placed on demonstrating the ability to analyze human motion in terms of improving human movement performance. Also included are fundamental concepts of biological and mechanical aspects of musculoskeletal structures. Prerequisite: BIO321 or PEH204.

PEH 322  
**Advanced Athletic Training**  
3 semester hours.  
This course includes techniques of rehabilitation, use of modalities, advanced techniques of injury evaluation, advanced taping techniques, administration and management of injuries and provides hands-on experience required under the supervision of an ATC (Certified Athletic Trainer). Prerequisites: PEH204 or BIO321, PEH222, PEH356, and approval of the program advisor.
Academic Programs

PEH 325
Elementary Health Enhancement Seminar and Teaching Lab
3 semester hours.
The purpose of this course is to develop practical skills in the teaching of health enhancement with special attention given to behavior management and curriculum development. Lab experiences include working with both the typical and the exceptional student. Students are required to complete several hours in schools, in both classroom and gymnasium settings. Prerequisites: EDC330, EDC341.

PEH 343
Psychology of Physical Activity and Exercise
3 semester hours.
The purpose of this course is to promote understanding of psychological theory, research, and intervention strategies in psychology of physical activity and exercise. In studying both theory and practice, students are expected to develop their own views and ideas within the realm of their chosen field. The exchange and development of ideas is encouraged and at the same time grounded in the current knowledge base in this field. Students are expected to undertake extensive reviews within various health fields.

PEH 345
Fitness Science
3 semester hours.
In this course students examine the various aspects of health-related fitness and the relationship of fitness to health. The course includes an individual fitness assessment, development of exercise programs, and proper exercise technique. Students become prepared for the American College of Sports Medicine certification exam as a health/fitness instructor. Prerequisites: PEH204, PEH210, PEH211.

PEH 356
Physiology of Exercise
3 semester hours.
Students explore the effects of exercise on the cardiorespiratory and neuromuscular systems. Physiological aspects of various training methods are examined. Laboratory experience is included.

PEH 381
Athletic Training Field Practicum
2 semester hours.
Students complete 200 clinical hours under the supervision of a certified trainer. Prerequisites: PEH281 or PEH282. Corequisite: PEH322.

PEH 382
Athletic Training Field Practicum
2 semester hours.
Students complete 200 clinical hours under the supervision of a certified trainer. Prerequisites: PEH281 or PEH282. Corequisite: PEH322.

PEH 391
Field Practicum
1 semester hour.
Forty-five hours of experience on the job are required for one semester hour of credit. Majors in the K-12 education option can register for one credit earned as a teaching assistant in PEH115.

PEH 412
Management of Health Enhancement and Sport Programs
3 semester hours.
Students explore the organization, supervision, and administration of various health enhancement and sport programs.

PEH 420
Methods and Materials: Teaching Secondary Health Enhancement
3 semester hours.
This course requires focused study and consultation with a public school physical education and health teacher, or other acceptable professional. Hours will be arranged in consultation with the content area professor, the secondary education professor, the student, and the professional mentor. This course provides competence for delivery and evaluation of planned learning activities. Areas of concentration include emotional/mental health, healthy lifestyles, nutrition, weight control, community/environmental health, medical ethical issues, team and individual activities, lifetime sports, cooperative games, and fitness activities. Prerequisites: admission to the teacher education program, senior standing, PEH105, PEH106, PEH107, PEH210, PEH211.

PEH 421
Historical and Contemporary Issues in Physical Education/Sport
2 semester hours.
This course focuses on the study of historical and contemporary issues affecting physical education and sport, including ethical and gender issues.

PEH 425
Therapeutic Rehabilitation and Modalities
3 semester hours.
The modalities portion of this course presents the theoretical and applied principles and techniques for the
application of modalities in sports injury care. The rehabilitation portion is designed to explain the principles and apply the techniques of rehabilitation as they relate to athletic injury. Corequisite: PEH322.

PEH 441
Measurement and Evaluation in Health Enhancement and Exercise Science
2 semester hours.
This course is designed to introduce students to, and engage them in, the process of measurement and evaluation as applied to the fields of health enhancement and exercise science. The course introduces students to the application of statistics, tests and measurement, report compilation, and interpretation of data. Students examine various types of assessment and test instrument design.

PEH 450
Internship
1-15 semester hours.
Guided work experience in cooperation with an established health-related program. Forty-five hours of experience on the job are required for one hour of credit. Students in the exercise science option are required to earn seven credits in an off-campus program, and one credit as a teaching assistant in PEH115. The student must arrange the internship in agreement with the instructor and the office of career services. Contract is required. Prerequisites: junior or senior standing.

PEH 475
Advanced Theories of Strength Training and Conditioning
2 semester hours.
This course prepares students for the National Strength and Conditioning Association’s certification exam as a certified strength and conditioning specialist. Prerequisites: PEH122, PEH222, PEH320, PEH345, PEH356, and PEH441.

PEH 481
Athletic Training Field Practicum
2 semester hours.
Students complete 200 clinical hours under the supervision of a certified trainer. Prerequisites: PEH281 or PEH282. Corequisite: PEH322.

PEH 482
Athletic Training Field Practicum
2 semester hours.
Students complete 200 clinical hours under the supervision of a certified trainer. Prerequisites: PEH281 or PEH282. Corequisite: PEH322.

PEH 490
Senior Seminar
2 semester hours.
This course encourages senior students in Health and Physical Education to develop job marketing and search skills, as well as prepare for graduate school or a professional career.

PEH 499
Independent Study
1-3 semester hours.
This course allows a superior student to devise and pursue independent study in an area agreed upon in consultation with, and supervised by, a faculty member. Students should be either a major or minor and have a cumulative GPA of 3.00 or greater. Prerequisite: junior or senior standing.

Physician Assistant Studies

In the School of Allied Health

Joseph Tritchler, Director of School of Allied Health/Director of PA Program/Clinical Professor
David Klein, Medical Director/Clinical Associate Professor
Sheila Sarmiento, Clinical Coordinator/Clinical Assistant Professor
Kelley McCormick, Clinical Assistant Professor
David Payne, Clinical Assistant Professor
cary Wilson, Clinical Instructor

The physician assistant (PA) is a primary healthcare provider who practices medicine under the supervision of a licensed physician. The concept of the physician assistant was developed from the basic premise that many tasks performed by physicians can be carried out with equal competence by other specially trained health professionals.

The Rocky Mountain College Master of Physician Assistant Studies Program is an ARC-PA (Accreditation Review Commission on Education for the Physician Assistant) accredited program. Only graduates from ARC-PA accredited PA programs are eligible to sit for the PANCE (Physician Assistant National Certifying Examination) and become licensed to practice. The PANCE is the entry-level exam PA’s must pass to become nationally certified. Past performance by program graduates taking the PANCE for the first time is as follows:
Academic Programs 127

<table>
<thead>
<tr>
<th>Graduating class</th>
<th>Rocky First-testing pass rates</th>
<th>National First-testing pass rates</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>86%</td>
<td>92%</td>
</tr>
<tr>
<td>2005</td>
<td>94%</td>
<td>91%</td>
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<td>90%</td>
</tr>
<tr>
<td>2001</td>
<td>95%</td>
<td>92%</td>
</tr>
</tbody>
</table>

The program is an integrated, full-time, 26-month program consisting of both didactic and clinical instruction. It is an intensely challenging curriculum, both intellectually and physically; thus, it requires stamina as well as personal and financial sacrifice.

The coursework begins just prior to the fall semester of each academic year. The first 14 months of the program includes the fundamental behavioral and clinical sciences required for the professional course of study, as well as courses designed to better prepare the students for expanded health care roles that meet the developing needs of today’s society. A total of 61 semester hours of credit are presented using a combination of lecture, demonstration, discussion, and laboratory formats requiring a significant time commitment. Students must successfully complete all components of the didactic phase prior to advancing to the clinical instruction phase.

The final 12 months of the program constitute the major period of clinical education, with an emphasis on primary care. The clinical instruction includes a 12-week family practice rotation plus other rotations in various specialties. Students must be willing and able to relocate at their own expense to places distant from Billings, Montana for up to 12 months during the clinical phase of their education. Employment while enrolled is strongly discouraged.

The mission of the Rocky Mountain College Master of Physician Assistant Studies Program is to provide a quality medical education that integrates classroom training, professionalism and clinical experience. The College’s aim is to produce graduates who have a commitment to others, particularly those in the rural and medically underserved areas of this region.

The liberal arts tradition and objectives of lifelong learning, critical thinking, communication skills, recognition of other cultures, and exploration of ethical issues are a valuable and necessary part of the Physician Assistant academic process and profession.

**Graduation Requirements:** Students in the Master of Physician Assistant Studies Program must satisfactorily complete all courses in the professional program with a cumulative program GPA of 3.00 or above.

**Program of Study**

**Master of Physician Assistant Studies:** A minimum of 61 sequential semester hours is required in the didactic phase, to include the following:

**Initial Summer Term:** PHA513, PHA538, and PHA575.

**Fall Semester:** PHA425, PHA501, PHA509, PHA510, PHA517, PHA520, PHA530, PHA540, and PHA553.

**Spring Semester:** PHA502, PHA509, PHA511, PHA531, PHA532, PHA541, PHA545, PHA550 and PHA554.

**Full Summer Semester:** PHA503, PHA509, PHA512, PHA534, PHA542, PHA555, PHA610, PHA621 and PHA641.

The clinical instruction phase is 42 semester hours and includes PHA651, PHA652, PHA653, and PHA683.

