Catalog
2024-2025

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 Rocky Mountain College administration at the time of publication. Rocky Mountain College reserves the right at any time to withdraw courses, change fees, policies and calendars, regulate admission and graduation requirements, and 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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2024-2025 Academic Calendar

Fall Semester 2024

Validation must be completed (confirm attendance and make payment arrangements or a $50 fine will be charged)	August 1, 5:00 p.m.
Classes begin	August 19
Last day to add a course	August 26
Last day to drop a course with no record on transcript	August 29
Labor Day, no classes	September 2
Advising begins for winter and spring registration	September 30
Fall break, no classes	October 3-4
Last day to drop a course with a grade of “W” on transcript	October 11
Online registration for Winter 2024 and Spring 2025 opens	October 21
Last day of classes	November 19
Final examinations	November 20-26
Final grades due in the Office of Student Records	December 6, 5:00 p.m.

Winter Session 2024

Classes begin. Validation must be complete (confirm attendance and make payment arrangements). After this time, late penalties will be in effect (courses deleted and a late fee charged).	December 2
Last day to add a course. Last day to drop a course with no record on transcript.	December 4
Last day to drop a course with a “W” on transcript	December 13
Last day of classes	December 20
Final grades due in the Office of Student Records	December 30, noon

Spring Semester 2025

Validation must be completed (confirm attendance and make payment arrangements or a $50 fine will be charged)	December 10, 5:00 p.m.
Classes begin	January 13
Martin Luther King Jr. Day, no daytime classes	January 20
Last day to add a course	January 21
Last day to drop a course with no record on transcript	January 24
Winter break, no classes	February 6-7
Advising begins for summer and fall registration	March 3
Midterm break, no classes	March 6-7
Last day to drop a course with a a grade of “W” on transcript	March 14
Online registration for Summer 2024 and Fall 2024 opens	March 24
Symposium Day, no classes	April 10
Last day of classes	April 17
Easter break, no classes	April 18-21
Final examinations	April 22-25
Commencement	April 26
Final grades due in the Office of Student Records	May 2, 5:00 p.m.

Summer Session 2025

Session 1	**May 5 - May 23**
Classes begin. Validation must be complete (confirm attendance and make payment arrangements). After this time, late penalties will be in effect (courses deleted and a late fee charged).	May 5
Last day to add a course. Last day to drop a course with no record on transcript	May 7
Last day to drop a course during Session 1 with a “W” on transcript	May 16
Last day of classes	May 23
Final grades due in the Office of Student Records	May 30, noon
Session 2	**May 27 - June 16**
Classes begin. Validation must be complete (confirm attendance and make payment arrangements). After this time, late penalties will be in effect (courses deleted and a late fee charged).	May 27
Last day to add a course. Last day to drop a course with no record on transcript.	May 29
Last day to drop a course during Session 2 with a “W” on transcript	June 6
Last day of classes	June 16
Final grades due in the Office of Student Records	June 23, noon
Combined Session	**May 5 - June 16**
Classes begin. Validation must be complete (confirm attendance and make payment arrangements). After this time, late penalties will be in effect (courses deleted and a late fee charged).	May 5
Last day to add a course. Last day to drop a course with no record on transcript.	May 7
Memorial Day, no classes	May 26
Last day to drop a course during Combined Session with a “W” on transcript	June 6
Last day of classes	June 16
Final grades due in the Office of Student Records	June 23, noon

Master of Accountancy Academic Calendar

See 2024-2025 Academic Calendar: Fall and Spring

Master of Physician Assistant Studies Academic Calendar

*Please consult the program for the specific semester calendar.

Summer Term 2024

Classes begin	May 6
Last day of classes	August 2

Summer Term 2024 - New Students

Classes begin	June 24
Last day of classes	August 2

Fall Semester 2024

Classes begin	August 12
Last day of classes	December 12

Spring Semester 2025

Classes begin	January 6
Last day of classes	May 5

Summer Semester 2025

Classes begin	May 12
Last day of classes	August 6

Master of Educational Leadership Academic Calendar

*Please consult the program for the specific semester calendar.

Fall Semester 2024

Initial seminar at Rocky Mountain College	July 29 - August 2
Classes begin	August 6
Applications for May 2023 graduation due	September 6
Last day of classes	December 17
Final grades due	January 3

Spring Semester 2025

Classes begin	January 7
Baccalaureate	April 25
Commencement	April 26
Capstone seminar at Rocky Mountain College	June 9-13
Last day of classes	June 13
Final grades due	June 20

Doctor of Occupational Therapy Academic Calendar

*Please consult the program for the specific semester calendar.

Fall Semester 2024

Classes begin	August 26
Last day of classes	December 13

Spring Semester 2025

Classes begin	January 6
Last day of classes	May 2

Summer Semester 2025

Classes begin	May 12
Last day of classes	July 11

General Information

History of Rocky Mountain College

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

Four years later, the Presbyterian Church assumed control and chartered the College of Montana with three brick buildings and an initial student population numbering 160. Meanwhile, in 1889, the Methodist Episcopal Church opened Montana 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 Intermountain Union College, 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 its curriculum. Earthquakes seriously damaged the Intermountain Union College buildings in 1935, and after a brief move to Great Falls, Intermountain Union College accepted an invitation to relocate on the campus of Billings Polytechnic Institute, which had merged with the Billings Business College in 1927. As affiliates, the institutions developed integrated programs and then merged into a single college in 1939, later renamed Rocky Mountain College in 1947 by student vote.

Since the merger of Intermountain Union College and Billings Polytechnic Institute in 1947, Rocky Mountain College has had 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 – 1986-1987
Arthur H. DeRosier, Jr. – 1987-2002
Thomas R. Oates – 2002-2005
Michael R. Mace – 2005-2012
Robert J. Wilmouth – 2013-Present

Mission

Rocky Mountain College educates future leaders through liberal arts and professional programs that cultivate critical thinking, creative expression, ethical decision-making, informed citizenship, and professional excellence.

Core Themes

Academic Excellence

Rocky Mountain College creates a culture of learning by providing distinctive academic programs designed and executed by outstanding faculty. The College is committed to the liberal arts and sciences as the basis for all academic development and as the foundation of the student experience. This commitment directs the College's core curriculum requirements and the expectations of students engaged in the various disciplines. Graduates possess knowledge and the abilities that promote professional excellence and lifelong learning through the combination of programs in the traditional liberal arts and sciences with professions-oriented disciplines.

Transformation Learning

Rocky Mountain College embraces its role as a transformational agent in the lives of students and elevates them educationally, economically, socially, and culturally. The College promotes the development of the whole person to maximize students' human and leadership potential. The College, more than the sum of its curricula and programming, affords students opportunities to engage in a wide range of curricular, co-curricular, and extracurricular opportunities enhancing the student experience.

Shared Responsibility and Stewardship

Rocky Mountain College strives to be the embodiment of its mission. By serving as a capable steward of resources and by employing a participative and effective governance model, the College demonstrates application of the concepts expressed in its mission. Specifically, the College strives to engage in informed and ethical decision-making through the application of best practices as a means to promote organizational development and excellence. In short, the College endeavors to manifest the ideals of critical thinking, ethical decision-making, informed citizenship (from an organizational perspective), and professional (organizational) excellence. In doing so, the College models abilities, dispositions, and behaviors expected of students.

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 aviation program is accredited by the Aviation Accreditation Board International (AABI).

Physician Assistant Program

The Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) has granted Accreditation-Continued status to the Rocky Mountain College Physician Assistant Program sponsored by Rocky Mountain College. Accreditation-Continued is an accreditation status granted when a currently accredited program is in compliance with the ARC-PA Standards.

Accreditation remains in effect until the program closes or withdraws from the accreditation process or until accreditation is withdrawn for failure to comply with the Standards. The approximate date for the next validation review of the program by the ARC-PA will be March 2027. The review date is contingent upon continued compliance with the Accreditation Standards and ARC-PA policy.

Occupational Therapy Program

The Rocky Mountain College entry-level occupational therapy doctoral program has applied for accreditation and was granted Candidacy Status on August 14, 2018, by the Accreditation Council for Occupational Therapy Education (ACOTE) or the American Occupational Therapy Association (AOTA), located at 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929. ACOTE's telephone number c/o AOTA is (301) 652-AOTA and its Web address is: www.acoteonline.org. The program must have a pre-accreditation review, complete an on-site evaluation, and be granted Accreditation Status before its graduates will be eligible to site for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). In addition, most states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination.

OTD Accreditation Timeline
The Rocky Mountain College entry-level doctoral degree program in occupational therapy was granted full accreditation status for 7 years in August 2021, by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929. ACOTE's telephone number c/o AOTA is (301) 652-AOTA and its web address is: www.acoteonline.org. The program's next on-site evaluation will be scheduled within academic year 2027-28.

For current accreditation status and additional program information, see program website at www.rocky.edu/otd.

Character Review and Eligibility to sit for the NBCOT Exam
All students should review the requirements for certification by the National Board for Certification in Occupational Therapy (NBCOT) prior to applying to the OTD program (https://www.nbcot.org/en). Applicants should view the Character Review (http://www.nbcot.org/en/Students/Services#CharacterReview) to determine need for a character review prior to admission to the OTD program. Qualified candidates identified as requiring a Character Check by the NBCOT will be required to complete an Early Determination Review prior to admission to the OTD Program. A student may be conditionally accepted into the Program with a spot held for the student and admission is granted upon a positive review in which the student would be eligible for certification by NBCOT. This will ensure students do not enroll in the OTD Program if they are ineligible to take the National Board Exam to become a registered occupational therapist. Students are also required to review state licensure laws prior to admittance to determine eligibility for licensure upon completion of the OTD program and successful completion of the NBCOT Examination.

Note: A felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

Church Relations

Rocky Mountain College is historically related to the United Church of Christ, the United Methodist Church, and the Presbyterian Church (USA) – denominations traditionally committed to the pursuit of knowledge, religious tolerance and free inquiry, and to such values as service, community, and character. These denominational relationships have helped to inform the mission and core themes of the College and are apparent in the College's mission to educate future leaders through liberal arts and professional programs that cultivate critical thinking, creative expression, ethical decision-making, informed citizenship, and professional excellence. Additionally, the College promotes the development of the whole person and provides opportunities to enhance student's intellectual, emotional, physical, and spiritual growth both on campus and through connections in the local and global community.

Today, our denominational relationships are most directly reflected through the Chaplain and Office of Spiritual Life. The mission of the Chaplin, to provide for the spiritual growth and well-being of the members of the RMC community, includes offering presence and programs that address students as whole persons, serving as a resource for the larger campus community, and maintaining denominational relationships. Primary objectives include creating a safe and welcoming environment for exploring faith, providing opportunities for putting faith and social justice into action, and supporting faith that is integrated with intellectual pursuits. Programming also includes spiritual care and support for all members of the campus community, collaborative projects with other RMC offices, as well as opportunities for worship and spiritual inquiry, growth and practice.

We celebrate our church-related heritage. The early influence of three distinct religious denominations has resulted in a learning community distinguished by thoughtful inquiry, ethical decision-making, and active citizenship. All faith traditions are welcome at Rocky Mountain College, and the spirituality, convictions, and questions of all are respected.

The Campus

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

Rocky Mountain College has been awarded a Level I Arboretum Accreditation by The ArbNet Arboretum. The College has also been recognized as an accredited arboretum in the Morton Register or Arboreta, a database of the world's arboreta. Rocky Mountain College's campus includes a variety of native trees and plants. Currently, there are only four arboreta in the state, only two of which are accredited.

Alden Hall, 1937: This attractive stone and stucco building, the gift of the Alden Trust and founded by the late George Alden of 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: A more traditional residential college experience, Anderson Hall is co-educational by floor and maintains a community-driven environment, housing up to 84 students with shared restroom facilities, laundry rooms, and kitchenette on each floor. Rooms are designed for two students with approximately 151 square feet and include a built-in dresser/wardrobe, desk, chair, twin bed, and Internet connection for each student. Triple, single, and small single rooms have limited availability. Yoder Lounge, a comfortable space for study, computer use, and relaxation connects Anderson to Widenhouse Hall. Anderson Hall is named for Lula Anderson, a member of the first graduating class of Billings Polytechnic Institute.

Aviation Hall, 1989; 2012: Located on the corner of Rimrock Road and Augusta Lane, Aviation Hall houses the aviation program.