**Note:** All graduate level PHA classes are restricted to those students admitted to the professional phase of the PA program only.

**Physician Assistant courses**

**PHA 215**

**Basic Emergency Medical Technician**

3 semester hours.

Open to all students. Procedures and protocols dealing with pre-hospital patient assessment, patient treatment, trauma, recognition of medical emergencies, and scene safety are examined. Class will be divided into half classroom lecture and discussion and half hands-on practice using programmed patients. Class follows the DOT curriculum and culminates with state and national certification, enabling students to work on an ambulance.

**PHA 247**

**Medical Terminology**

2 semester hours.

Open to all students. This course assists those studying in the fields of medicine and health care. Through textbook readings and the use of Web-related tools, the principles of medical terminology will be described and applied. The course offers a broad introduction to concepts underlying medical terminology. Medical examples will illustrate concepts and methods. This course does not meet general education requirements.
PHA 425
Health Information Literacy
1 semester hour.
A critical component of health care practice is the ability to recognize needs for information and possessing the skills/ability to locate, evaluate and use the needed information effectively. This course is designed to enable students with the competencies needed to become independent lifelong learners able to make informed decision based on critical reasoning and evaluation of medical and scientific literature. The effects of public health information literacy on health care delivery and the role of primary care providers in promoting patient health information literacy are also explored.

PHA 501
Clinical Medicine I
3 semester hours.
This three semester course sequence (PHA 501, 502, 503) is a comprehensive study of diseases emphasizing etiology, pathophysiology, signs and symptoms, diagnostic procedures, and clinical interventions/therapeutic measures involved in diagnosis and management of medical problems commonly seen by primary care practitioners. Material is presented in clinical specialty modules correlated with the course content of PHA510, PHA530, PHA540 and PHA553. The first semester focuses on the cardinal manifestations of disease and general aspects of clinical medicine, hematology, oncology, immunology/allergy, infectious diseases, endocrinology and ophthalmology.

PHA 502
Clinical Medicine II
3 semester hours.
This three semester course sequence is a comprehensive study of diseases emphasizing etiology, pathophysiology, signs and symptoms, diagnostic procedures, and clinical interventions/therapeutic measures involved in diagnosis and management of medical problems commonly seen by primary care practitioners. Material is presented in clinical specialty modules correlated with the course content of PHA511, PHA532, PHA541 and PHA554. This semester focuses on otorhinolaryngology (ENT), pulmonology, cardiology, gastroenterology, neurology, orthopedics and rheumatology.

PHA 503
Clinical Medicine III
3 semester hours.
This three semester course sequence is a comprehensive study of diseases emphasizing etiology, pathophysiology, signs and symptoms, diagnostic procedures, and clinical interventions/therapeutic measures involved in diagnosis and management of medical problems commonly seen by primary care practitioners. Material is presented in clinical specialty modules correlated with the course content of PHA512, PHA534, PHA542 and PHA555. This final semester focuses on nephrology, urology/men’s health, obstetrics/ gynecology/women’s health, dermatology and surgical care.

PHA 509
Professional and Medical Practice Issues
1 semester hours.
This course, which is taken in each of the three full didactic semesters, examines a professional’s obligations and a patient’s rights in regard to ethical and social issues in medicine. Thorny dilemmas, such as the role of using humans in research studies, decisions not to treat or to resuscitate, inherent conflicts in genetics and reproductive technologies, as well as professional concerns about paternalism, patient rights, and confidentiality are examined. Students learn to think critically, drawing upon their own experience, to develop an understanding of how to handle ethical dilemmas while practicing primary care medicine. Preparation includes understanding how to interpret medical literature and how to ethically apply research. Additionally, students learn the history of the PA profession and become culturally and socially aware of how professional credentialing, the regulation of caregiver’s clinical responsibilities, and ethical/legal considerations influence their interaction with patients, as well as their place in the profession.

PHA 510
Pharmacotherapeutics I
2 semester hours.
This three-semester course discusses the principles of pharmacological drugs and action followed by a review of the principal therapeutic agents in each clinical/medical area. The relationship of pharmacology to other sciences and PHA courses is integrated. This course will examine drug classifications, mechanisms of action, utilization, drug metabolism, pharmacokinetics, and drug interactions, among other issues. Prescription writing and current standards of practice and regulation are also discussed.

PHA 511
Pharmacotherapeutics II
2 semester hours.
This three-semester course discusses principles of pharmacological drugs and action followed by a review of the principal therapeutic agents in each clinical/medical area. The relationship of pharmacology to other sciences and PHA courses is integrated. This
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course will examine drug classifications, mechanisms of action, utilization, drug metabolism, pharmacokinetics, and drug interactions, among other issues. Prescription writing and current standards of practice and regulation are also discussed.

PHA 512
Pharmacotherapeutics III
2 semester hours.
This three-semester course discusses principles of pharmacological drugs and action followed by a review of the principal therapeutic agents in each clinical/medical area. The relationship of pharmacology to other sciences and PHA courses is integrated. This course will examine drug classifications, mechanisms of action, utilization, drug metabolism, pharmacokinetics, and drug interactions, among other issues. Prescription writing and current standards of practice and regulation are also discussed.

PHA 513
Biostatistics and Epidemiology
2 semester hours.
This course is to acquaint students with the basic principles, concepts and procedures utilized by healthcare professionals responsible for disease surveillance or investigation. Gaining an understanding of probability, basic statistics, and sound epidemiologic research methods, emphasizing their application in clinical medicine, is the goal of this course.

PHA 517
Clinical Research: Basic Tools
3 semester hours.
Students are introduced to the principles of clinical research design, including the literature search, methodology, data collection, data management, and reporting of results and conclusions. This course will also discuss the interpretation of medical literature.

PHA 520
Physical Assessment
3 semester hours.
This course prepares students to master the art of taking medical histories and the performing physical examination techniques. The focus is on recognition of “normal” and the significance of “abnormal” findings. A systems approach is used and the material is taught using a lecture, demonstration, and lab practicum format. A laboratory session is scheduled weekly to incorporate/practice skills presented in the lectures.

PHA 530
Physiology/Pathophysiology I
2 semester hours.
Pathophysiology provides the basic link among the sciences of anatomy, physiology, and biochemistry and their application to the clinical practice of medicine. It is essential to study pathophysiology in order to understand the rationale for medical and surgical therapy. Topics will include basic physiology as well as inflammatory response, vascular and metabolic changes that result in altered structure and function, and the examination of gross and microscopic structural changes and resulting bodily malfunctions.

PHA 531
Behavioral Dynamics
3 semester hours.
The recognition and management of common psychosocial problems encountered in primary care practice will be reviewed. The important role of interviewing and history taking in all areas of practice, as the primary source of information about patients and as the avenue to rapport with patients, will be emphasized. Recognizing form and content in the interview will become the basic for teaching psychiatric diagnoses. Treatment will be discussed from a biopsychosocial perspective with reference to psychotherapies, psychopharmacology, and environmental intervention. Indications for referral and hospitalization will be discussed. Topics covered will include anxiety disorders, mood disorders, psychosis, organic conditions, substance use disorders, personality disorders, eating disorders, and psychiatric emergencies and crises.

PHA 532
Physiology/Pathophysiology II
2 semester hours.
Pathophysiology provides the basic link among the sciences of anatomy, physiology, and biochemistry and their application to the clinical practice of medicine. It is essential to study pathophysiology in order to understand the rationale for medical and surgical therapy. Topics will include basic physiology as well as inflammatory response, vascular and metabolic changes that result in altered structure and function, and the examination of gross and microscopic structural changes and resulting bodily malfunctions.

PHA 534
Physiology/Pathophysiology III
2 semester hours.
Pathophysiology provides the basic link among the sciences of anatomy, physiology, and biochemistry and their application to the clinical practice of medicine. It is essential to study pathophysiology in order to understand the rationale for medical and surgical therapy. Topics will include basic physiology as well as inflammatory response, vascular and metabolic changes
that result in altered structure and function, and the examination of gross and microscopic structural changes and resulting bodily malfunctions.

**PHA 538**  
**Clinical Human Anatomy**  
3 semester hours.  
This course is designed to teach students the essentials of gross anatomy pertaining to clinical practice. Students are expected to develop skills in understanding the three-dimensional relationship of structures in the human body and to be able to use these skills in reading and interpreting medical images. The course utilizes X-rays, CT scans, MRI and other imaging tools requiring knowledge of transverse and sagittal sections of anatomical regions. The clinical anatomy component emphasizes aspects of structure and function important to the practice of medicine.

**PHA 540**  
**Clinical and Interpretive Skills I**  
2 semester hours.  
This three-semester course will present common laboratory diagnostics employed in the evaluation of disease processes. Students develop proficiency in performing and analyzing such routine procedures as a CBC, a urinalysis, gram stains, and cultures. Students will develop skills and screening techniques in interpreting clinical laboratory values in relation to disease, therapy, and prognoses common to the delivery of primary care medicine. Students will also employ proper methods of performing various clinical procedures, such as intravenous catheter insertion, intramuscular injections, passing nasogastric tubes, applying plaster casts, phlebotomy, suturing and sterile technique, wound care (pre/post op), vital signs, intubation, catheterization, ear irrigations, and removal of foreign bodies. Also, this course will present fundamentals of radiology and imaging techniques and other factors involved in the roentgenographic evaluation of disease. Performing and interpreting of electrocardiograms will be presented.

**PHA 541**  
**Clinical and Interpretive Skills II**  
2 semester hours.  
This three-semester course will present common laboratory diagnostics employed in the evaluation of disease processes. Students develop proficiency in performing and analyzing such routine procedures as a CBC, a urinalysis, gram stains, and cultures. Students will develop skills and screening techniques in interpreting clinical laboratory values in relation to disease, therapy, and prognoses common to the delivery of primary care medicine. Students will also employ proper methods of performing various clinical procedures, such as intravenous catheter insertion, intramuscular injections, passing nasogastric tubes, applying plaster casts, phlebotomy, suturing and sterile technique, wound care (pre/post op), vital signs, intubation, catheterization, ear irrigations, and removal of foreign bodies. Also, this course will present fundamentals of radiology and imaging techniques and other factors involved in the roentgenographic evaluation of disease. Performing and interpreting of electrocardiograms will be presented.

**PHA 542**  
**Clinical and Interpretive Skills III**  
2 semester hours.  
This three-semester course will present common laboratory diagnostics employed in the evaluation of disease processes. Students develop proficiency in performing and analyzing such routine procedures as a CBC, a urinalysis, gram stains, and cultures. Students will develop skills and screening techniques in interpreting clinical laboratory values in relation to disease, therapy, and prognoses common to the delivery of primary care medicine. Students will also employ proper methods of performing various clinical procedures, such as intravenous catheter insertion, intramuscular injections, passing nasogastric tubes, applying plaster casts, phlebotomy, suturing and sterile technique, wound care (pre/post op), vital signs, intubation, catheterization, ear irrigations, and removal of foreign bodies. Also, this course will present fundamentals of radiology and imaging techniques and other factors involved in the roentgenographic evaluation of disease. Performing and interpreting of electrocardiograms will be presented.

**PHA 545**  
**Pediatrics**  
2 semester hours.  
The course will examine infant and child development, focusing on major common pediatric illnesses and their signs, symptoms, and management relative to the primary health care giver. The problem-oriented medical record is presented, i.e., the pediatric history and physical examination. Specific problems of the newborn and older child will be presented for discussion in such areas as immunity and allergy, pharmacotherapy, medical emergencies, preventive health care, and the psychosocial and developmental disabilities specific to pediatrics.

**PHA 550**  
**Introduction to Clinical Practice**  
2 semester hour.  
This course introduces students to the diverse practices of medicine, such as occupational medicine and environmental medicine, as well as basic administrative
functions associated with medical practice, such as medical documentation, CPT/ICD-9 coding, and third-party billing. Students are provided opportunities to “examine” standardized patient models in the campus physical assessment labs or shadow volunteer medical providers or allied health professionals in the surrounding communities one-half day each week.

**Pha 553**
**Health Maintenance I**
1 semester hour.
This three semester course sequence (PHA 553, 554, 555) is presented as an integrated component of the study of the clinical medicine specialties. The purpose of the Health Maintenance courses is to help students understand the mechanisms and modalities for maintaining health and preventing disease in support of the national health objectives delineated in the document “Health People 2010”. Knowledge and skills needed to assess individual health risks and provide patient education/counseling are emphasized.

**Pha 554**
**Health Maintenance II**
1 semester hour.
This three semester course is presented as an integrated component of the study of the clinical medicine specialties. The purpose of the Health Maintenance courses is to help students understand the mechanisms and modalities for maintaining health and preventing disease in support of the national health objectives delineated in the document “Health People 2010”. Knowledge and skills needed to assess individual health risks and provide patient education/counseling are emphasized.

**Pha 555**
**Health Maintenance III**
1 semester hour.
This three semester course is presented as an integrated component of the study of the clinical medicine specialties. The purpose of the Health Maintenance courses is to help students understand the mechanisms and modalities for maintaining health and preventing disease in support of the national health objectives delineated in the document “Health People 2010”. Knowledge and skills needed to assess individual health risks and provide patient education/counseling are emphasized.

**Pha 575**
**Genetic and Molecular Basis of Health and Disease**
2 semester hours.
The focus of this course is to gain an understanding of the biochemical, molecular, and genetic basis for health and disease with an emphasis on clinical applications.

The purpose of this course is to provide students with a basic and practical fund of knowledge that can be applied throughout their study of medicine.

**Pha 610**
**Emergency Medicine**
3 semester hours.
The course will present a system-by-system approach to the evaluation, recognition, and management of both medical and surgical emergencies necessary for a primary health care provider. Using a formal lecture/discussion format focusing on etiology, evaluation, and initial triage/treatment of more common emergency injuries and disease presentations, which confront the primary health care provider. Advanced cardiac life support will be taught in this course.

**Pha 621**
**Problem-Based Clinical Correlation**
2 semester hours.
This course is designed to assist students in becoming critical thinkers who can apply the concepts of medical decision-making and problem solving. The course utilizes a Problem-Based Learning (PBL) approach to teach students to critically evaluate and apply the clinical information they derive through medical history, physical examination, diagnostic testing, and pertinent medical literature to the real-life resolution and management of health care problems.

**Pha 641**
**Geriatrics**
2 semester hours.
This course provides an introduction to gerontology with an emphasis on the normal biological, sociological, behavioral, and environmental changes occurring with age. Consequences of aging from the perspective of the primary health care provider will be presented. Principles and methods of multidimensional assessment relative to the recognition and management of medical disease and mental illness with an emphasis on maximizing functional independence is discussed.

**Second Year Clinical Rotations:**

**Pha 651**
**Clinical Rotations* **
12 semester hours.
Students complete clinical rotations as assigned by the physician assistant program.

**Pha 652**
**Clinical Rotations* **
12 semester hours.
Students complete clinical rotations as assigned by the physician assistant program.
PHA 653  
Clinical Rotations*  
12 semester hours.  
Students complete clinical rotations as assigned by the physician assistant program.

PHA 683  
Research Design/Project  
6 semester hours.  
Physician Assistant students identify an area of research and develop a prospectus for the project in year one. Research is conducted over the next 15 months, and the project is accomplished for program completion prior to graduation. The final assignment is an investigational/research paper on a topic chosen by the Physician Assistant student. Definitive guidelines for writing the paper are found in the handbook provided to the student.

*These rotations will include the following:  

Primary Care/Family Practice Rotation: This core rotation of 12 weeks is structured to provide an understanding of various medical disorders and their complications experienced by patients of all age groups. Within this setting, the emphasis is on the accurate collection, assessment, and presentation of patient data for physician review, indications for laboratory diagnostics, and the education of patients regarding health risk behaviors and therapeutic regimens.

Emergency Medicine Rotation: This rotation of 6 weeks is designed to provide an in-depth exposure to the illnesses and injuries sustained by children and adults that necessitate emergency care. The educational experiences emphasize the focusing of interview and examination skills and the performance of techniques and procedures essential to the proper management of life-threatening illnesses and injury. Ventilatory assistance, cardiopulmonary resuscitation, fluid and electrolyte replacement, and acid-base balance are also stressed.

Inpatient & Internal Medicine Rotation: This core rotation of 6 weeks is designed to provide clinical practice experience with the various acute and chronic medical disorders/complications that necessitate hospitalization and further evaluation for patients of all ages, with special emphasis on geriatric patients and the care provided in both acute and long-term care facilities.

Women’s Health Rotation: This core rotation of 6 weeks provides exposure to the spectrum of problems and issues associated with women’s health care. The learning experiences emphasize family planning and birth control, recognition and treatment of sexually transmitted disease, cancer detection, and evaluation of common gynecological problems. An exposure to the surgical management of gynecological problems is also provided. The exposure of obstetrical problems is balanced with the primary care/family practice clerkship.

Surgical Care Rotation: This core rotation of 6 weeks provides an orientation to patients of various ages with surgically manageable diseases. The emphasis of the learning experiences are on the preoperative evaluation and preparation of patients for surgery, assistance during the intraoperative period to develop an understanding of team member roles and operative procedures, and post-operative patient management and care of surgical wounds and complications.

Behavioral Medicine: This core rotation of 6 weeks is designed to provide an understanding of the behavioral components of health, disease, and disability. Exposures to patients with a variety of emotional illnesses and disabilities are used to develop informed history-taking and mental status examination skills, the ability to recognize and categorize psychiatric disturbances, and techniques for early intervention and psychiatric referral.

Elective Rotation: This rotation of 6 weeks is designed to give students an opportunity to explore professional options as Physician Assistants and may include additional clinical practice time in any of the core rotations, any medical or surgical subspecialty, or experiential learning in medical academia.