Bair Family Center for the Sciences, 1981: Named for the family of Montana pioneer and rancher, Charles M. Bair, the Bair Science Center was Rocky Mountain College's first major science facility, housing the biology, chemistry, computer science, geology, mathematics, and physics departments, as well as 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. Renovation of the Bair Science Center is planned as part of a multi-phase expansion project that includes construction of the Charles Morledge Science Building.

Bair Family Student Center, 1961, 1997: Located north of the RMC Green in the center of campus, this structure houses various campus offices, programs, and amenities for students, including the dining room, bookstore, game room Fraley Lounge, campus mail services, campus safety, and the offices of student government and student life. The building has been extensively expanded and remodeled.

Billings Studio Theatre, 1971: This 260-seat auditorium was built in cooperation with the Billings Studio Theatre community drama group and affords an excellent facility for dramatic productions.

Charles Morledge Science Building, 2018: Located to the west of the Bair Family Center for the Sciences, this three-story, 32,972-square-foot building was constructed to accommodate the College's expanding science programs and provide students and faculty with new state-of-the-art classrooms and laboratories. The facility was designed according to

LEED (Leadership in Energy and Environmental Design) standards, contributing to the College's continued efforts to promote energy conservation and environmental sustainability. The new building constitutes the initial phase of a multi-phase expansion of the Bair Science Center.

Conner Hall, 2020: Renovated in 2020, Conner Hall is named in honor of Rev. Cloyd and Mrs. Pearl Conner for their service and advocacy on behalf of Rocky Mountain College. Located at 2411 Village Lane, the building houses the entirety of the PA program including its academic, administrative, and clinical functions.

DeRosier Educational Resource Center, 1958; 1999: This building houses the Paul M. Adams Memorial Library, classrooms, and a distance learning center. The library, the largest part of the Educational Resource Center, contains a collection of over 85,000 books and periodicals accessible via the library's computer catalog. The Educational Resource Center 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.

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

Flight Training Operations, 2007: The Aeronautical Science program's presence at Billings Logan International Airport provides close access to flight training and Class C airport operations.

Fortin Education Center, 1969: Fortin Education Center houses several academic programs, an arena, 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.

Jorgenson Hall, 1964; 1998: Available to students with junior or senior standing or students 21 years-of-age or older, Jorgenson Hall offers double occupancy, apartment-style rooms with private entrances. Each double occupancy unit is 728 square feet and is offered unfurnished, but comes equipped with a full kitchen and bathroom. Amenities include a full-sized refrigerator/freezer, stove/oven, double sink, heating, and air conditioning. Local phone, Internet, and laundry facilities are also available.

Losekamp Hall, 1917: This sandstone building, 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 drama productions, recitals, and other special events. Losekamp Hall houses studios, practice rooms, and classrooms.

Morledge-Kimball Hall, 1914; 2009: This stone and stucco building, part of which formerly served as a residence hall for women, was named for the principal donors, the Morledge Family of Billings Montana, and the late Mrs. Flora Kimball of Portsmouth, N.H. This lovely facility houses 22 faculty offices and seven classrooms.

Prescott Hall, 1916; 2001: This stone building was erected through the generosity of the late Amos L. Prescott of New York City. Before 1961, it served as the College's 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: Designed for a more independent living environment, Rimview Hall provides suite-style living with four separate bedrooms; a micro-kitchen complete with a full refrigerator, sink, and microwave; and two bathrooms in each suite. Each unit is approximately 600 square feet and opens up to an inner courtyard and is fully furnished. Rimview Hall houses students who are of at least sophomore standing. Community laundry is available on the ground floor in the lounge.

Technology Hall, 1922: This sandstone structure contains offices, classrooms, an art gallery, art studios, and the College's maintenance department.

Tyler Hall, 1930: This beautiful sandstone building designed in the Collegiate Gothic style is architecturally one of the finest on campus. This gift of Mrs. G.W. Mehaffey of Brookline, Mass., served as a men's residence hall until 1971. It now houses faculty offices 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, Widenhouse Hall houses first-year students with a capacity of 201 students who enjoy an active and social atmosphere. Floors are co-ed by room, with men and women sharing the same floor.

Requirements for Admission

Austin Mapston, Vice President for Enrollment Services
Sean Coleman, Director of Admissions

Admission for Undergraduate Studies

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 a careful review of 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.

All applications for admission are reviewed on an individual, rolling basis. Criteria for admission to Rocky Mountain College are listed below. Exceptions are clearly identified for each group of applicants. Once an application'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:

1. Completed Rocky Mountain College application for admission;
2. Official or unofficial transcripts (high school, GED, and any from post-secondary institutions);
3. Non-refundable application fee of $35 (international students, $40) (this fee is waived for all online applications);
4. An essay and two letters of recommendation may be required.

Traditional freshmen applicants are encouraged to follow a college-preparatory curriculum.

The following may also be considered in reviewing applications for admissions:

- Community service and work experience;
- Extracurricular activities;
- Special circumstances (e.g., health or personal);
- Recommendation information; and
- A personal essay.

Freshman Student

Admission Criteria

- High school diploma and a cumulative GPA of 2.50 or higher.
- ACT/SAT scores are not required for admission consideration, but are helpful for placement into appropriate college-level English and mathematics courses.
- A student who does not meet the normal requirements for admission may be asked to submit a personal essay and two letters of recommendation to the Office of Admissions for review by the Vice President for Enrollment, who will make a decision on that application. Appropriate references include teachers, professors, counselors, employers, clergy, etc.
- High school students may be considered for admission with grades reported through the end of 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 directly from the granting agency to the College.

Nontraditional Freshman Student

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

Admission Criteria

- Students with a high school diploma and a cumulative GPA of 2.50 or higher meet the requirements for regular admission. ACT/SAT scores are not required for admission consideration, but are helpful for placement into appropriate college-level English and mathematics courses.
- Students with a GED or a cumulative GPA of less than 2.50 are considered for admission by the Admissions Committee as outlined above. ACT/SAT scores are not required for admissions decisions.
- A student who does not meet the normal requirements for admission may be asked to submit a personal essay and two letters of recommendation to the Office of Admissions for review by the Vice President of Enrollment, who will make a decision on that application.

Transfer Student

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

Admission Criteria

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

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

- No upper-division credit will be allowed for courses from two-year institutions.
- No "F" grades will be accepted.
- No preparatory/developmental classes or non-degree applicable courses will be accepted.
- A final official college transcript is required prior to enrollment.

Failure to reveal records of previous college attendance is grounds for dismissal. The Office of Student Records makes final determination concerning acceptance of credit.

Requirements for International Admission

International applicants are required to submit original or certified copies of their official secondary school transcripts in their native language, accompanied by a certified English translation. Those applying as transfer students must submit original or certified transcripts from each post-secondary institution attended.

International applicants meeting the following criteria will be offered regular admission: a cumulative secondary school GPA of 2.50 or higher.

Those applicants who completed secondary school three or more years prior to applying to Rocky Mountain College who are unable to submit SAT or ACT scores and whose native language is not English will be required to submit official results of English-language testing, such as TOEFL or IELTS. The following English-language test result minimums will be considered. TOEFL score of 525 (paper-based), 197 (computer-based), or 72 (Internet-based) or an IELTS result of 5.5/6.

For admission to a graduate program, the following English-language test score minimums are required: TOEFL score of 570 (paper-based), 230 (computer-based), or 88 (Internet-based) or an IELTS result of 6.5. Depending on the program, official GRE or GMAT results are required.

The Vice President for Enrollment will consider undergraduate applicants with a cumulative GPA below 2.50 and/or SAT or ACT scores below 860 or 18, respectively. These applicants will be required to submit a letter from a secondary school official, attesting that the student was in the upper 50 percent of his or her graduating class.

Accepted students are required to present confirmation of financial support. Submitted documentation will demonstrate the student, a benefactor, or a third-party sponsor has sufficient funds to support the student's educational expenses the first year. Such expenses may include tuition, fees, room, board, books, and other living expenses. Confirmation of financial support typically consists of a bank statement and an affidavit of support. The Office of International Programs should be consulted prior to submitting documentation.

International Admission Checklist

- Official or certified copies of transcripts from all secondary and post-secondary institutions attended;
- Official or certified SAT or ACT results; and
- English-language test scores (waived if submitting SAT or ACT).

Upon acceptance to Rocky Mountain College, international students will be forwarded an admission packing consisting of the following:

1. Official acceptance letter;
2. Certificate of Eligibility: I-20 or DS-2019 (to obtain a visa);
3. Pre-arrival information packet;
4. Housing information and application;
5. Insurance guide and form; and
6. Student health form.

For more information, contact the Office of Admissions at: admissions@rocky.edu or 406.657.1026.

International Transfer Student

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 the Office of International Programs 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 will be required.

Admission Criteria

- Students who have completed 27 or more transferable semester credit hours from an accredited college or university and who have a cumulative 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.

International Exchange Students

These students are not seeking a degree from the College, but are enrolled as visiting students for one or two semesters with the goal of exploring the region, 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 or organizations will establish mutual requirements.
- Students are screened by 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's requirement. 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 either not enrolled during the previous semester or officially withdrew the previous semester must apply for readmission. The application for readmission may be accessed on the College website at rocky.edu/academics/office-registrar/forms-policies-services, or requested from the Office of Student Records. Students must submit the application form along with official transcripts from all institutions attended since their last enrollment at Rocky Mountain College.

Admission Criteria

Students who left Rocky Mountain College in good standing will be approved for readmission if they meet the following criteria:

- Have a minimum of a 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 that/those institution(s); and
- Have not been convicted of a criminal offense.

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

- An explanation of past performance;
- Strategies the student will employ to improve his or her academic standing; and
- Changes in the student's personal life that 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 Student Admission" or "Transfer Student Admission." The College will give appropriate credit for college-level courses taken while in the armed services. Credit evaluation is based on American Council of Education guidelines and is awarded after successful completion of one semester (see the "Academics" section of the catalog). Veterans and children of deceased veterans who are eligible for veteran's administration (VA) funding must secure a certificate of eligibility through a regional VA office. The Financial Aid Office serves as the campus VA representative.

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. A letter of approval from parent or legal guardian;
2. A letter from the student's high school principal recommending early admission; and
3. A letter from the student's high school counselor or teacher indicating the level of the 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 coursework 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.

RMC Connections

High school juniors or seniors who wish to take college courses while still in high school must complete the high school application for admission and submit a letter of recommendation from a high school counselor or principal. There is no application fee for this program. Students may enroll for up to six semester hours or two classes each semester while they are junior and seniors, including summer sessions 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 Students

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

Students with Disabilities

Admission Process

There is no separate admission process for students with disabilities. Students apply through the regular admission process and must meet the College's admission criteria. For serves, refer to "Disability Services" and "Services for Academic Success (SAS)" in the "Support Services" section.

Process of Confirmation

The College will make a decision on a student's application for admission after required credentials have been presented. Admission decisions are made on a rolling basis throughout the year, and students may be admitted any semester. After a 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 and the Family Education Right to Privacy Act (FERPA).

Students are asked to submit a $250 tuition deposit. The deposit will be held in a subsidiary account and refunded upon graduation subject to any outstanding amount a student owes Rocky Mountain College. The deposit will guarantee enrollment in the student's chosen major. Upon receipt of the deposit, students will be provided the following forms:

1. Housing and meal plan application;
2. FERPA form;
3. Student health services form; and
4. Services for Academic Success (SAS) application form.

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.

Graduate Programs Admission

Master of Accountancy Program

Anthony R. Piltz, Provost, MAc, C.M.A., C.F.M., C.P.A
Cedric Snelling, Associate Professor

Traditional Graduate Admission

Applicants for the program who possess undergraduate degrees will be considered for admission based on the following:

- Possession of an earned bachelor's degree from a regionally accredited institution. The candidate's major field of study must be in a field other than accounting.
- Cumulative undergraduate GPA of 3.00 or above.
- Completion of the following eight prerequisite courses (the cumulative GPA for the courses must be 3.00 or above):

1. ACC 210: Foundations of Accounting (or equivalent)
2. ACC 351: Intermediate Accounting I (or equivalent)
3. ACC 352: Intermediate Accounting II (or equivalent)
4. BSA 311: Principles of Finance (or equivalent)
5. ECO 205: Principles of Economics (or equivalent)
6. MAT 210: Probability and Statistics (or equivalent)
7. ACC 323: Taxation of Individuals (or equivalent)
8. ACC 309: Managerial Accounting (or equivalent)

3+2 Program Admission

Current RMC undergraduate students and undergraduate transfer to RMC are subject to a two-tiered admission process. Students are first admitted to the accounting program for a fourth year of study, then contingent upon sufficient academic progress, to the Master of Accountancy program for the fifth year of study. The specific admission requirements are:

- For the accounting program, candidates must have completed 90 semester hours of college-level credit with an overall cumulative GPA of 2.75 or above. The 90 earned credits must include: ACC 210, ECO 205, MAT 210, ACC 309, ACC 323, ACC 351, ACC 352, and BSA 311. The cumulative GPA for these eight courses must be 3.00 or above, and all courses must be passed with a grade of at least C-.
- Upon completing 120 college-level credits, candidates are eligible for formal admission to the Master of Accountancy program.
- To be admitted, candidates must be currently enrolled in the accounting program and be in good academic standing.
- Students taking graduate-level courses must have a member of the accounting faculty as their academic advisor.

Course Sequence

Courses are taught on a four-semester rotating cycle. Therefore, the program will take a minimum of four semesters to complete. Current RMC students will generally begin the program in their first semester of their senior year (see "3+2 Program Admission"). The program is designed to avoid any sequencing problems, so a student may begin the program in any individual semester. The prerequisites for the master's

level courses are ACC 352: Intermediate Accounting II and ACC 323: Taxation of Individuals.

No transfer credit or advanced placement is allowed to replace any portion of the Accountancy program. Additionally, courses may not be repeated.

Master of Educational Leadership Program

Jodi Carlson, Director of Education

The following materials are required to be considered for the educational leadership program (certification only):

- Online application for admission;
- Current résumé to include educational degrees/professional experiences, as well as relevant awards, publications, presentations, or other achievements;
- Official transcript from the regionally accredited institution that granted the applicant's most recent degree;
- Three professional reference forms (Rocky Mountain College reference forms must be used) completed by:

    1. The applicant's principal;
    2. A teacher the principal chooses; and
    3. A teacher of the applicant's choice. If the applicant is not currently teaching, a supervisor must be chosen who can describe the applicant's work.

- A photocopy of the applicant's valid (current) teaching certificate. If this certificate has expired, the applicant will be required to submit a renewed certificate before applying for the principal certificate.
- The program for either certification or completion of a master's degree will also require successful interview prior to admission.

The following materials are required to be considered for admission into the master of educational leadership program:

- Online application;
- Current résumé with a defined goal statement. The goal statement is 4-7 pages, double-spaced, which explains:

    1. The applicant's philosophy of education;
    2. Qualities or characteristics of exemplary leaders;
    3. How the applicant demonstrates or embodies these qualities or characteristics in his or her professional experience;
    4. Why the applicant is applying to the RMC Educational Leadership Program and wishes to become an educational leader in the 21st century.

- Official transcripts from the regionally accredited institution that granted the applicant's most recent degree;
- Three professional reference forms (Rocky Mountain College reference forms must be used) completed by:

    1. The applicant's principal;
    2. A teacher the principal chooses; and
    3. A teacher of the applicant's choice. If the applicant is not currently teaching, a supervisor must be chosen who can describe the applicant's work.

Submit a photocopy of a valid (current) teaching certificate. If the applicant's certificate has expired, he or she will be required to submit a renewed certificate before applying for the principal certificate. The program for either certification or completion of a master's degree will also require successful interview prior to admission.

Master of Physician Assistant Studies Program (MPAS)

Carrie Hall, PA-C, Program Director

The following materials are required for admission:

- Bachelor's degree required upon matriculation to the master of physician assistant studies program (MPAS);
- Science GPA of 3.00 – no science prerequisite may be lower than a "C-";
- Cumulative GPA of 3.00;
- General, Organic, and Biochemistry (1-year sequence including ALL three topics 200-level or higher) OR two semesters of organic chemistry OR one semester of organic chemistry and one semester of biochemistry. General Chemistry does not fulfill this requirement – however, we expect that it is taken as a prerequisite to get into any of the advanced chemistry courses;
- Biology coursework to include 15 credits of:
    - Two semesters of human anatomy & physiology with laboratory (from a biology, physiology, zoology department, or an allied health program) – 8 credits
    - One semester of microbiology with laboratory – 3 credits
    - One semester of genetics – 3 credits
- All science, biology, and chemistry courses must be taken in the classroom;
- 1-2 credits of medical terminology (online course acceptable);
- A combined verbal and quantitative GRE score of at least 291 is required to be considered for application to the MPAS program at Rocky Mountain College. The GRE must be taken by October 1. Please forward your official GRE report to Rocky Mountain College, school code 7349. Your CASPA application cannot be processed without your official GRE scores from the Educational Testing Services (ETS).
- Mathematics to include a pre-calculus or higher course (functions, trigonometry, exponents, and logarithmic functions) and a statistics/probability course (defined as pre-mathematical functions and statistics and probability) – 6 credits
- Psychology (development or abnormal highly recommended) – 3 credits
- 3 credits earned in a social science course such as sociology, geography, anthropology, political science, or economics;
- One course in English composition – 3 credits;
- 1,500 paid hours of direct, hands-on patient care before you submit your CASPA application;
- Students must use CASPA to submit an application to Rocky Mountain College (please note: there is a $45 application processing fee for the CASPA application. No supplemental application is required); and
- One of the three reference letters submitted to CASPA must be from a health care provider (preferably from a physician assistant). Letters of reference from family members will not be accepted.

To apply, students must visit the CASPA website at https://portal.caspaonline.org/. Each year, the application process begins during the last week of April for the class that matriculates the following year. The RMC MPAS program interviews students on a rolling basis.

We highly encourage one year of undergraduate physics of additional quantitative reasoning and/or laboratory experiences. We also highly recommend additional writing classes.

Patient care experience
The higher the quality of patient care experience, the more competitive the applicant will be judged. However, all applicants with direct patient care and high-quality patient interactions are encouraged to apply.

Graduates of Rocky Mountain College who have met all the requirements of admission and have earned a bachelor's degree with a minimum of 60 credits earned at RMC will be granted an automatic interview. Please note: this interview DOES NOT guarantee acceptance into the program – students will compete with all other interviewing students for matriculating status.

Coursework Older Than 10 Years
We do not enforce an expiration date for prerequisites. However, candidates whose prerequisite coursework is older than 10 years are strongly encouraged to consider updating these core science courses.

PA Shadowing Hours
We strongly encourage candidates to have a minimum of 40 hours shadowing PAs in a variety of settings, including a Primary Care setting. These hours are due at the time of submission of your application to CASPA.

TOEFL
For admission to a graduate program, the following English-language test score minimums are required. TOEFL score of 570 (paper-based), 2320 (computer-based), or 88 (Internet-based) or an IELTS result of 6.5. Depending on the program, official GRE or GMAT results are required.

Official Transcripts
In accordance with Rocky Mountain College admissions policies and procedures, those students selected for admission to the PA program are required to submit official transcripts from all colleges/universities previously attended. These transcripts must be received directly from the college/university. Student submitted copies are not acceptable. Copies submitted to CASPA do not fulfill this requirement. Transcripts should be mailed directly to:

Rocky Mountain College
Master of Physician Assistant Studies Program
1511 Poly Drive
Billings, MT 59102

Transcripts must be received prior to the scheduled class matriculation date or class standing will be revoked.

Failure to submit the mandatory transcripts or fulfill any other requirements specified in a conditional offer of admission to the program, prior to the scheduled class matriculation, will result in the withdrawal of the conditional offer.

Advanced Placement
No advanced placement or transfer credit may be applied toward fulfilling the MPAS curriculum.

Doctor of Occupational Therapy Program (OTD)

Kalyn Briggs, PhD, OTR/L, Program Director

Rocky Mountain College admits one new cohort of OTD students who will begin classes in January each year (30 students/cohort).

Important Deadlines

- Rolling admissions: Applications are considered year-round. Applicants are encouraged to complete their OTCAS submission and apply as early as possible.
- OTCAS opens: mid-July, annually
- OTCAS submission deadline: December 15, to be considered for the upcoming cohort
- New cohort begins: January, annually

The following materials are required for admission. Meeting admissions criteria does not guarantee admission to the program.

- A bachelor's degree is required prior to enrollment. Official transcripts from the degree-granting institution(s) must be sent to Occupational Therapist Centralized Application Service (OTCAS).
- A minimum of 3.00 overall GPA is required. However, the program admissions committee may grant a GPA waiver when presented with extenuating circumstances.
- Completion of all prerequisite courses. Prerequisite coursework may be completed during the admissions cycle. Candidates should include any planned courses in the OTCAS transcript section. Coursework must be completed by the time the student matriculates into the program.
- Applicants taking prerequisite courses during the application cycle may submit unofficial transcripts and proof of enrollment. Applicants will not be able to enroll until official transcripts have been received verifying completion of prerequisite courses with a "C-" or better, and the required minimum GPA of 3.00.
- Three references are required (submitted via OTCAS). It is strongly encouraged to have at least one reference from an occupational therapist. Reference from a college professor who can attest to your ability to enter a competitive professional program is recommended, but not required. References from family members will not be accepted.
- Applications will be accepted online through OTCAS (www.otcas.org). The initial application fee is $145 and a $60 fee for each additional OT program application. Students must use OTCAS to submit an application to Rocky Mountain College.
- In addition to the OTCAS fee, a non-refundable program application fee of $45 is required.

Additionally, the following is recommended, but not required:

- The most current Graduate Record Exam (GRE) score must be sent to OTCAS. The GRE must have been taken within five years of application to the Doctor of Occupational Therapy program. The OTCAS GRE code for Rocky Mountain College is 2722. There is no minimum GRE score.

Prerequisite Courses

- Introduction to Biology: 3-4 credits (lab not required but recommend)
- Human or Vertebrate Anatomy: 3-4* credits (lab not required by recommended)
- Human or Vertebrate Physiology: 3-4* credits (lab not required but recommended)
- Physics/Kinesiology: 3 credits – recommended but not required
- Introduction to Psychology: 3 credits
- Abnormal Psychology: 3 credits
- Introduction to Sociology or Anthropology: 3 credits
- Lifespan Human Development (birth to death): 3+ credits* (more than one course may be required to fulfill the "birth to death" requirement)
- Statistics: 2 credits (may be from biology, mathematics, psychology, business, or Research Methods)
- Medical Terminology: 1-2 credits (a medical terminology certificate may be used to fulfill the requirement)

*Can be combined Anatomy and Physiology for 8 credits. (Note: Anatomy and Physiology courses can be taken online.)

Requirements for Admission

OT Observation Hours
40 hours are recommended NOT required (during the coronavirus/COVID-19 pandemic) to explore occupational therapy as a career in at least two different settings.

Information on how to provide this information can be found on the OTCAS application form.

Essay
The OTCAS application form will require a brief personal essay describing why you selected OT as a career and how an occupational therapy degree relates to your immediate and long-term professional goals. In addition, we would like to know why you are applying to Rocky Mountain College. The essay should be no more than 1500 words in length.

Official Transcripts
Transcripts must be received prior to the scheduled class matriculation date or class standing will be revoked. Failure to submit the mandatory transcripts or fulfill any other requirements specified in a conditional offer of admission to the program, prior to the scheduled class matriculation, will result in withdrawal of the conditional offer.

In addition to initial submission through OTCAS, upon acceptance into the RMC OTD program, transcripts should also be mailed directly to:

Rocky Mountain College
Occupational Therapy Doctorate Program
1511 Poly Drive
Billings, MT 59102

Interview
The admissions committee will send invitations to selected candidates to interview. Not all applicants will be invited to interview. An interview does not guarantee acceptance into the program.

Graduates of Rocky Mountain College who have met all the requirements for admission and have earned a bachelor's degree with a minimum of 60 credits earned at RMC will be granted an automatic interview. This interview does not guarantee acceptance into the program.

Advanced Placement
No credit for prior learning, advanced placement or transfer credit may be applied toward fulfilling the RMC OTD curriculum.

Additional Program Requirements

After having been granted acceptance into the RMC OTD program and prior to attending, students must provide:

- Criminal background checks (federal requirement for all persons working with vulnerable populations) at student expense.
- Signed Technical Standards document
- Written verification of immunizations at student expense.
- Complete the OTD seat deposit form found online.

After classes start, and in preparation for clinical placements, students must also provide:

- Written verification of health insurance at student expense.
- Basic Life Support (BLS) for Healthcare Providers certification form at the American Heart Association at student expense.
- Any additional requirements as stated by specific health care agencies (such as drug screening, background check, etc.) at student expense.