Physics  

Toby Anderson, Assistant Professor  
The concepts and principles of physics form the foundation on which all other sciences are built. Developments in the field of physics have also influenced thinking in philosophy, politics, and art, among other areas.

Physics courses at RMC cover the major ideas of both classical and modern physics. Students can gain the understanding required for majors in other sciences, including biology, chemistry, environmental science, and geology. Physics courses are also necessary for students planning careers ranging from aviation and engineering to the health sciences. Other physics courses provide an option for non-science majors to satisfy general education requirements while learning to better appreciate the physical universe around them and also to be better-informed members of a technologically complex society living on an environmentally challenged planet.
Physics courses provide students an opportunity to learn and practice rigorous, quantitative, and mathematical analyses as well as careful and precise verbal discussions. Courses are offered on a wide range of mathematical levels. Some require a proficiency in calculus; others require little mathematics, but all expect students to have, or develop, some ability at quantitative thinking.

Minor in Physics: A minimum of 18 semester hours is required, including PHS201, PHS202, and PHS300.

Physics courses

PHS 100
Atoms to Stars
3 semester hours.
A course designed for non-science majors. A selection of topics in physics will be discussed to give the student a greater understanding of the physical universe. This course provides the background for an appreciation of the laws and phenomena of physics, which control the universe, from the sub-atomic to the cosmological scale, including the scale of human existence. Topics discussed may include force and motion, energy, the nature of light, the structure of matter, and ideas of modern physics. Only minimal mathematics will be used.

PHS 101
Fundamental Physics I
4 semester hours.
Students examine a survey of the laws and phenomena of classical physics, including motion, force, energy, momentum, waves, and thermodynamics. This course is suitable for non-science majors who have a strong background in high school algebra and who wish a more rigorous understanding of physics than provided in most courses for non-science majors. The course will satisfy the requirements of geology and biology majors. Students considering graduate work in these areas should take PHS201 and PHS202 instead. Three lecture periods and one two-hour laboratory per week. Prerequisite: PHS101.

PHS 105
Principles of Physics
4 semester hours.
A survey of the laws and phenomena of classical physics, including motion, force, energy, momentum, waves, and thermodynamics. This course is algebra-based, and is intended for aviation majors. Others admitted with permission of instructor when space allows. Three lecture periods and one two-hour laboratory period per week. Prerequisite: proficiency in high school algebra and trigonometry or MAT110.

PHS 201
General Physics I
4 semester hours.
This course is a calculus-based introduction to the laws and phenomena of classical physics, including force and motion, energy and momentum, their conservation laws, and their oscillations. This sequence is required for chemistry majors and engineering students and is recommended for mathematics, biology, and geology students. Three lecture periods and one two-hour laboratory per week. Prerequisite: MAT175.

PHS 202
General Physics II
4 semester hours.
This course is a calculus-based introduction to the laws and phenomena of classical physics, including mechanics, waves, light, electricity, and magnetism. This sequence is required for chemistry majors and engineering students and is recommended for mathematics, biology, and geology students. Three lecture periods and one two-hour laboratory per week. Prerequisite: PHS201; corequisite: MAT176.

PHS 300
Physics Lab Projects
1-2 semester hours.
Builds on students’ experience in introductory labs with more complex and sophisticated experiments selected by students in consultation with the instructor. Emphasis will be on experimental design, analysis, and presentation of results. The course will be available every semester on a directed independent study basis. Students may work alone or in teams of two or three students. Prerequisite: permission of professor.

PHS 310
Statics
3 semester hours.
Required for engineering students; involves a thorough analysis of forces and stresses on particles, rigid bodies, structures, and fluids in static equilibrium. Three lecture periods per week. Prerequisite: PHS201.

**PHS 311**  
**Dynamics**  
3 semester hours.  
Required for engineering students; involves a thorough analysis of the kinematics and kinetics of particles, systems of particles, and rigid bodies. Three lecture periods per week. Prerequisite: PHS310.

**PHS 320**  
**Relativity Theory**  
2 semester hours.  
Students are introduced to Einstein’s theory of relativity with emphasis on the special theory. Prerequisite: PHS201.

**PHS 321**  
**Quantum Theory**  
2 semester hours.  
Students are introduced to quantum mechanics, including the historical evolution of the theory. Emphasis will be on the wave mechanical formulation of the theory and Schrödinger’s equation. Topics such as quantum tunneling and atoms will be analyzed. The impact of quantum theory on the scientific worldview will be considered. Prerequisite: PHS202.

**PHS 325**  
**Nuclear and Particle Physics**  
2 semester hours.  
Introduction to nuclear physics, including theory, experiments, and nuclear processes, as well as a survey of modern particle physics, including quantum chromodynamics. Prerequisite: PHS202.

**Political Science**  
For course listings, see History and Political Science on page 103.

**Psychology**  
*Linda Scott DeRosier, Professor*  
*Barbara Vail, Professor*

Psychology reflects the study of human behavior. Whether describing, explaining or predicting this behavior, students come to see that people are the focus of the field. They struggle to comprehend what it means to be caught in the human condition and discover that they can make choices and take responsibility for those choices. They develop empathy with themselves, each other, and the diverse populations that live on this planet.

The program in psychology at Rocky Mountain College educates students in the basic principles, language, and theories of the science of psychology. Students learn to think critically, evaluating the evidence and reasoning upon which explanations of human behavior are based. They collect data, design and conduct studies, interpret and apply research, and discover what that research means in the real world of people. When analysis is completed, they learn to communicate their findings both orally and in writing. Such work prepares them for graduate work in psychology.

Whether using statistics to support experimental research, literary analysis to help explicate a psychological passage in a novel, or cultural history to broaden awareness of their field, students use the liberal arts as grounding for disciplinary knowledge.

**Major in Psychology:** A minimum of 30 semester hours in PSY courses is required, including PSY101, PSY205 or PSY206, PSY305, PSY312, PSY410, PSY431, PSY450 (at least 3 semester hours), PSY483, and 6 semester hours of PSY electives. In addition, MAT210 is required. A course in biology and a course in chemistry are recommended.

**Major in Psychology Education:** A minimum of 30 semester hours is required, including PSY101, PSY205, PSY206, PSY302, PSY305, PSY312, PSY410, PSY431, PSY450 (at least 3 semester hours), and PSY483. In addition, students must complete all of the requirements of the professional education program for secondary teaching (grades 5-12) as described in the “Education” section of the catalog.

**Minor in Psychology:** A minimum of 21 semester hours is required, including PSY101, PSY205 or PSY206, PSY410, and 12 credits of psychology electives.

**Minor in Psychology Education:** A minimum of 21 semester hours is required including PSY101, PSY205, PSY206, PSY302, and PSY410. PSY312 and PSY431 are recommended. In addition, students must complete all of the requirements of the professional education program for secondary teaching (grades 5-12) as described in the “Education” section of the catalog.

**Psychology courses**

**PSY 101**  
**General Psychology**  
3 semester hours.  
A survey of the field of psychology investigating such topics as learning, motivation, human development,
personality, social psychology, and physiological psychology. In order to make inquiry into any academic discipline, the student must first learn the language and methodology of that discipline; the field of psychology is no exception. Therefore, this course will include the study of major psychological theories, terminology, and investigative methods, as well as limited opportunity to apply those methods.

PSY/SOC 201
Social Psychology
3 semester hours.
Students study the behavior of individuals as it is controlled, influenced, or limited by the sociocultural environment, social interaction, and basic interrelations of the individual, society, and culture. This course is designed to enable students to see themselves as both shaping and being shaped by their culture. Attention is also focused on inclusion and diversity. Prerequisite: PSY101.

PSY 205
Human Development I
3 semester hours.
Students examine a study of human growth from conception to puberty. Physical, cognitive, personality, and social development will be investigated from theoretical and practical perspectives. The student will explore stages of human development through adolescence, be able to apply the major developmental theories, and make better choices as a parent or teacher.

PSY 206
Human Development II
3 semester hours.
Students examine a study of human development from adolescence through the lifespan, which makes use of recent research studies in physical, cognitive, personality, and social development. The student will demonstrate a basic understanding of the physical, cognitive, and psychosocial changes that occur as people move through the stages of adulthood.

PSY 212
Family Dynamics
3 semester hours.
This course is a study of the main theories of family systems, family patterns, and family-of-origin work. Material studied will be taken from required texts, articles obtained at the library, and class activities. The class will require some knowledge of the therapy models utilized in psychotherapy. Prerequisite: PSY101.

PSY/EDC 302
Educational Psychology
3 semester hours.
This course is designed to aid the student in continuing to develop an understanding of human behavior, especially as that understanding applies to elementary and secondary classrooms. Emphasis will be on why and how human learning takes place and how that learning relates to schools and teaching situations where the needs of each student must be considered. The course also includes participation in and the analysis of interpersonal relations and communication skills. Prerequisites: PSY205 or PSY206.

PSY 305
Abnormal Psychology
3 semester hours.
This course reviews the history of mental illness from a western perspective, and surveys the types of research used in the field. The symptoms, causes, and treatment of the major mental disorders are investigated from a variety of theoretical perspectives. Prerequisite: PSY101.