Note: The RMC OTD program admissions committee reserves the right to assess applicant qualifications on a case-by-case basis and adjust appropriate admission criteria when warranted by special considerations pertaining to applicant background and experience.

It is the applicant's responsibility to:

1. Keep the Coordinator for the OTD program informed of any changes in contact information. This must be done in writing (email is acceptable).
2. Ensure the program's receipt of all required application materials.
3. If all prerequisite requirements have not been met at the time the candidate applies/interviews and the applicant is offered and accepts a seat in the RMC OTD program, all courses must be completed before matriculation.

Note: Failure to complete the program prerequisite courses with a grade of "C-" or higher prior to the matriculation date of the class for which application is being made will result in withdrawal of the seat offer.

Financial Assistance

Jessica Francishetti, Director of Financial Assistance

Types of Financial Assistance

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

1. Grants and scholarships
2. Loans
3. Work opportunities

Students who intend to apply for financial assistance must be accepted for admission to Rocky Mountain College (see the "Admissions" section of the catalog).

Institutional Grants and Scholarships

Rocky Mountain College provides institutional grants and scholarships from the College's financial resources based on financial need and/or merit and/or talent. A student is not required to apply for federal student assistance in order to be eligible for Rocky Mountain College financial assistance; however, doing so will ensure you are considered for all financial assistance from RMC, as well as all federal aid. Rocky Mountain College students obtaining their first baccalaureate degree who are in good academic standing and enrolled full-time (12 credit hours or more) are eligible for institutionally funded financial assistance for up to the number of semesters it would take to normally receive the degree they are seeking. For example, if a student is in a four-year program, institutional aid will be granted for four years. Students enrolled in a master's or doctoral program are not eligible for institutionally funded scholarship and/or grant assistance. The maximum institutional merit scholarship amount for which a student is eligible is awarded to the incoming student and is renewable to the student within institutional packaging policy requirements. Students are eligible for only one institutionally funded merit scholarship each year. To ensure institutional grants and merit scholarships are renewed appropriately, all returning Rocky Mountain College students (i.e., sophomore and older) must complete the RMC Grant & Scholarship Renewal Form by March 1 every year. This form can be found on the College website under Admissions & Aid > Financial Aid > Financial Aid Forms. Institutional scholarships are not awarded for the summer term.

Merit Scholarships

For freshmen students entering RMC in the 2024-2025 academic year, merit scholarships are:

- Unweighted GPA: 3.83+ $17,000/year
- Unweighted GPA: 3.40-3.82 $15,000/year
- Unweighted GPA: 3.39-2.90 $13,000/year
- Unweighted GPA: 2.89-below $9,000/year

Transfer who have applied and been accepted to RMC are automatically considered for one of the following scholarships based on grade point average of previous college work. Scholarships apply to those students working toward their first bachelor's degree.

- 3.50-4.00 GPA $12,000/year
- 3.00-3.49 GPA $11,000/year
- 2.50-2.99 GPA $8,000/year
- 2.00-2.49 GPA $5,000/year

Athletic Scholarships

Rocky Mountain College athletic grants are available for football, men's/women's basketball, men's/women's ski racing, men's/women's cross country and track & field, men's/women's golf, men's/women's soccer, volleyball, and cheerleading. Awards are made by the Office of Financial Assistance in consultation with the coaches for each sport. Amounts and annual renewal of athletic grants are determined by the coach.

RMC Bear Grant

Students who complete a Free Application for Federal Student Aid (FAFSA) and demonstrate financial need after merit and athletic award amounts are determined may be eligible for this grant. Amounts vary according to need.

Other Grant and Scholarship Opportunities

Rocky Mountain College funds students through the generosity of many donors. Students who are enrolled full-time and have submitted FAFSA results will be put into the eligibility pool for endowed and annually funded scholarships. In most instances, paper applications are not required. Funds are allocated in accordance with restrictions and/or specifications and Financial Aid Office policies.

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 scholarships must be reported to the Office of Financial Assistance. Many Rocky Mountain College students have received help from such organizations as the Veterans Administration, ROTC, vocational rehabilitation, Indian Health Service, fraternal organizations, service clubs, and local and national churches.

Federal Financial Assistance

To be eligible for federal financial assistance, students must be enrolled as a degree-seeking student. Students seeking financial assistance must complete a Free Application for Federal Student Aid (FAFSA) online at https://studentaid.gov/ and request that the information be sent to Rocky Mountain College, Title IV school code 002534. With this application form, the student's financial need, eligibility for the federal student financial aid programs, and many Rocky Mountain College scholarships/grants are determined. 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 by March 1 to ensure they receive the maximum aid for which they qualify.

The types of federal aid students may receive are as follows:

Federal Pell Grant: Based on the demonstrated financial need of the student as determined by the federal government when a student submits FAFSA. Pell Grants are awarded to undergraduate students with high financial need who have not previously earned a bachelor's degree.

The FAFSA Simplification Act changes eligibility for what were formerly called Iraq and Afghanistan Service Grants (IASG) and Children of Fallen Heroes (CFH) Awards as well as the resulting award amount. Beginning with the 2024-25 award year, students who meet the eligibility requirements for Pell Grants under the Special Rule in HEA Section 401(c) will receive Max Pell, regardless of their calculated SAI. To receive a Pell Grant based on eligibility under the Special Rule, a student must be:

- The child of a parent or guardian who died in the line of duty while (a) serving on active duty as a member of the Armed Forces on or after September 11, 2001; or (b) actively serving as and performing the duties of a public safety officer; and
- Less than 33 years old as of the January 1 prior to the award year for which the applicant is applying (e.g., for the 2024-25 award year, a students must be less than 33 years old as of January 1, 2024, to be eligible).

Financial Assistance

Federal Supplemental Educational Opportunity Grant (FSEOG): Based on the demonstrated financial need of the student as determined by the federal government when a student submits the FAFSA and is awarded by the Financial Aid Office as long as funds are available. Priority for this grant is given to Federal Pell Grant eligible students.

Federal Teacher Education Assistance for College and Higher Education (TEACH): This federal program provides funds to students who are completing coursework that is required to begin a career in teaching and who agrees to teach full-time for at least four years:

- As a highly qualified teacher;
- At a school servicing low-income students; and
- In a high-need field.

The four years of teaching must be completed within eight years after a student completes or otherwise ceases to be enrolled in the program for which he/she received a TEACH grant. If a student fails to complete the four-year teaching requirement, the TEACH grant funds will be converted to a Federal Direct Unsubsidized Loan. The maximum award is $4,000 per year. Students must complete a FAFSA, although do not have to show financial need. To be eligible, a student must score above the 75th percentile on a college admission test or maintain a cumulative GPA of 3.25 or higher. Students must be formally accepted into the RMC teacher education program. Students must complete a TEACH grant initial and subsequent counseling and sign an Agreement to Serve each year a TEACH grant is requested. Students must complete TEACH grant exit counseling when they complete or cease to be enrolled in the program for which they received the grant.

Federal Direct Student Loans: This loan program provides low interest loans to students in order to pay for their educational expenses. Students must be enrolled at least half-time. The Direct Loan program offers both need-based (subsidized) and non-need (unsubsidized) loans. Subsidized Direct Loans to not accrue interest while the student is in school. The federal government pays the interest on the loan, or subsidizes it, until the student goes into repayment. Unsubsidized Direct Loans begin to accrue interest from the time the loan is disbursed. If a student allows the interest to accumulate, it will be capitalized (added to the principal amount of the loan) and will increase the debt. Dependent students whose parents have been denied a parent loan may be eligible to borrow additional Unsubsidized Direct Loan amounts. The financial aid office determines eligibility for either of the above loans by the student's financial need, grade level, and dependency status. The type of loan for which the student is eligible will be included with the financial aid offer letter. Federal regulations require all students borrowing a Direct Loan for the first time to participate in a loan counseling session and complete a Master Promissory Note (MPN) before receiving the first disbursement of their loan. Repayment begins six months after the student graduates, withdraws, or drops below half-time enrollment.

Direct Parent Loan (PLUS): This loan is also part of the Direct Loan program. As the name states, the parent is the borrower. This loan is not based on need and all parents of dependent students are eligible to apply. The parent must be credit-worthy or have a credit-worthy endorser. The maximum amount available is determined by subtracting the student's total financial assistance from the cost of attendance. The parent borrower must complete a Master Promissory Note and a Parent PLUS Loan Request Authorization Form. The Parent PLUS Master Promissory Note only needs to be completed once. The PLUS Loan Request Authorization Form must be completed annually. Repayment begins 60 days after the loan is fully disbursed.

Direct Grad PLUS: This loan is available to graduate students. The student must be credit-worthy or have a credit-worthy endorser. The maximum available is determined by subtracting the total financial assistance from the cost of attendance. Graduate students borrowing a Grad PLUS Loan for the first time must complete an online loan counseling session, a Master Promissory Note, and a Consent to Obtain Credit Report form before receiving the first disbursement of the loan. Students need only to complete entrance counseling and MPN once. The Consent to Obtain Credit Report form must be completed annually. Repayment begins 60 days after the loan is fully disbursed.

Work Opportunities: 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 the last source of funding to be added to a student's award package after their maximum federal and institutional grants and scholarships and loans have been determined. The maximum amount of work packaged will be up to the equivalent of 12 hours per week at the current minimum wage, depending on the student's need.

Funding for work study is limited as is awarded on a first-come, first-served basis. If a student who has not been awarded work study requests it to be added to his/her award, every effort will be made to accommodate that request. If work study cannot be added to his/her award at the time of the request, the student may be placed on a waiting list. If funds become available, students on the waiting list will be considered for an award based on their eligibility.

Work study positions are 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. Off-campus employment is available throughout the Billings area. The Career Services Office receives inquiries for all off-campus job opportunities.

Verification

Approximately 20% of all FAFSA applicants are selected by the Department of Education for a process called verification. In this process, the school is required to compare information from the FAFSA with signed copies of the Verification Worksheet, the student's (and parents') federal tax documents, W-2s, or other financial documents. If there are differences between the FAFSA information and the financial documents provided, Rocky Mountain College will make the corrections electronically. Verification must be completed no later than 14 days prior to the end of the first semester of enrollment. Verification must be completed before any federal grants or loans will be disbursed. Failure to complete verification will result in the cancellation of all federal and institutional need-based aid.

Re-evaluation

In some cases, the Office of Financial Aid can re-evaluate aid eligibility based on special circumstances. Special circumstances include the death of a parent or spouse, loss of employment, divorce, and unusual debt or expenses. Students wishing to have their financial aid evaluated based on special circumstances need to complete the Appeal for Special Financial Consideration Form, which is available online at https://rocky.edu/admissions/financial-aid/financial-aid-forms/.

Determining Aid Eligibility

Several components are used to determine a student's aid eligibility. In the fall of each year, a cost of attendance is determined for the following academic year. The cost of attendance for a full-time resident student for 2024-2025 is as follows:

- Tuition and fixed fees: $35,582
- Room and board allowance: $10,152

- Books and supplies: $1,400
- Personal expenses: $4,120
- Loan fees: $68
- Total cost of attendance: $51,322

If a student has applied for federal financial assistance, the Student Aid Index (SAI) on the student's FAFSA is subtracted from the Cost of Attendance to determine a student's financial need per federal eligibility guidelines. To help meet a student's financial need, aid is awarded by first determining a student's maximum eligibility for federal aid and institutional grants and scholarships, then loans, then work. For students who live off-campus, the total amount of combined federal and/or institutional grants and scholarships will not exceed direct costs billed to the student for tuition and fees. Financial aid packages are calculated using information available at the time of packaging and may be revised due to changes in enrollment and/or financial status changes.

Most aid is disbursed evenly between fall and spring semesters. Students seeking financial assistance for summer or winter terms should contact the Financial Aid office. Grants, scholarships, and loan funds are disbursed by applying to the student's RMC student account no earlier than the first day of classes in a term. Work study is paid directly to the student monthly as earned. Adjustments may be made to the Cost of Attendance to allow for the one-time purchase of a computer, dependent care expenses, study abroad expenses, additional costs for students with disabilities, or loan fees at the request of the student.

When a new student's financial assistance eligibility has been determined, a financial assistance aid offer will be mailed and emailed to the student. Returning students' aid offers will be made available online in the student financial aid portal. Instructions about accepting the award online will be emailed to students when the award is complete. All consumer information regarding the award is also available online.