PSY 306
Personality Theories
3 semester hours.
Designed to facilitate inquiry into the psychological theories of personality. Students will explore the basic concepts underlying major theories as well as apply those theories to hypothetical cases. Students will demonstrate a basic understanding of the fundamental principles underlying theories of personalities. Prerequisite: PSY101.

PSY 312
Behavior Management
3 semester hours.
Students review behavior management techniques and therapies. Principles of operant conditioning and classical conditioning are investigated in depth. The student will be able to use behavioral principles appropriately and understand the ethical issues involved. Prerequisite: PSY101.

PSY 315
Community Problems/Contemporary Issues in Psychology
3 semester hours.
Provides students with the opportunity to research common issues facing mental health practitioners in today’s society. Students will read conflicting arguments on each issue, write a paper from each perspective, and explore their own biases in regard to a series of issues. Prerequisite: PSY101.
PSY 342
Psychology and The Soul
3 semester hours.
Online, with some face-to-face sessions.
This course is designed as an introduction of faith and psychology concepts and theories through the development of current philosophers and psychologists. The focus is to explore concepts, theories and research that support the reunification of faith and psychological understanding of thought and behavior. Attention will be given to methods of spiritual and psychosocial review of life development and methods of interviewing. Among authors work to be explored are Frattaroli, Schumacher, Wilber, Vaughan and Kabat-Zin. Prerequisites: PSY101 or PSY205 or PSY206.

PSY 343
Psychology of Physical Activity and Exercise
3 semester hours.
The purpose of this course is to promote understanding of psychological theory, research, and intervention strategies in psychology of physical activity and exercise. In studying both theory and practice, students are expected to develop their own views and ideas within the realm of their chosen field. The exchange and development of ideas is encouraged and at the same time grounded in the current knowledge base in this field. Students are expected to undertake extensive reviews within various health fields. Prerequisite: PSY101.

PSY 360
History of Psychology
3 semester hours.
This course provides a detailed study of the important foundation of the science and art of psychology. Students will understand the history of the major fields of clinical psychology, psychometrics, physiological psychology, sensation perception, learning, and motivation. Prerequisites: PSY101 and junior standing.

PSY 410
Experimental Psychology
3 semester hours.
Designed to acquaint the student with various methods used in psychological research. The student will learn to evaluate the quality of research, will design and execute various types of research, and will be able to document research using APA guidelines. Prerequisites: PSY101 and MAT210.

PSY 420
Methods and Materials of Teaching Psychology in the Secondary School
1 semester hour.

This course requires focused study and consultation with a public school psychology teacher or other acceptable professional. Hours will be arranged in consultation with the content area professor, the secondary education professor, the student, and the professional mentor. This course deals with teaching high school psychology. Particular attention is focused on diverse and at-risk student populations. Methods of teaching psychology, reviewing psychology texts for content appropriate to various grade levels, and the use of technology in the classroom constitute major parts of the course. Attention is also given to the performance of research in the field of psychology. Prerequisites: admission to the teacher education program, senior standing.

PSY 431
Psychological Testing and Assessment
3 semester hours.
This course provides an introduction to the theory and practice of testing and clinical assessment procedures. Emphasis will be on the development and standardization of current psychological tests. The student will become acquainted with the strengths and weaknesses of the major tests in use today. Prerequisites: PSY101 and MAT210.

PSY 450
Internship
3 semester hours.
An applied course in which interviewing techniques, listening skills, observation and assessment procedures, and counseling skills will be reviewed and practiced at a local agency. Observation of the student and feedback on developing skills will be shared throughout the training program. Contract is required. Prerequisites: PSY305; and PSY306 or PSY483.

PSY 483
Psychological Counseling
3 semester hours.
Students examine the theories and techniques used in the field of counseling. The course includes the discussion of psychopathologies, cultural diversity, privacy issues, counselor ethics, professionalism, and personality characteristics of both counselor and client as well as the effects of these issues on the counseling process. Prerequisites: PSY101 plus 6 additional semester hours in psychology.

PSY 490
Seminar in Physiological Psychology
3 semester hours.
This course provides a study of the anatomical, biochemical, and physiological aspects of human psychology. Students will have a detailed knowledge of
the anatomy of the human brain and nervous system, and understand the biochemical principles that relate to the human nervous system and the physiology involved in phenomena such as sleep, memory, schizophrenia, and depression. Prerequisites: PSY101, one course in biology or one course in chemistry.

PSY 499
Independent Study
1-3 semester hours.
This course allows a superior student to devise and pursue independent study in an area agreed upon in consultation with, and supervised by, a faculty member. Students should be either a major or minor and have a cumulative GPA of 3.00 or greater. Prerequisite: junior or senior standing.

Sociology and Anthropology

Ronald P. Cochran, Professor

The goal of the sociology/anthropology major is to develop students’ sociocultural imaginations: to understand how, and to what extent, individuals’ behavior is influenced by others in their society and those who share their culture. The objective is to have students apply the many theories in this paradigm to various social phenomena, such as conformity, deviance, family, stratification, prehistory, evolution, social welfare, cultures other than their own, and their own culture.

Major in Sociology and Anthropology: A minimum of 30 semester hours is required, including SOC101 or SOC242, SOC240 or SOC/BIO241, SOC324, SOC409, SOC477, and social science courses in one of the following related fields*:

- **Psychology Option:** (6 semester hours) one lower-division psychology course and one upper-division psychology course before SOC477. Recommended psychology courses: PSY101 and PSY306.
- **Economics Option:** (6 semester hours) one lower-division economics course and one upper-division economics course before SOC477. Recommended economics courses: ECO202 and ECO345.
- **Political Science Option:** (6 semester hours) one lower-division political science course and one upper-division political science course before SOC477. Recommended political science courses: POL101 and POL301.

*Note: Courses in a second social science major meet the related field requirement. Courses taken in a minor field can only be used to fulfill both the related field requirement and the minor requirement if the student exceeds the hour requirement for the minor by 6 semester hours. For example, a student majoring in sociology and anthropology with a minor in psychology must take an extra 6 semester hours of psychology or fulfill the related fields requirement in economics or political science.

**Minor in Sociology and Anthropology:** A minimum of 18 semester hours is required, with at least 9 at the upper-division level, or 6 semester hours at the upper-division level if SOC324 is completed.

Sociology courses

SOC 101
Introduction to Sociology
3 semester hours.
Students examine the nature of the sociological perspective, macro- and micro-sociological theory, and sociological methodology and research. Society’s social organization, social structure, social interaction, socialization, social institutions, deviance and social control, social stratification, ethnic and racial minorities, gender, the family, education, religion, and other topics from a sociological perspective are also explored.

SOC/PSY 201
Social Psychology
3 semester hours.
Students study the behavior of individuals as it is controlled, influenced, or limited by the sociocultural environment, social interaction, and basic interrelations of the individual, society, and culture. This course is designed to enable students to see themselves as both shaping and being shaped by their culture. Attention is also focused on inclusion and diversity. Prerequisite: PSY101.

SOC 240
Archaeology and Prehistory
3 semester hours.
Students survey archaeological techniques and world prehistory. The Old World is defined as the paleolithic, mesolithic, and neolithic ages; and the origin of cities and development of civilization is explored. The New World is defined as the migration from Asia, archaic cultures, epipaleolithic adaptations, and development of cities and civilization in Central and South America.

SOC/BIO 241
Biological Anthropology
3 semester hours.
History of the theory of evolution, including the modern synthetic theory of evolution, population genetics, hominoid evolution from the Miocene
hominids to Homo sapiens, primate ethnology, and sociobiology.

SOC 242
Cultural Anthropology
3 semester hours.
Students are introduced to anthropological analysis of human behavior. Topics will include a cross-cultural examination of the systemic relations among economic, social, political, and religious behaviors in various cultures.

SOC 244/ART 245
Introduction to Flint Knapping
3 semester hours.
Students manufacture a variety of stone tools to learn about the evolution of prehistoric technology. Obsidian, flint, and bottle glass are worked with stone, antler, bone, and wood to fashion arrowheads, spear points, knives, and scrapers. Normally offered May term. Non-refundable materials fee required. Preference to majors and minors is given. This course may be taken either at the lower-division level or at the upper-division level, but not both.

SOC 310
Social Stratification
3 semester hours.
Students examine the causes and consequences of the differential distribution of power, property, and prestige within social groups. Consideration is given to conservative as well as radical sociological perspectives on social stratification. Prerequisite: SOC101 or SOC242.

SOC 315
The Criminal Mind
3 semester hours.
This course will acquaint the student with an overall understanding of the criminal mind and personality. Specifically, the construct of psychopathy and the factors that create this phenomenon will be addressed. Students will explore the current research and literature regarding the criminal mind/personality and develop the ability to differentiate between non-criminal and criminal characteristics. Students will also explore intervention and treatment strategies with criminals, specifically from a cognitive/behavioral perspective.

SOC 317
Archaeological Dig in Israel
6 semester hours.
Students must register for 3 credits each in two of the departmental areas in which this course is offered. Those areas are history, philosophy and religious thought, and sociology. Students are afforded the opportunity to participate in the archaeological excavations at Bethsaida in Israel for three weeks. They learn the techniques of excavating, recording, dating, and evaluating finds while exploring the history of the region through visits to other archaeological and Biblical sites and through daily lectures. Living accommodations are provided at an Israeli kibbutz where the students intermingle with kibbutzim, gain first-hand experience of kibbutz living, and interview people who have lived for many years in the kibbutz. Several days are spent in Jerusalem where the opportunity is provided to visit Christian sites. Students are taken to the University of Bethlehem to hear a lecture on the Arab situation and to interview Palestinian Arab students.

SOC 321
Criminology
3 semester hours.
This course focuses on the nature and extent of crime and delinquency: an historical survey of explanatory theories focusing on the economic, social, and psychological causes of criminal behavior; and current methods of treatment, policy, and prevention. Prerequisite: SOC101.

SOC 324
History of Sociological and Anthropological Theory
3 semester hours.
A study of the historical development of the fields of anthropology and sociology with an emphasis on the contributions of both classical and modern social theorists in the development of key concepts in the study of social and cultural behavior. Prerequisite: SOC101 or SOC242.

SOC 340
Indians of North America
3 semester hours.
This course provides a study of the characteristics and diversity of traditional Native American Indian cultures, including prehistory; the development of cultural areas; and the economic, social, religious, and aesthetic differences within these areas. Students will examine a historical overview of Indian-White relations and contemporary Indian life. Prerequisite: SOC242.

SOC 342
Deviance
3 semester hours.
This course investigates deviant (normative and statistical) social behavior. A variety of psychological, economic, sociological, and anthropological theories are used to analyze the causes, consequences, and social responses to behaviors, such as sexual violence, suicide,
mental illness, illegal drug use, homosexuality, and heterosexual deviance.

**SOC 344/ART 345**
Introduction to Flint Knapping
3 semester hours.
Students manufacture a variety of stone tools to learn about the evolution of prehistoric technology. Obsidian, flint, and bottle glass are worked with stone, antler, bone, and wood to fashion arrowheads, spear points, knives, and scrapers. Requirements for SOC344 are the same as for SOC244 with the addition of either 1) a 10-page research paper on prehistoric paleolithic tool manufacturing, or 2) the manufacture of punch struck blade (upper paleolithic) tools. Normally offered May term. Non-refundable materials fee required. Preference to majors and minors. This course may be taken either at the lower-division level or at the upper-division level, but not both.

**SOC 350**
Social Welfare
3 semester hours.
Students will examine the purposes, philosophy, methods, and values governing the establishment of welfare programs in response to social problems. This course provides a survey of social service practice in various social agencies, such as probation, parole, education, welfare, mental health, and institutional care.

**SOC 353**
Introduction to Social Work
3 semester hours.
This course will provide the student with a general understanding of the professional field of social work and social work practice. The roles and functions of the professional social worker, as well as intervention strategies, will be addressed. The course will also acquaint students with important historical developments in, and the evolution of, social work as a profession. Students will learn from a variety of social workers from many different fields of social work.

**SOC 384**
Evolution of Social Stratification
3 semester hours.
The objective of this course is to muse about how the widespread modern phenomenon of social stratification originally evolved. While humans lived as egalitarian hunters and gatherers for 99% of their history, and all scientifically studied hunters and gatherers have an egalitarian social structure, no one knows how unequal power and wealth developed. How did societies in which having more than others, or trying to tell others what to do, were considered sure signs of insanity, change into stratified societies? This course explores ideas that chiefdoms, intermediate between tribes and states, hold some answers because they are the first to achieve non-kin based organization with stratified power and wealth.

**SOC 409**
Social Research
3 semester hours.
Students complete an independent research project based on course material on the theory, methodology, practice, and ethics of social science research. Prerequisite: SOC324.

**SOC 450**
Internship
1-15 semester hours.
This course is a guided work experience in an already established place of business. The student must arrange the internship in agreement with the instructor and the office of career services. The internship should relate to the student’s major or minor area of study. Contract is required. Prerequisites: junior or senior standing.

**SOC 477**
Sociocultural Analysis of Related Social Science Theory
3 semester hours.
Students write a major paper in which they present elements of social science thought from the related social science courses and connect this body of thought to traditions of sociological and anthropological thought. Prerequisites: one lower-division and one upper-division course in a related social science field: psychology, economics, or political science. SOC324 is recommended.

**SOC 499**
Independent Study
1-3 semester hours.
This course allows a superior student to devise and pursue independent study in an area agreed upon in consultation with, and supervised by, a faculty member. Students should be either a major or minor and have a cumulative GPA of 3.00 or greater. Prerequisite: junior or senior standing.

**Spanish**
For course listings, see Foreign Languages and Literature on page 96.
Theatre Arts
Linaya L. Leaf, Professor
Gearld B. Roe, Professor
Sarah Myers, Assistant Professor

The College’s theatre program provides students with a liberal arts-based theatre education. Students explore their many faces through different characters they play using the creative process. The program encourages all students on campus to participate in theatre productions. It is hoped that students will develop a lifelong passion for this collaborative art form. By its very nature, theatre is multi-disciplinary.

The theatre program provides both majors and non-majors with experience as performers, technical contributors, and audience members. Whether building performance skills through the use of the imagination, the senses, emotion, movement, and voice or learning the technical side of theater through set, lighting, and costume design, students use the dramatic text as the basis for analysis. Both the canon and emerging multicultural texts are considered.

Theatre arts offer one major discipline, with two areas of emphasis, and two minors. Students may focus on performance or technical production. Either emphasis provides intensive professional training while preparing students for graduate school in theatre. Students must select their emphasis by the end of the sophomore year.

Minor in Theatre Arts: A minimum of 19 semester hours is required, including THR101, THR131, THR132, THR135, THR291, THR433, and THR434.

Minor in Theatre Arts Education: A minimum of 27 semester hours is required, including THR101, THR131, THR132, THR203, THR242 or THR434, THR250, THR253, THR420, and THR433. In addition, students must complete the professional education program for secondary teaching (grades 5-12) as described in the “Education” section of the catalog.

Theatre Arts courses
THR 101
Introduction to Theatre
3 semester hours.
This course provides a survey of the unique world of live theatre. Students will examine theatre as an art, exploring its various components: the actor, the playwright, the designer, the director, the dramatic structure, and the history of theatre. Emphasis will be placed on students exploring the basic skills necessary for performance onstage. Students will be required to present both a monologue and duet acting scene for the class, as well as to critically review the performances of their peers and the current productions.

THR 110
Introduction to Cinema
3 semester hours.
This course is taught only in conjunction with the Rocky Freshman Experience. This course provides an introduction to the art of the cinema. Topics include history, genre, acting and directing styles, and the industry’s response to cultural issues.

THR 131
Technical Production
3 semester hours.
Students examine a practical approach to the fundamentals of technical theatre. The course includes becoming familiar with tools, equipment, and the technology used in stage construction. Construction projects are required.

THR 132
Acting I: Beginning Acting
3 semester hours.
The student receives the fundamental skills and techniques for an in-depth exploration of the acting process. Through monologue and scene work, improvisations and exercises, students will learn to communicate effectively with others on and off stage. Areas of concentration include the development of self-
THR 135
Stage Makeup
3 semester hours.
Students receive practical training in the design and application of theatrical make-up. Class projects will include standard, corrective, animal, fantasy, monster, and other make-ups.

THR 203
Creative Drama
3 semester hours.
Creative drama is a student-centered, process-oriented form of drama in which the focus is on the personal development of the participant. Students do drama exercises, which help them to develop skills in building character, relating to a setting, improvisation, story dramatization, social drama, and applications of this process for more formal theatre work. Students create five scenes with fellow students, performing roles in those scenes before class peers. This course fulfills the general education requirement for communication or fine art, but not for both.

THR 230
Movement for Theatre
3 semester hours.
In this course, the focus is on the principles, practices, and exercises in body technique and stage movement. The student learns concentration, centering, balance, agility, and movement skills through various techniques.

THR 232
Acting II: Characterization
3 semester hours.
This course builds upon the principles developed in Acting I. It stretches the actor’s range by exploring different methods of creating a character. Scene analysis is examined to discover the essence of the character clarifying motivation and intention. Selected scenes from realistic texts by Chekhov, Ibsen, Strindberg, and Shaw will be incorporated. Prerequisite: THR132.

THR 235
Drafting for the Stage
3 semester hours.
A study of the drafting skills and techniques required for technicians and designers. Time will be spent in the study of hand-drafting as well as computer-aided drafting.

THR 240
Voice and Diction
3 semester hours.
Fundamental concepts of vocal production are examined. Students take an in-depth look at the vocal mechanism and its importance to the live stage performance. The course prepares the student to effectively produce audible, intelligible speech. Each student will become proficient utilizing “Standard Stage” speech.

THR/ENG 241
Introduction to Shakespeare
3 semester hours.
This course provides an introduction to the world of Shakespeare’s plays and the opportunity to experience and analyze the dramatic works of England’s greatest writer. Emphasis is on close reading of selected Shakespeare tragedies, comedies, histories, and romances. Students view various performances in order to understand and appreciate the dramatic, literary, and historical backgrounds of the plays.