Satisfactory Academic Progress for Financial Aid

Federal regulations and Rocky Mountain College policy require students to maintain satisfactory academic progress (SAP) toward a degree complete. Any student enrolled at RMC who receives any type of aid (Federal Title IV financial aid and RMC institutional scholarship, grants, and work study funds) are required to meet SAP standards. New students, including transfer students, while subject to SAP, are not measured for satisfactory progress until grades have been posted for the first term of attendance at RMC.

The following standards represent the minimum performance requirements to receive financial assistance and do not necessarily coincide with academic program requirements.

There are three dimensions to the satisfactory academic progress standards: maintaining the minimum required cumulative grade point average (GPA), successfully completing a degree at the required pace, and completing within an established time frame.

Minimum Cumulative GPA

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. A plus (+) or minus (-) does not change the value of the grade for the calculation of the GPA. Undergraduate students must maintain a cumulative GPA of at least 2.00. Graduate students must maintain a cumulative GPA of at least 3.00. Students must meet this qualitative standard in addition to the quantitative standards below.

Pace

Students must complete at least 67 percent of all credits attempted. Pace is measured by dividing the cumulative number of earned credit hours by the cumulative number of credit hours the student has attempted at the end of each academic period. Attempted credits are determined based on a student's credit load at the end of the drop/add period for each term.

Maximum Time Frame

Federal regulations state undergraduate students must complete their degree objective within 150 percent of the published length of the educational program. For example, a student enrolled in a bachelor's degree program requiring 120 semester credits in order to graduate could attempt up to 180 credits before federal student financial aid would be terminated.

Monitoring Progress

Financial aid satisfactory progress at RMC is measured at the end of each academic term. The overall cumulative grade point average (GPA), pace, and maximum time frame assessment will be based on the student's entire academic record.

Failure to Maintain Satisfactory Academic Progress

Students will be notified in writing if they have failed to meet the above standards. Written notice will be sent for the reasons listed below.

Financial Aid Warning

A student is usually put in warning status the first time he or she fails to meet the above standards. A student on financial aid warning may continue to receive financial aid, with the exception of work study, for an academic term. A student does not need to take any action at this point unless he/she wishes to participate in the work study program while in the warning status. Work study termination may be appealed in writing to the director of financial aid. At the end of the warning period, a student's satisfactory progress will be evaluated again. If it is determined that the student is meeting the minimum progress standards, the student will be considered to be in good standing and may continue to receive financial aid.

Financial Aid Termination

If the student fails to meet the minimum satisfactory academic standards after the warning period, aid will be terminated for the subsequent academic term. Financial aid will be terminated for students with less than a 2.00 cumulative GPA after four semesters of attendance. The Academic Standards Committee may place a student on academic suspension if their term GPA is less than a 1.00. If a student is suspended for this reason, their aid will be terminated as well. IF a student repeatedly withdraws from classes, financial assistance is terminated immediately when it is determined to be mathematically impossible for the student to be able to complete their degree objective within 150 percent of the published length of the program. Aid is also terminated for students who are dismissed from RMC.

Regaining Financial Aid Eligibility

Students whose financial aid has been terminated may regain eligibility for financial assistance by re-establishing the required GPA and/or completion ratios using their own resources. If a student regains satisfactory academic progress, they may receive financial assistance for the payment period in which they regain eligibility, but not for any payment period in which the student did not meet the standards. It is the responsibility of the student to notify financial aid personnel when he or she has re-established satisfactory academic progress.

Right to Appeal

Financial assistance terminations, like academic suspensions, may be appealed. Generally, appeals will be granted for extraordinary circumstances beyond the student's ability to control, such as those described below. Appeals must be in writing and submitted to the director of financial assistance by the following dates:

- October 1 for the fall semester
- March 1 for the spring semester

The Academic Standards Committee must grant academic reinstatement to students on academic suspension before the Financial Aid Office will consider an appeal for financial aid eligibility reinstatement.

The appeal should include a personal statement that clearly details the circumstances have been resolved or managed to permit the student to meet the standards, and relevant documentation should accompany the appeal form. Acceptable reasons to appeal include, but are not limited to: illness or injury of the student; illness or death of an immediate relative of the student; divorce or separation of the student, etc. Relevant documentation may include a physician's letter, hospital records, death certificate, obituary, or court documents.

A student whose aid is terminated due to maximum time frame or credit limit must clearly detail what circumstances prevented their graduation within the applicable time frame or credit limit, what coursework is needed to complete the degree with their appeal, and how long it will take to complete the degree. Acceptable reasons to appeal maximum time frame include, but are not limited to: change of major, transfer credits that did not apply toward your degree/program, etc.

The appeal will be reviewed by the financial aid director and staff. All decisions of the SAP appeals committee are final. A written decision regarding the appeal will be sent to the student in a timely manner.

- If the appeal is approved and it is determined that the student should be able to make satisfactory progress during the subsequent payment period and meet the SAP standards by the end of the subsequent payment period, the student will be placed on financial aid probation and will be eligible to receive financial assistance, with the exception of work study, for one academic term. At the end of the probationary period, a student's satisfactory progress will be evaluated again to determine continuing eligibility.
- If the appeal is approved and it is determined that the student will not achieve the minimum SAP requirements within one payment period, they will be placed on financial aid probation and required to complete an Academic Recovery Plan (ARP) outlining how, if followed, the student will achieve the minimum academic standards, as well as the time frame in which the student expects to be back in compliance with the standards. Students approved on an ARP will complete and sign the plan with the director of LEAP. The plan will be recorded in the Financial Aid Office and progress toward meeting the goals of the ARP will be monitored at the end of each academic term. If a student is not academically progressing as planned, financial aid will be terminated.

The student's responsibilities during a probationary period include successfully completing the appropriate number of credits and earning a cumulative GPA of at least 2.00 by the end of the probationary term.

RMC also expects students to complete their degree within a reasonable time frame. Institutional 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. Students can appeal this institutional aid policy if they have planned carefully and successfully completed 15 credits per semester, but still need an additional semester or two to complete their degree.

The following are considered when evaluating a student's satisfactory academic progress:

Grades of A, B, C, D, and P are considered attempted and successfully completed. P grades are not factored into the qualitative component of the SAP calculation, but the course does count toward the quantitative measure. Grades of I, IP, W, F, and NP are considered to be courses attempted but not successfully completed. I, IP, NP, and W grades do not affect the cumulative GPA, but they do reduce the completion ratio (pace) and are considered in hours attempted toward the maximum time frame. An "I" grade must be made up within one year. If a student successfully completes the coursework within one year, the actual grade will be registered, the student will receive credit for the course, and the new grade will be factored into the SAP components. If it is not made up within one year it will be permanently recorded as an "F." F grades negatively impact all SAP measurements.

Audit classes are not considered in SAP measurement.

Remedial courses count toward enrollment status in the term in which they are registered, but do not count toward total credits attempted and completed. Grades earned in remedial classes are included in the student's cumulative GPA calculation.

Transfer credits that are accepted by RMC are included in the calculations for cumulative GPA and both attempted and earned hours.

RMC does not monitor changes of majors. All grades, earned, credits attempted, and credits completed are included in the SAP determination even if the student has changed majors.

Students seeking to earn additional degrees will be placed into the grade level progression based on the number of credits accepted toward the additional degree and financial aid eligibility will be based on the grade level determined in this way.

All academic terms of a student's enrollment count when assessing progress, even periods in which the student did not receive Title IV or institutional funds.

Students may receive Title IV funding for repeating a class they previously failed for an unlimited number of times. If a student repeats a failed class and successfully completes it, the student will receive credit for the course, and the new grade will be factored into the SAP components. Students may receive Title IV funding for one repeat of a previously passed course. If a student repeats a previously passed course, the newest grade will be registered and will be factored into the SAP components.

Return to Title IV Funds Policy

The College is required to calculate the amount of Federal Title IV funds to be returned for a student who has withdrawn from all classes. Federal Title IV funds are: Unsubsidized Direct Loan, Subsidized Direct Loan, Direct PLUS (graduate student), Direct PLUS (parent), Pell Grant, Supplemental Educational Opportunity Grant, and TEACH Grant. The assumption of this policy is that a student earns aid based on the period of time he/she remains enrolled. Title IV funds are awarded to a student under the assumption that the student will attend school for the entire period for which the assistance is awarded. When a student withdraws,

the student may no longer be eligible for the full amount of financial assistance that the student was originally scheduled to receive. This policy does not apply to students who have dropped some classes but remain enrolled in other classes. When a student reduces his or her course load from 12 credits to 9 credits, the reduction represents a change in enrollment status, not a withdrawal. If a student reduces his or her enrollment status, financial aid may need to be recalculated but no return calculation is required.

RMC does not have a formal written academic or financial aid leave of absence policy. Students withdrawing from college completely are required to complete the process of an official academic withdrawal from Rocky Mountain College. The official withdrawal form can be found online at https://www.rocky.edu > Academics > Office of Student Records > Forms and Services > Academic Withdrawal. It is the student's responsibility to contact all departments indicated on the withdrawal form to complete the withdrawal process. The student must contact the Student Accounts Office for information regarding the proration of charges and financial assistance and for the handling of the balance of their account as a result of the withdrawal calculation. Accounts with a balance due Rocky Mountain College are subject to the Student Account Policies.

The date the official withdrawal form is submitted by the student determines the percentage of the term completed. This percentage is used to calculate the proration of tuition, fees, room, board, and financial assistance as governed by the Return of Title IV Funds policy set forth by the Department of Education. If the withdrawal takes place after the first five days of the semester and before 60% of the term is completed, the percentage is determined by dividing the calendar days completed in the period by the calendar days in the period (excluding schedule breaks of five days or more).

- Withdrawal before 60% of term completed – prorated refund based on percentage of term completed (number of days completed divided by number of days in semester).
- Withdrawal after 60% of term completed – no refund.

Title IV funding is prorated based on the percentage of the term completed as outlined above. Both aid disbursed and aid that could have been disbursed is also used in the calculation. The amount of Title IV and institutional aid that exceeds the amount of aid earned under the required formula is considered to be unearned. Unearned Federal Title IV funds must be returned. If the amount disbursed to the student is less than the amount the student earned, and for which the student is otherwise eligible, he or she is eligible to receive a post-withdrawal disbursement of the earned aid that was not received.

The responsibility to repay unearned aid is shared by the institution and the student in proportion to the aid each is calculated to possess. If it is determined Title IV funds must be returned by the College, the Financial Aid Office returns the funds in the following order: Unsubsidized Direct Loan, Subsidized Direct Loan, Direct PLUS Loans, Pell Grant, FSEOG, and TEACH Grants. The College will return its share of unearned Federal Title IV funds no later than 45 days after it determines that the student withdrew. The student must repay his/her share either by (1) paying loans in accordance with the terms and conditions of the promissory note, or (2) repaying grants directly to the Department of Education or under a payment arrangement through the College (not required by the College). Within 30 days of the date of withdrawal, students are provided with a written summary of the Return of Title IV Funds calculations as well as a letter informing them if and/or how much they are responsible for repaying.

If the student withdraws without official notification, the College will determine the last date of attendance. The school must determine the withdrawal date no later than 30 days after the end of the earlier of (1) the payment period or the period of enrollment (as applicable), (2) the academic year, or (3) the student's educational program. This date is generally the student's last date of attendance at a documented academically related activity. Academically related activities include, but are not limited to, a lecture, a lab, an exam, or attending a study group. Residing in institutionally owned facilities or eating at institutionally provided food services are not considered to be academically related activities. If a last day of attendance cannot be determined and the College can verify the student attended at least one class during the term, the 50% point of the semester will be used as the withdrawal date.

A student may be eligible for a post-withdrawal disbursement if prior to withdrawing, the student earned more federal financial aid than was disbursed. If a student is eligible for a post-withdrawal disbursement for Title IV funds, the disbursement will be processed for the student and a refund will be issued within 14 days of the credit balance.

If the post-withdrawal disbursement includes loan funds, the Financial Aid Office must get the student's permission before it can disburse the loan funds. Students may choose to decline some or all of the loan funds in order not to incur additional debt. A notice will be sent out to the student, and the signed, original document must be returned to the Financial Aid Office within 14 days. For any amount of a post-withdrawal grant disbursement not credited to the student's account to cover allowable charges, the Financial Aid Office will make the disbursement as soon as possible but no later than 45 days after the date of the schools' determination that the student withdrew (no confirmation from the student is required).