THR/ENG 242
Modern Dramatic Literature
3 semester hours.
Focusing on script analysis, students consider diverse trends in play-writing and theatrical performances over the past hundred years as viewed through the works of the major playwrights of Europe and the United States. Trends studied include expressionism, surrealism, cubism, and absurdism. This course encourages cross-cultural understanding.

THR 245
Scene Painting
3 semester hours.
An overview of various painting techniques used in a theatrical setting. These may include, but are not limited to: wood-graining, marble, brick, and stenciling. A fee for materials will be charged.

THR 247
Puppetry
3 semester hours.
The course examines the use of puppets in educational, recreational, therapeutic, and religious settings. Design, construction, and manipulation of various kinds of puppets will be covered. Students will be given opportunities to develop performance skills through theatrical processes. While the course will focus on fundamentals, students will be encouraged to pursue their special puppetry interests and needs.

THR 250
Directing I
3 semester hours.
This course provides an introductory study of the numerous functions of a stage director from play selection to the final performance, emphasizing the development of directorial skills. Students will direct a one-act play.

**THR/ENG 253**  
Classical Dramatic Literature  
3 semester hours.  
Focusing on script analysis, this course provides a chronological study of the major theatrical periods of dramatic literature from the emergence of Greek tragedy in the fifth century BC to the development of European realism in the late nineteenth century. The course also encourages cross-cultural understanding.

**THR 291**  
Theatre Practicum  
1 semester hour.  
Students participate in theatre productions under the supervision of the theatre faculty. Credit may be given for lighting, set construction, house management, costuming, publicity, and more. Grades are on a pass/no pass basis only.

**THR 310**  
Lighting Design  
3 semester hours.  
This course provides a study of the principles, technology, and aesthetics of designing stage lighting. Practical application is emphasized. Prerequisite: THR131.

**THR 315**  
Scene Design  
3 semester hours.  
This advanced course examines the principles and aesthetics of generating practical, working designs for the modern stage. Requirements include several models and their justifications. Prerequisite: THR131.

**THR 320**  
Costuming for The Stage  
3 semester hours.  
This course will investigate the role of costumes in theatrical production. Topics include costume history, color theory, and light/fabric relationships. Practical designs and construction projects will be completed. Prerequisite: THR131.

**THR 332**  
Acting III: Styles  
3 semester hours.  
Students examine and perform fundamental styles of movement and expression dictated by specific historical periods. Prerequisites: THR232.

**THR 336**  
Rendering for The Stage  
3 semester hours.  
A study of the media and techniques used to present a theatrical design. Practical application in rendering a scenic, lighting, and costume design. Prerequisite: ART101.

**THR 347**  
Musical Theatre  
3 semester hours.  
This course provides an introduction to musical theatre. Study includes such topics as musical conventions historical perspectives, act-ability of musical numbers and staging of numbers. The class will culminate in an evening performance of prepared audition numbers.

**THR 391**  
Advanced Theatre Practicum  
2-3 semester hours.  
Students participate in theatre productions under the supervision of the theatre faculty. Credit may be given for lighting, set construction, house management, costuming, and publicity. Each project will be given a letter grade. Prerequisite: permission of professor.

**THR 420**  
Methods and Materials of Teaching Theatre Arts in the Secondary School  
3 semester hours.  
This course requires focused study and consultation with a public school theatre teacher or other acceptable professional. Hours will be arranged in consultation with the content area professor, the secondary education professor, the student, and the professional mentor. This course provides a study of curriculum development and theatre production in the secondary school. Students study production possibilities within various educational settings. Students also explore methods for creating instructional and motivational curricula. Prerequisites: admission to the teacher education program, senior standing.

**THR 431**  
Acting IV: Shakespearean Techniques  
3 semester hours.  
Students will explore and apply the techniques necessary for the preparation and performance of Shakespeare. The focus of the work is on thorough script and verse analysis, interpretation, voice, and movement. Acting monologues and several scenes are required. Prerequisite: THR332.

**THR 432**  
Audition Preparation  
3 semester hours.
Cold readings, prepared auditions, and the interview will be scrutinized. Upon completion of this course, students will be equipped to present diversified auditions. Effective resumes and photographs will be examined. Prerequisite: THR132.

**THR 433**
**Theatre History I: Beginnings Through Neo-Classicism**
3 semester hours.
This course provides a chronological study of the history of theatre from its origins to the 1850s. Critical theories, representative plays, and the physical conditions that contributed to the mainstream of theatrical history will be covered.

**THR 434**
**Theatre History II: Romanticism to The Present**
3 semester hours.
This course provides a chronological study of the history of theatre from Darwinism through modern drama. Critical theories, representative plays, physical conditions, theatrical conventions, and cultural and social movements, which affect the mainstream of theatrical history, will be covered.

**THR 440**
**Performance/Design**
1-3 semester hours.
*Performance Emphasis:* Students will prepare and perform a major role in an RMC production. Each role must be approved and supervised by faculty. A daily rehearsal and performance journal and a major character analysis paper are required. The paper will address the role being undertaken and how it fits into the thematic structure of the piece, as well as how the actor applies the arc of the character in performance. Credit is dependent on role. This course is repeatable to a maximum of three credits.
*Design Emphasis:* Students will prepare a design for a major element in an RMC production. A daily journal during the building process and technical rehearsals is needed. A critical paper is also required. The paper will address struggles and successes within the process. Credit is dependent on development and creation of the design.

**THR 450**
**Internship**
1-15 semester hours.
This course is a guided work experience in an already established place of business. The student must arrange the internship in agreement with the instructor and the office of career services. The internship should relate to the student’s major or minor area of study. Contract is required. Prerequisites: junior or senior standing.

**THR 471**
**Shakespeare**
3 semester hours.
Students are provided with an advanced examination of representative Shakespearean plays. The emphasis will be placed equally upon script analysis and the acting process.

**THR 483**
**Senior Project**
3 semester hours.
A course designed for the senior as a culmination of study in his/her area of concentration. Theatre faculty must approve and supervise each project. Requirements for this course can be met in one of four ways:
- **Acting:** A student will act a major role in a full-length play. Journals and analysis required;
- **Directing:** A student will direct a full-length play during Rocky Mountain College’s main season. Journals and analysis required;
- **Play writing:** A student will write a play and arrange for a public reading of that play. Journals and analysis required;
- **Technical:** A student must complete a design for lights, costumes, and/or sets for a Rocky Mountain College or Billings Studio Theatre production. Journals and analysis required.

**THR 490**
**Seminar**
2-3 semester hours.
Selected topics in theatre are explored.

**THR 499**
**Independent Study**
1-3 semester hours.
This course allows a superior student to devise and pursue independent study in an area agreed upon in consultation with, and supervised by, a faculty member. Students should be either a major or minor and have a cumulative GPA of 3.00 or greater. Prerequisite: junior or senior standing.
ADMINISTRATION AND STAFF

President, Michael Mace, BS
Assistant to the President, Pam Erickson
Human Resources Administrator, Cindy Hessler, BS
Administrative Assistant, Ruth Goss
Administrator of the Institute for Peace Studies, Cindy Kunz, AA
Office Assistant, Amy Aguirre

Academic Vice President/Provost, Anthony Piltz, BS, MAC, CMA, CFM, CPA
Administrative Assistant, Marsha Casad
Associate Vice President and Director, Services for Academic Success (SAS), Jane Van Dyk, BA, PhD
Academic Specialist, Bob Ketchum, BS
Academic Specialist, Elizabeth McNamer, BA, MA, MA, EdD
Academic Specialist, Robyn Cummings, BS, Med
SAS Administrative Assistant/Academic Specialist, Judy Blakeslee, BS
Director of Aviation, Daniel G. Hargrove, BS, MS
Flight Simulator Instructor/Aviation Technology Manager, Brad Koch, BS
Computer Testing Administrator (Aviation), Diane Cochran, BS
Director of Flight Operations, John Koehler, BS, MS
Assistant Director of Flight Operations, Dan Miller
Secretary, Flight Operations, Geralyn Hill
PT Flight Instructors: Ryan Baer, BS; Levi Brown, BS; Matthew Cichosz; Michael Hanson; Traase Lear; Michael Malcher, BS; Josh McDowell, BS; Bradly McInnis; Sean O’Rourke; Sam Rettig; Andrea Robinson; Jessica Smith; Chuck Sowell, BS; Brandon Younkin, BS
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A & P Mechanic, John Sindelar
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Assistant Director of Library, Sharlene “Shar” Murphy, BA, MLS
Library Associate, Bobbi Otte, BA
Part Time Librarian, Heather Stilin, BA
Director of International Programs, Ken Briggs, BA, MA
Director of the School of Allied Health/Physician Assistant Program/Clinical Professor, Joseph Tritchler, BS, MS, BS, PA-C
Executive Secretary for the Physician Assistant Program, Linda Schiesser
Clinical Coordinator/Clinical Assistant Professor for the Physician Assistant Program, Sheila Sarmiento, LPN, BS, MPAS, PA-C
Clinical Assistant Professor, Kelley McCormick, MPAS, PA-C
Clinical Assistant Professor, David Payne, BS, MS, PA-C
Admissions Manager for the Physician Assistant Program, Deborah Richardson, BA
Administrative Coordinator for the Physician Assistant Program, Alice Meyer

Research Associate, Katy Wilkerson, BS
Director of Distance Education/Degree Completion Program, Stephanie “Steve” Schmitz, BS, MS, EdD
Assistant Director for the Distance Education/Degree Completion Program, Christine Unquera, BS
Director of Academic Computing, Dan Wolters, BS, MS
Desktop Support Manager, Larry Dillon, BA
Director of Computer Operations, Kellee Pierce, AA
Assistant to Director of Computer Operations, Dave Gulbrandson, BA

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Accountant, Carol George, BA, MA, MS
Accounts Payable/Payroll Coordinator, Vicki Montgomery
Cashier, Sara Loch

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Associate Director of Major Gifts, Shari VanDelinder
Director of Planned Giving, Obert Undem, BA, MBA, JD
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Director of Alumni and Parent Relations, Heather Nitz, BA
Director of Marketing and Publications, Dan Burkhardt, BA
Publications Coordinator, Margia Pretlow, BS

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Financial Assistance Counselor II, Martha Thompson
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Transcript Coordinator, Pam Turner-Milligan, BS
Director of Admissions, Laurie Rodriguez, BA
Office Manager, Nona Ouellette
Admissions Coordinator, Rita Pumphrey, BS
Transfer Specialist, Kelly LaSala, BS, MA
Admissions Counselor, Megan Devenny, BS
Admissions Counselor, Stacy Jackson, BA
Admissions Counselor, Scott Kunz, BA, BS
Admissions Counselor, Austin Mapston, BA

Vice President for Planning & American Indian Affairs, Janine B. Pease, BA, MEd, EdD
American Indian Student Advisor/Project Manager, Carolyn Lopez, BA
Environmental Health Instructor, Allyson Hinkel, BS
Administrative Assistant, Sara Spinler, BA

Vice President/Dean for Student Life, Brad Nason, BS, MS
Faculty 145
Secretary for Student Services, JoAnne Haverland
Athletic Director, Terry Corey, BS, MS
Assistant Athletic Director/Sports Information Director, Austin Tait, BS
Secretary for Athletic Department, Andrea Uffelman
Head Varsity Women's Volleyball Coach, Laurie Kelly, BS
Head Varsity Women's Basketball Coach, Brian Henderson, BS
Head Junior Varsity Women's Basketball Coach, Austin Tait, BS
Head Varsity Men's Basketball Coach, Bill Dreikosen, BA, MEd
Assistant Varsity Men's Basketball Coach, Len Wilkins
Head Junior Varsity Men's Basketball Coach, Wes Keller, B.S.
Head Varsity Men's and Women's Golf Coach, Randy Northrop, BA
Head Varsity Women's Soccer Coach, Richard Duffy, BUS, MM
Head Varsity Football Coach, David Reeves, BA
Assistant Varsity Football Coaches, BJ Robertson, MA, Brian Armstrong, MEd
Head Varsity Men's and Women's Skiing Coach, Jerry Wolf, BA
Athletic Trainer, Shelly Turner, BS, MS
Director of Intramurals/Outdoor Recreation, Tim Lohrenz, BA
Counselor, Cynthia Hutchinson, BA, MS, LCPC
Drug and Alcohol Education Coordinator, Gary DeMille, BS, MS
Director of Career Services, Traci Piltz, BA, M.Ed.
Nurse, Audrey Jurovich, RN
Director of Housing and Residence Life, Katie Minick, BS.
Residence Director, Anderson, Rusty Johnson
Residence Director, Rimview, Shaydean Saye
Residence Director, Widenhouse, Katie Minick
Student Activities Programmer, Cara Crawley
Director of Central Operations, Leon Bruner, BA
Director of Facility Services, Terry Steiner, BA
Office and Staff Assistant, Crystal Voss
Engineer, Bill Defferding
Engineer, Randy West
Groundskeeper, Carie Hudiburgh
Carpenter, Bill Kimmerle
PT Carpenter, George Grossi
Custodial Supervisor, Joanne Bauwens
Rimview Maintenance/Custodian, Evelyn Defferding
Custodial Staff: Don Louis, Kathy McGregor, Teri McWilliams, Jim O'Malley, Maria Robinson, Earl Tate, Laurie Thompson
PT Custodial Staff: Carl Kershner, Marty Wallace
Fortin Center Operations Director, Gail Nutting

DIVISION STRUCTURE

Arts and Humanities; Sciences and Mathematics

Art
Biology
Chemistry
Communication Studies
Computer Science
English
Environmental Science and Studies
Foreign Languages and Literature
Geology
History and Political Science
Interdisciplinary Studies
Mathematics
Music
Philosophy and Religious Thought
Physics
Sociology/Anthropology
Theatre Arts

Professional Studies

Barbara Vail, Associate Academic Vice President
Applied Management
Aviation
Business Administration and Accounting
Education
Equestrian Studies
Library
Native American Studies
Physical Education and Health
Psychology
Physician Assistant

FACULTY

Daniel Albrecht, Associate Professor of Biology (2002). BA, St. Olaf College. MS, University of North Dakota. PhD, University of New Mexico.
James D. Anderson, Visiting Assistant Professor of Business Administration/Economics (1999). BS, Rocky Mountain College, CMT.
Toby S. Anderson, Assistant Professor of Physics (2006). BS, Belmont University, MS, PhD, Vanderbilt University.
Ellie Bagley, Visiting Assistant Professor of Philosophy and Religious Thought (2005). BA, MA, Boston University, PhD, University of Oxford.
James A. Baken, Professor of Art (1990). BA, Montana State University-Bozeman. MFA, University of New Orleans.


Sandra L. Barz, Professor of Business Administration/Economics (1980). BS, MBA, University of Montana. CPA.

Karen Beiser, Assistant Professor of Business Administration/Economics (2007). BA, Western Michigan University, MBA, St. Ambrose University, PhD, Capella University.


Ronald P. Cochran, Professor of Sociology/Anthropology (1978). BA, MA, PhD, Syracuse University.

Angelina V. Cormier, Instructor of Foreign Languages and Literatures (2002). BS, Montana State University-Bozeman.


Linda Scott DeRosier, Professor of Psychology (1987). BS, Pikeville College. MA, Eastern Kentucky University. PhD, University of Kentucky. MEd, Harvard University.


Shelley M. Ellis, Associate Professor of Secondary Education (2001). BA, University of Montana. MEd, EdD, Montana State University-Bozeman.

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Samuel J. Hamm, Assistant Professor of Music (2006). BM, University of Alabama. MM, PhD, University of Florida.


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Ulrich Hoensch, Assistant Professor of Mathematics (2003). MSc, Technical University Darmstadt, Germany. PhD, Michigan State University.


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Larry Jones, Assistant Professor of Geology (2006). BS, Fort Lewis College. MS, Northern Arizona University. PhD, University of Wyoming.

Robin Jose, Assistant Professor of Chemistry, Director of NMR Facilities (2007). BS, Mahatma Gandhi University. MS, University of Mumbai Institute of Chemical Technology, PhD, University of Wyoming.

Thomas J. Kalakay, Assistant Professor of Geology (2004). BSc, Montana State University-Bozeman. MSc, PhD, University of Wyoming.


Andrew Kirk, Associate Professor of English (1997). BA, University of Washington. MA, University of Hawaii-Manoa. PhD, University of California-Davis.

Gavin Kirton, Assistant Professor of Chemistry (2007). PhD, Australian National University. BSc, Murdoch University. BSc, Murdoch University.

David Klein, Medical Director/Clinical Professor of Physician Assistant (2006). BA Dartmouth College, MD, Harvard Medical School.

Clete Knaub, Assistant Professor of Business and Aviation (2007). BS, Montana State University-Bozeman. MS, University of North Dakota. MS, Air Force Institute of Technology.

Clarece M. Lacy, Professor of Physical Education and Health (1980). BS, Northern Arizona University. MAT, University of South Carolina. Graduate Study, Montana State University-Bozeman.


Timothy Lehman, Professor of History and Political Science (1990). BA, Earlham College. MA, PhD, University of North Carolina at Chapel Hill.

Shelby J o Long, Assistant Professor of Communications Studies (2006). BA, Carroll College. MA, University of Montana.

Jennifer Lyman, Professor of Environmental Science (1989-91, 1994). BA, Wellesley College. MS, PhD, University of California-Riverside.

Kelley McCormick, Clinical Assistant Professor of Physician Assistant (2006). AA, Daytona Beach Community College. MPAS, Rocky Mountain College. PA-C.


James I. McDowell, Professor of Business Administration/Economics (1965). BS, Colorado State University. MS, Oregon State University. PhD, Oklahoma State University.

Mark S. Moak, Professor of Art (1987). BFA, MFA, University of Georgia.


Sarah Myers, Assistant Professor of Theatre (2005). BS, Lamar University. MFA, Western Illinois University.


John “Sean” P. O’Grady, Associate Professor of English (2003). BS, MA, University of Maine. PhD, University of California-Davis.
David Payne, Clinical Assistant Professor of Physician Assistant (2007). BS, Arizona State University, MS, University of St. Francis, PA-C.
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