Rocky Mountain College may automatically use all or a portion of the post-withdrawal disbursement of grant funds for tuition and fees. However, the school needs the student's permission to use post-withdrawal grant disbursements for all other school charges. If the student does not provide their permission, the student will be offered funds. However, it may be in the student's best interest to allow the school to apply the funds to the student's balance and reduce the student's debt at the school.

Refunds After the 'Add/Drop' Deadline

No financial adjustment is made for credit load reduction after the last day to add or drop a course with no record on transcript, unless approved by the Academic Standards Committee or the Tuition and Fees Committee.

Students requesting an adjustment to charges must submit a written appeal to the appropriate committee, along with written support from a faculty member or advisor before the appeal will be considered. If a student reduces his or her credit load to less than full-time prior to the last day to add or drop a course with no record on transcript, the tuition charges will be recalculated and financial assistance will be revised to reflect the updated credit load.

Withdrawal from College

This policy governs the refund of institutional charges and the return of institutional scholarships and grant funds disbursed for a student who completely withdraws from a term. It does not apply to students who have dropped some classes, but remain enrolled in other classes.

Students withdrawing from college completely are required to complete the process of an official academic withdrawal from Rocky Mountain College. The academic withdrawal form can be found on the Office of Student Records website at https://rocky.edu/academics/office-registrar/forms-policies-services/. It is the student's responsibility to contact all departments indicated on the withdrawal form to complete the withdrawal process. The student must contact the Student Accounts Office for information regarding the proration of charges and financial

assistance and for the handling of the balance of their account as a result of the withdrawal calculator. Accounts with a balance due Rocky Mountain College are subject to the Student Account Policies.

Tuition & Fees

The Board of Trustees of Rocky Mountain College reserves the right to change the fee schedule without prior notice. Current academic year tuition and fee information can be obtained from the Business Office.

2024-2025 Academic Year Schedule

Tuition per semester (12-19 credits)	$17,272
Academic lab fee (full- and part-time) per semester	$185
Campus technology fee (full- and part-time) per semester	$206
ASRMC student government fee (>5 credits per semester)	$96
ASRMC publication fee (>5 credits per semester)	$16
Graduation fee per semester	$16
Total tuition and fees (12-19 semester credit hours)	$17,791
Audit fee (per course)	$150
Independent study fee (per credit)	$250
Overload tuition (per credit over 19 credits)	$1,439
Tuition, part-time (per credit)	$1,439
Tuition, summer/winter session (per credit)	$450
Teacher recertification program (summer; per credit)	$200
Tuition exchange/remission fee (per course)	$30
Study abroad fee (outgoing – includes ISEP)	$150
Application fee (non-refundable; waived for online applications)	$35
Admissions enrollment deposit	$250
Installment payment plan application fee (per semester)	$35
Late installment payment fee	$25
Late validation fee (initial)	$75
Late validation fee (final)/re-registration	$200
Education student transcript review and licensure audit	$75
Credit for prior learning portfolio evaluation/development fee	$200
Graduation application fee per semester (graduate programs)	$100
Late graduation fee	$25
ID card replacement	$10
Parking permit replacement	$10
Parking violation fee	varies
MMR injections (each)	$10
Returned check fee (per check)	$25
Stop payment/check replacement fee	$25
Wire transfer fee – incoming	$10
Wire transfer fee – outgoing	varies
Official transcript mailed or picked up ($9.60 each, plus $2.90 Clearinghouse online order processing fee)	$12.50
Official transcript sent electronically ($9.60 each, plus $2.90 Clearinghouse processing fee and $1.75 e-delivery fee)	$13.50
Official transcript sent via FedEx ($9.60 each, plus Clearinghouse processing fee and $43 FedEx rush fee) – one per U.S. address	$55.50
Official transcript sent via International FedEx ($9.60 each, plus FedEx International fee) – one per U.S. address	varies

Tuition & Fees

Housing Fees (per semester)

Housing contract cancellation fee	$250
Key replacement	varies
Jorgenson Hall family unit deposit	$450
Monthly rent late fee	$25

Anderson Hall

Single	$2,363
Double	$1,651
Triple	$1,258
Small Single	$1,651

Widenhouse Hall

Single	$2,747
Double	$2,457
Triple	$2,102
Quad	$1,862

Rimview Hall

Private room in a 4-room suite	$2,990

Jorgenson Hall

Family unit – 1 bedroom (6-month contract required)	$928/mo.
Family unit – 2 bedrooms (6-month contract required)	$1,109/mo.
Single occupancy unit	$4,502/sem.
Double-occupancy unit (per student)	$3,226/sem.

Meal Plans (per semester)

Resident

Carte Blanche meal plan	$2,619
10 meal/week plan	$2,313
100 meal block plan	$1,165
50 meal block plan	$642

Commuter

10 meals/semester plan	$109
5 meals/semester plan	$60

Athletic Fees

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.

Student athletic insurance (per semester)	$190
Athletic meals/nutrition fee (per semester)	$160

Academic Program Fees

Fees for supplies and services will be charged to the student as necessary in certain programs.

24-25 Art Program Fees

ART 190: Art Seminar I	$50
ART 201: Drawing I	$100
ART 210: Design I	$100
ART 231: Painting I	$100
ART 232: Mixed Media I	$100
ART 242: Printmaking I	$100
ART 243: Photography	$100
ART 250: Sculpture I	$100
ART 251: Clay I	$100
ART 252: Jewelry and Metalwork I	$100
ART 301: Drawing II	$100
ART 310: Design II	$100
ART 313: Art and Ecology	$100
ART 319: The Body & Identity	$100
ART 325: Imaging Text & Data	$100
ART 331: Painting II	$100
ART 332: Mixed Media II	$100
ART/EDC 338: M/M: Teaching Art in the Elem. & Sec. Schools	$50
ART 342: Printmaking II	$100
ART 343: Photography II	$100
ART 350: Sculpture II	$100
ART 351: Clay II	$100
ART 352: Jewelry and Metalworking II	$100
ART 490: Art Seminar II	$50

24-25 Aviation Program Fees (per semester)

AVS 118: Introduction to Uncrewed Aerial Systems	$60
AVS 153: Private Pilot Flight Lab	$19,800
● Includes: 50 flight and sim hours, ETA software course fee ($100), end-of-course evaluation fee ($250)	
AVS 170: Flight Training Observation Lab	$100
AVS 200: Intercollegiate Flight Team Competition	$750
AVS 253: Instrument Rating Flight Lab	$14,700
● Includes: 50 flight and sim hours, ETA software course fee ($100), end-of-course evaluation fee ($250)	
AVS 254: UAS Lab – Basic	$200
AVS 272: Commercial Pilot Flight Lab I	$7,500
● Includes: 35 flight and sim hours, ETA software course fee ($100)	
AVS 273: Commercial Pilot Flight Lab II	$7,500
● Includes: 35 flight and sim hours, ETA software course fee ($100)	
AVS 274: Commercial Pilot Flight Lab III	$7,500
● Includes: 35 flight and sim hours, ETA software course fee ($100), end-of-course evaluation fee ($250)	
AVS 310: Airport Planning and Administration	$50
AVS 343: Altitude Chamber Training	$900
AVS 354: UAS Lab – Intermediate	$400
AVS 371: Certified Flight Instructor (Part 141)	$5,500
● Includes: 12 flight and sim hours, ETA software course fee ($100), FAA Examiner fee ($1,000)	
AVS 372: CFI Instrument (Part 141)	$2,500
● Includes: 6 flight and sim hours, ETA software course fee ($100), FAA Examiner fee ($800)	
AVS 373: Multi-Engine Instructor (Part 141)	$4,500
● Includes: 15 flight and sim hours, ETA software course fee ($100), FAA Examiner fee ($800)	
AVS 376: Multi-Engine Rating Lab	$8.000
● Includes: 14 flight and sim hours, ETA software course fee ($100), end-of-course evaluation fee ($250)	
AVS 404: Crew Resource Management	$650
AVS 405: Air Transportation Management	$50
AVS 419: Air Carrier Operations	$60
AVS 443: Airline Dispatcher Certification	$700
AVS 447: Boeing 737 Systems	$75

Each flight syllabus has been approved by the FAA under Part 141. Flight lab fees cover prescribed number of flight hours, flight and ground instruction, simulator training, ETA software course fees, and end-of-course evaluation fees. Books for ground schools, headsets, PSI written exam, and iPad Minis must be purchased separately. In the event of a significant increase in the price of fuel, a fuel surcharge could be added to the cost of each hour of flight to reflect current prices.

Tuition & Fees

24-25 Biology Program Fees

BIO 311: Botany	$50
BIO 483: Dissection	$50

24-25 Education Program Fees

EDC 291E/S: Field Practicum	$85
EDC 391E/S: Field Practicum	$135
EDC 320: Teaching Content Courses in Secondary Education	$135
EDC 452: Student Teaching in the Secondary School	$300
EDC 453: Student Teaching in the Elementary School	$300
EDC 454: Student Teaching (Grades P-12)	$300

24-25 Environmental Science Program Fees

ESC 106: Sustainable Communities Laboratory	$50
ESC 209: Field Survey Techniques in Zoology	$25
ESC 223: Organismal Biology	$50
ESC 244/344: Island Biogeography in the Galapagos	$4,766
ESC 280: Special Topics	varies
ESC 307: Montana Wildflowers	$50
ESC 314: Range Ecology	$50
ESC 325: Wetlands & Riparian Ecology	$75
ESC 330: Wildlife Ecology & Conservation	$200
ESC 345: Soil Science	$25
ESC 347: Forest Ecology	$50
ESC 436: Yellowstone Field Trip	$300

24-25 Environmental Studies Program Fees

EST 103: Introduction to Environmental Studies	$100

24-25 Equestrian Program Fees (per semester)

Stall deposit (new students – first semester)	$500
Staff deposit (returning students)	$300
Equestrian stall (boarding) fee	$3,500
Therapeutic riding horse usage fee	$360
PATH therapeutic riding membership application fee	$110
PATH therapeutic riding certification fee	$750
EQS 150: Intercollegiate Equestrian Team	$750
EQS 380: Special Topics	$1,264

Stall/boarding fees are subject to fluctuations due to the cost of hay and grain. Surcharges may be added to the stall fee to reflect current prices.

Students required to use a horse(s) in their equestrian curriculum and must reserve a stall(s) prior to the beginning of each semester. The reservation is made by paying a $300 (returning students) or $500 (new students) stall deposit for each horse by April 30 (for fall semester) and November 30 (for spring semester) of each academic year. The deposit will be posted to the student's account and applied to the stall/boarding fee. If a student reserves a stall and does not board a horse in the semester for which the deposit was made, the deposit is forfeited for the semester. Riding courses must be dropped by July 10 (for fall semester) and December 10 (for spring semester) to avoid forfeiture of deposit. Students may receive credit for previously forfeited deposit by registering for a riding course within two semesters after forfeiture.

24-25 Geography Program Fees

ECO 354: Environmental Economics	$30
GPY 101: Spatial Thinking and Technology	$10
GPY 102: Regional Geography of Landscape Changes	$30
GPY 118: Montana Rivers	$300
GPY 215: Fast Food Nation	$40
GPY 226: Energy and Society	$25
GPY 321: Introduction to Geographic Information Systems	$40
GPY 322: Remote Sensing	$30
GPY 491/492: Geography Capstone & Lab	$50

24-25 Geology Program Fees

Geology Field Trip	varies

24-25 Health and Human Performance Program Fees

HHP 223: Prevention and Care of Athletic Injuries	$50

24-25 Music Program Fees

Private music fee (per credit)	$250

24-25 Theatre Program Fees

THR 235: Drafting for the Stage	$25
THR 245: Scene Painting	$150
THR 247: Puppetry	$50
THR 315: Scene Design	$50
THR 318: Properties, Construction, & Design	$50
THR 320: Costuming for the Stage	$100
THR 336: Rendering for the Stage	$75

24-25 Master of Accountancy

Tuition and fees for the Master of Accountancy program are the same as for undergraduate programs. Financial aid is available to those who qualify. Contact the financial aid office for more information.

24-25 Master of Educational Leadership

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. Contact the student accounts representative to enroll in the payment plan option. Financial aid is available to those who qualify. Contact the financial aid office for more information

Tuition	$10,150/semester
Superintendent program fee	$597/credit
Academic lab fee (per semester)	$185
Campus technology fee (per semester)	$206

24-25 Master of Physician Assistant Studies

Financial aid is available to those who qualify. Contact the financial aid office for more information.

Application fee (non-refundable, paid to CASPA)	$35
RMC application processing fee (non-refundable)	$45
Admissions deposit (non-refundable)*	$1,000
*Applied toward first summer term tuition	
First summer term tuition (7 credits x $1,306/credit)	$9,142
No additional fees for first summer term	
Fall tuition	$18,452
Spring tuition	$18,452
Full summer semester tuition	$18,452
Academic lab fee (per semester)	$185
Campus technology fee (per semester)	$206
ASRMC student government fee (per semester)	$96
ASRMC publication fee (per semester)	$16

PA master's assessment fee and PA clinical training fee included in tuition.

24-25 Doctor of Occupational Therapy

Financial aid is available to those who qualify. Contact the financial aid office for more information.

Application fee (non-refundable, paid to OTCAS)	$140/initial app $60/additional app
RMC application fee (non-refundable)	$45
Admissions deposit (non-refundable)*	$1,000
*Applied toward first semester tuition	
Spring tuition	$12,731

Summer tuition	$12,731
Fall tuition	$12,731
Academic lab fee (per semester)	$185
Campus technology fee (per semester)	$206
ASRMC student government fee (per semester)	$96
ASRMC publication fee (per semester)	$16

For additional costs associated with the program, see "Tuition, Fees and Expenses" section of the OTD website at rocky.edu/otd.

24-25 Doctor of Medical Science
Financial aid is available to those who qualify. Contact the financial aid office for more information.

Tuition per term	$7,500
Academic lab fee (per term)	$185
Campus technology fee (per term)	$206

RMC Payment Policies

Enrollment Deposit

For undergraduate students, a deposit of $250 is required at time of enrollment. This deposit will be held in a subsidiary account and may be used to cover incidental expenses incurred by the student such as outstanding library or parking fines, room damages, etc. The balance of this deposit will be refunded to the student at the end of enrollment.

Validation and Payment Terms

The term "validation" refers to the process of confirming registration, financial assistance, and payment of tuition and fees. Undergraduate and 3:2 program validation occurs in the Student Accounts Office according to the following schedules. Graduate-only program validation typically occurs in the Student Accounts Office on or before the start of the term; contact the program for details.

Before the start of each semester, students receive by mail a registration billing statement that includes course schedule, tuition, fees, housing and meal plan costs, expected financial assistance and remaining balance. This mailing also includes department contact information and payment options. Students are asked to review the registration statement and contact the appropriate office to address any discrepancies.

Validation Options
All students must choose from the following options to complete the validation process regardless of whether or not tuition and fees are paid in full by financial aid or scholarships:

1. Funding, from either institutional and/or external aid sources, sufficient to pay balance in full.
2. Payment in full.
3. Submit a signed four- or five-month installment payment plan with the first payment.

1. Funding sufficient to pay balance in full:

- By email (preferred) – students who have adequate funding to cover their costs in full may send an email message to studentaccounts@rocky.edu with the student's name and the word "validate" in the subject line of the message. A reply acknowledging the receipt of the message will be sent within three business days to confirm or deny that validation is complete based on status of expected funding.
- By phone – contact the Student Accounts Office directly at 406.657.1016.

2. Payment in full:

- Online – students submit payment through their student portal account.
- In person – contact the cashier located on the main floor of Eaton Hall.
- By mail – detach the top portion of the registration statement and mail with a check..

Validation will be completed automatically upon receipt of payment in full.

3. Four- or five-month installment payment plan:

For students choosing the installment payment plan option, Rocky Mountain College will divide the student's remaining balance due for tuition, fees, room and board into four or five payments each semester. The total balance due is determined by calculating the student's total charges for the semester, less all approved financial assistance. The signed Installment Payment Plan Application and Promissory Note, along with the down payment and $35 application fee must be received on or before the established application date each semester to complete validation.

Subsequent monthly payments are due by the 10th day of each month. A $25 late fee will be charged to the student account each month payment is received after the due date. Failure to make monthly payments may result in declaring all remaining installments due and payable, as outlined in the terms and conditions of the payment agreement. If the student withdraws from school and the payment plan agreement is not paid in full, any refund due the student is applied first to the unpaid balance of the payment plan contract. Withdrawal from school does not void contract.

Student Account Policies

Late fees are assessed and course schedules deleted for non-payment according to the dates specified in the corresponding "Validation and Tuition Payment Schedule." A student may not attend classes or participate in athletic or campus events until he or she has completed the validation process.

Validation and Tuition Payment Schedule
Fall Semester ● Statement mailed to student: June ● Validation/payment due: August 1 ($50 late fee applies after this date) ● Schedule deletion date* for non-payment: Noon (MDT) Friday before classes begin
Spring Semester ● Statement mailed to student: November ● Validation/payment due: December 10 ($50 late fee applies after this date) ● Schedule deletion date* for non-payment: Noon (MDT) Friday before classes begin

*Course schedule deleted for non-payment by noon (MDT) of the Friday before classes begin each semester. A $150 late fee will be charged to re-register. Once deleted, course selection is not guaranteed.

International Students
Before the start of each semester, registered international students receive by email a billings statement that includes course schedule, tuition, fees, housing and meal plan costs, expected financial assistance and remaining balance. This mailing also includes information regarding payment deadlines specific to international students and options for submitting payment (credit card or wire transfer). Students are asked to review the

registration statement and contact the designated international campus contacts to address any discrepancies.
Payment options for international students are limited to payment in full each semester for the first academic year of attendance. Payment must be received by the established validation dates for international students in order to occupy student housing, utilize meal plans, attend classes or participate in other campus activities.

Validation and Tuition Payment Schedule for First-Year International Students
Fall Semester ● Statement emailed to student: June ● Validation/payment due: August 1 ($50 late fee applies after this date) ● I-20 cancellation date*: August 10
Spring Semester ● Statement emailed to student: November ● Validation/payment due: December 10 ($50 late fee applies after this date) ● I-20 cancellation date*: December 20

*I-20 canceled and course schedule deleted for non-payment by date indicated. A $150 fee will be charged to re-register. Once deleted, course selection is not guaranteed.

Returning international students who are in good academic standing may apply for the installment payment plan after successfully completing the first year of attendance. Validation dates are the same as domestic students, however, students who have not met the terms of their payment plan by noon (MDT) Friday before classes begin will be considered "out of status" according to federal regulations and the I-20 will be canceled.

Student Account Policies

Late fees are assessed and course schedules deleted for non-payment according to the dates specified in the corresponding "Validation and Tuition Payment Schedule." A student may not attend classes or participate in athletic or campus events until he or she has completed the validation process.

No student is allowed to register for or attend classes if he or she has a balance due before the start of each semester, 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. Failure to pay any amount due may result in Rocky Mountain College withholding work study, diplomas, and other related services and privileges until the balance is paid in full.

The privilege of attending or registering for 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 the student's account and removed only when the obligation is cleared.

Past due accounts can result in financial suspension and/or the account being turned over to a collection agency or attorney. Rocky Mountain College reserves the right to add to the debt any attorney fees, court costs, and collection costs subsequently associated with collection of the debt in accordance with statutes set forth by the State of Montana.

Veterans Benefits and Validation Policy

Students who are eligible for either Chapter 31 or Chapter 33 veterans' benefits are not prohibited from attending or participating in courses while awaiting payment from the VA, but must make arrangements for paying any balance due for any remaining charges with the Student Accounts Office by published validation dates. RMC will not impose any penalty, including the assessment of late fees, denial of access to classes, libraries, or other institutional facilities due to delayed disbursement of funding from VA under Chapter 31 or 33.

Refunds and Withdrawal

Student Tuition and Fee Refund and Withdrawal

The date the official withdrawal form is submitted by the student determines the percentages of the term completed. This percentage is used to calculate the proration of tuition, fees, room, board, and institutional scholarships and grants.

- Withdrawal before drop/add date (first five days of semester): 100% refund
- Withdrawal after drop/add date (after first five days of semester and before 60% of term is completed): prorated refund based on percentage of term completed (number of days completed divided by number of days in semester)
- Withdrawal after 60% of term completed: no refund

If the student withdraws without official notification, the College will determine the last date of attendance. This date is generally the student's last date of attendance at a documented academically related activity. Academically related activities include, but are not limited to, a lecture, a lab, an exam, and/or attending a study group. Residing in institutionally owned facilities or eating at institutionally provided food services are not considered to be academically related activities. If a last day of attendance cannot be determined and the College can verify the student attended at least one class during the term, the 50% point of the semester will be used as the withdrawal date.

Residence Hall and Meal Plan Refund

Refund of Room (if a student leaves the residence hall for reasons other than withdrawal)
The student will be released from their residence hall contract only if he or she meets the criteria for release stated in the Off-Campus Housing Exemption Request Form or Contract Cancellation Request Form. The director of residence life will make the final decision regarding contract releases.

A $250 cancellation fee and prorated room and board charges may be assessed as of the date of final checkout if completed before the 5th day of classes. If final checkout is completed after the 5th day of classes, the $250 cancellation fee and full room and board charges will be assessed. Refunds will not be processed until the final checkout is complete, cleaning and/or damage fees are assessed, furnishings/keys accounted for, and outstanding debt to RMC has been resolved. Any remaining deposit balance will be refunded to the student the semester following the date of termination.

A student whose Off-Campus Housing Exemption Request Form or Contract Cancellation Request Form is denied must pay the full amount of the room and board charges for the full contract period and will not be checked out until the expiration of the contracted term.

This contract may be terminated by the Office of Residence Life at any time for violation of the terms and conditions of this contract. If the contract is terminated, RMC may assess a $250 contract cancellation fee, retain all payments made under the contract, and may seek any other remedy in law or equity. If this contract is terminated, the student agrees to vacate the residence hall within 24 hours, unless written permission has been obtained from the director of residence life. The student agrees to

pay all reasonable costs, attorney's fees, and expenses made or incurred by RMC in enforcing this contract.

Refund of Meal Plans (for reasons other than withdrawal)
Students are allowed to reduce their meal plans until the 5th day of class each semester and the lower charge will be assessed.

In the case of meal plan changes, meal plan rates will not be prorated, regardless of the time of change. No refunds for meal plans after the 5th day of classes each semester will be awarded, regardless of cancellation request circumstances. Meal plans are not transferable.

Return of Title IV Funds

See "Financial Assistance" section of the catalog.

Student Life

Brad Nason, Executive Vice President and Dean of Student Life

The primary responsibility of college students is academic achievement. However, a broadly educated person also benefits from non-academic experiences. Rocky Mountain College, through its co-curricular programs, 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 understanding of fellow students, increase his or her desire to serve the world, and learn how to live and work with others.

Chaplain and Office of Spiritual Life

Kim Woeste, Chaplain, Director of Spiritual Life and Church Relations

Rocky Mountain College celebrates its church-related heritage. The early influence of the United Methodist Church, the Presbyterian Church (USA), and the United Church of Christ has resulted in a learning community distinguished by thoughtful inquiry, ethical decision-making, and active citizenship. All faith traditions are welcome at Rocky Mountain College and the spirituality, convictions, and questions of all are respected.

The Chaplain and Office of Spiritual Life provide for the spiritual growth and well-being of the College community. Spiritual Life programming provides opportunities for worship; study and discussion groups; retreats; lectures; and service. Students are encouraged to integrate their faith with their academic experiences, to consider how their beliefs inform their actions, to listen and respect persons from diverse backgrounds, and to grow as spiritual leaders. Participation and leadership in all activities are open to everyone.

Disability Services

Lisa Laird, Disability Services Coordinator

Rocky Mountain College is committed to assuring an equal educational opportunity for students with disabilities. The College is committed to providing courses, programs, services, and facilities that are accessible to students with disabilities. Support services include counseling, advising, tutoring, note taking, test accommodations, and advocacy. Undergraduate students should register with Services for Academic Success (SAS). Graduate students should register with the Office of the Executive Vice President/Dean of Student Life. The Executive Vice President/Dean of Student Life serves as the Section 504/ADA coordinator for the College. These offices provide accommodations in accordance with Section 504 and ADA regulations.

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

There is no separate admission process for students with disabilities. Students apply through the regular admissions process and must meet the College's admission requirements. See also "Support Services: Services for Academic Success (SAS)."

Academic Advising

The primary purpose of academic advising is to assist students in the development of meaningful educational plans that lead to the successful completion of a degree and the development of an interest in lifelong learning.

Career Services

Lisa Wallace, Director

The Office of Career Services provides guidance to students and alumni, assisting them in the development of the skills and qualities needed to advance their professional goals.

The Office of Career Services assists students specifically with:

- Identifying, securing, and completing internships;
- Exploring career opportunities, including part-time and seasonal employment during school;
- Developing job search tools and strategies, including résumé and cover letter writing, understanding professional attire, developing interviewing and networking skills, and creating a strategy for searching for jobs;
- Making connections with organizations at career fairs, on campus, and through programs intended to provide recruitment and networking opportunities;
- Pursuing graduate school opportunities;
- Finding community service and service learning opportunities to enhance their undergraduate experience.

Internships

Internships provide students an opportunity to put their classroom lessons to work with a qualified organization, conduct career exploration, and make contacts in their field of interest. An internship usually lasts a full semester (12-15 weeks) and requires 45 hours of work per credit hour earned in addition to academic work and reflection. General requirements for the internship program include:

- Students must be of junior or senior status and have achieved at least a 2.00 cumulative GPA and a 2.25 GPA within the major.
- Students will be required by faculty to complete academic assignments related to the internship experience.
- To register, students must submit a completed contract to the Office of Career Services to be reviewed and forwarded to the Office of Student Records.
- Students must be registered for an internship by the drop/add deadline for the semester in which they will be interning.
- Internships must be completed or have the majority of internship completed during the term for which it is transcripted.
- There are restrictions on the number of internship credits that may apply toward a degree and some majors have specific prerequisites or a higher minimum required GPA for internships. Check the "Academic Information" section of the catalog and specific course description for more information.

Career Services Resources

Many career services resources are available online at rocky.edu/careerservices. Additional information and assistance are available in the Office of Career Services.

Counseling Services

Cynthia Hutchinson, Counselor

Rocky Mountain College counseling services are available to all students at no cost. The counseling center provides support for students experiencing personal, social, or adjustment difficulties. The campus counselor also sponsors special events and programming within the College community and provides referrals to community resources. Contact Cynthia Hutchinson at 406.657.1049 for more information.

Leadership, Engagement, and Achievement Program (LEAP)

Steven Peterman, Director

The Rocky Mountain College Leadership, Engagement, and Achievement Program (LEAP) supports student development and growth by providing meaningful advocacy, intervention, and counsel, as well as social and academic support programming. Through peer leadership and a commitment to the community standards philosophy, LEAP strives to empower students to reach their highest personal and academic potential. For more information on LEAP, contact the director of LEAP at 406.657.1099.

Services for Academic Success

Jamie Lane, Director

Services for Academic Success is a federally funded TRIO program that gives eligible students the academic and social support they need 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 academic, career, and personal counseling, tutoring, cultural and academic enrichment, use of computer labs, graduate school counseling, and accommodations for students with physical and/or learning disabilities. SAS also offers developmental coursework in mathematics, writing, and study skills.

To be eligible, students must meet one of the following criteria:

1. A low-income threshold;
2. A first-generation college student (neither parent completed a baccalaureate degree);
3. A physical or learning disability.

A participant must also be a U.S. citizen and demonstrate an academic need for the program.

The SAS program is located in the Fortin Education Center and is staffed by a director and academic specialists. Enrollment is limited to 250 participants. To determine eligibility and/or apply, contact SAS at 406.657.1070.

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 that 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 Executive Vice President/Dean of Student Life for graduate students) and have it approved before any accommodations can be granted (see "Disability 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 the SAS advisor at least three days prior to the date of the test for the testing accommodations. The SAS advisor will fill out and sign a test taking accommodations form. The student will 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 documentation indicates that the student needs more time.
6. Failure to abide by these procedures may result in a loss of accommodations.

All documentation is confidential.
Undergraduates should submit documentation to:

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

Graduate students should submit documentation to:

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

For complaints concerning accommodations for disabilities, follow the process outlined in the "Complaint Resolution Procedure" under General Policies.

Student Health Service

Prior to enrollment, every student must submit a completed medical history form and provide documentation of two MMR vaccinations. The College provides access to health services through a physician assistant and a consulting physician. Students will be referred to other local healthcare providers depending on the illness or injury. The student must assume the cost of illness or injury requiring hospitalization or other referrals. The College is not responsible in the case of accidents incurred by students in pursuit of their work, on field trips, involved in athletics, or participating in 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.

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 provided.

Residence Life and Housing

Shaydean Saye, Director of Residence Life and Auxiliary Services

The Office of Residence Life serves to ensure that residence life facilities provide students with safe and comfortable surroundings that are conducive to the pursuit of academic excellence. This department is also responsible for developing programs that address students' co-curricular needs. As a residential college, all first- and second-year students are required to live on campus. This requirement is based on 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, students with dependent(s) living with them during the academic year, or students who live with their parent(s) or guardian(s) within Yellowstone County. The on-campus requirements imply a contractual agreement between the student and the College for the duration of the academic year.

Residence Halls

The Anderson-Widenhouse complex is comprised of two co-educational residence halls housing primarily first-year students, joined by a community annex. Rimview Hall residents must have at least sophomore status, and Jorgenson Hall residents must be of junior or senior class standing or 21 years-of-age or older. Rooms in Widenhouse, Anderson, and Rimview Halls are furnished with twin beds, mattresses, dressers, desks, closets, and chairs. In addition, a microwave and refrigerator are provided for Rimview and Widenhouse Hall suites. Jorgenson Hall is a good alternative to students eligible to live off campus. These apartments, typically 728 square feet, are unfurnished and include a living room and full kitchen. Laundry facilities are available in each of the residence halls for no additional charge.

Applications for room reservations for new students can be made online at rocky.edu/housing. Room assignments are made only after enrollment deposits and applications are received. Returning students make their room reservations through the Office of Residence Life in the spring of the year, preceding occupancy. New students are assigned in early summer. Room assignments are sent via email in July. The College reserves the right to change a student's room assignment. Information about prices for all of our on-campus housing options are available in the Office of Residence Life or online at rocky.edu/housing.

Family Housing

RMC currently provides a limited number of units to accommodate students and their spouses or children in Jorgenson Hall. Due to the limited number, priority is given to current students. For more information regarding our family housing, please contact the Office of Residence Life.

Food Services

Several options are available for all members of the Rocky Mountain College community. The McDonald Commons features hot entrees, soups, salads, bagels, cereals, sandwich bars, beverages, and baked goods.

The Carte Blanche meal plan allows unlimited access to the McDonald Commons when it is open. The 10-meal plan allows the user any 10 visits to the McDonald Commons each week. All students living in Widenhouse or Anderson Hall are required to have either a Carte Blanche meal plan or a 10-meal plan. Students living in Rimview Hall, Jorgenson Hall, and off campus are welcome to have a meal plan; however, it is not required. These plans are available through the Office of Residence Life or online at mealplan.rocky.edu.

Student Activities

ASRMC Student Government

The Associated Students of Rocky Mountain College (ASRMC) consists of all students who register for six or more credit hours and others who choose to pay the membership fee. ASRMC operates under a constitution available from the Office of the Executive Vice President/Dean of 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 consistencies. Three standing committees, appointed by the executive council, are responsible for social, cultural/political, and publication activities and events.

Clubs and Student Organizations

Students at Rocky Mountain College may participate in a variety of student clubs and organizations. For a complete current list of clubs, visit rocky.edu/campus-life/clubs-activities/clubs.

Performing Groups

Concert Band

The RMC concert band is an ensemble open to students of all majors – no audition required. The concert band rehearses and performs selected band literature. Three semesters of participation in concert band may fulfill a Fine Arts #2 core requirement. Students in concert band may also play in the pep band.

Concert Choir

The RMC concert choir is a mixed ensemble open to all students of all majors – no audition required. The choir rehearses daily and performs two choral concerts per semester. Three semesters of participation in concert choir may fulfill a Fine Arts #2 core requirement. Students in the concert choir may audition for RMC chamber singers, a small ensemble of select students who want to further their understanding of choral music.

Jazz Ensemble

The RMC jazz ensemble is a small ensemble open to all instruments – no prior jazz experience necessary. The jazz ensemble rehearses and performs a variety of styles, including swing, funk, rock, blues, and Latin jazz. Three semesters of participation in jazz ensemble may fulfill a Fine Arts #2 core requirement.

Theatre

Students of all majors may participate in RMC theatre. Students perform as many as three main stage shows per year, often using the 260-seat Billings Studio Theatre on campus. Billings Studio Theatre also has an eight-show season for which students are encouraged to audition. Losekamp Hall's Taylor Auditorium provides a space for student-directed/created projects throughout the year. For students interested in working behind the scenes, the College has a full scene shop and computer design lab with opportunities to design props, costumes, sound, or an entire production.

Rocktivities, Outdoor Recreation, and Intramurals

Tim Lohrenz, Director of Outdoor Recreation, Intramurals, and Student Activities

Rocktivities

Rocktivities, the Student Activities board on campus, creates, organizes, and implements events that provide social, political, cultural, and educational opportunities. All events are free of charge to Rocky Mountain College students and are aimed at promoting positive relationships between peers, staff, and faculty members.

Outdoor Recreation and Intramural Programs

RMC's Intramural and Outdoor Recreation programs provide students with experiences that challenge the individual and contribute to wellness. These experiences empower students to recreate independently and as a community while becoming more aware of themselves and their environment.

Outdoor Recreation Activities

The outdoor recreation program includes organized outdoor adventures, trip planning and outdoor education resource center, bicycle maintenance, ski/snowboard tuning, gear rental, adventure recreation classes for credit, outdoor skills clinics, and an indoor climbing wall. The following

activities are offered: skiing/snowboarding, backpacking, hiking, ice climbing, canoeing, snowshoeing, archery, power kiting, slacklining, adventure racing, paintball, and rock climbing.

Intramural Activities
The intramural athletics program offers both individual and team sport activities that include soccer, dodgeball, basketball, volleyball, Quidditch, softball, frisbee golf, ultimate frisbee, tennis, broomball, kickball, and flag football. Intramural athletics organizes the annual homecoming powderpuff football game, as well as the faculty/staff vs. student softball games. All intramural equipment is available for students to check out and organize their own activities.

Intercollegiate Athletics
James Klemann, Director of Athletics

Rocky Mountain College is a member of the National Association of Intercollegiate Athletics (NAIA) and the Frontier and Cascade Conferences. RMC's student athletes participate in 15 programs in nine varsity sports, including football; men's and women's basketball; volleyball; men's and women's ski racing; men's and women's golf; men's and women's cross country; men's and women's track and field; men's and women's soccer; and cheerleading/stunting. The RMC men's and women's ski teams compete as members of the U.S. Collegiate Ski and Snowboard Association (USCSA).

All student-athletes are required to purchase insurance (contact Business Office for more information). A primary goal of RMC intercollegiate sports is to encourage success on the athletic field and in the classroom, carrying on the Rocky Mountain College tradition of the scholar-athlete.

General Policies
The following descriptions reflect a synopsis of the College's general policies. Complete policy and procedure statements are outlined in the student handbook located on the College website at rocky.edu/campus-life/office-student-life/student-handbook. Hard copies of all policies and procedures may be obtained by contacting the Office of the Executive Vice President/Dean of Student Life.

Discrimination, Harassment and Sexual Misconduct
Rocky Mountain College does not discriminate on the basis of race, color, sex, religion, national origin, citizenship, age, disability, ethnicity, gender identity and/or expression, marital status, place of birth, veteran status, sexual orientation, or sexual identity in its policies and/or programs, employment, admissions, or other activities.

Harassment and 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 or discrimination of students, faculty, staff members, or campus guests. The College will not tolerate discrimination or harassment, which includes discrimination or harassment based on race, color, sex, religion, national origin, citizenship, age disability, ethnicity, gender identity and/or expression, marital status, place of birth, veteran status, sexual orientation or sexual identity.

Sexual Misconduct Policy
Sexual misconduct including, but not limited to: sexual assault, sexual harassment, dating violence, domestic violence, and stalking, are unacceptable and will not be tolerated at Rocky Mountain College. It is a violation of College policy to retaliate against any person making a complaint of sexual misconduct, or against any person cooperating in the investigation of any allegation of sexual misconduct, including testifying as a witness in an investigation. Incidents of retaliation should be reported to the Title IX coordinator.
The Office of the Executive Vice President (EVP) and Dean of Student Life will distribute copies of this policy to all current students. A periodic notice will be sent to faculty, staff, and students to remind them of the policy. Copies of the policy will be available at appropriate campus offices. A "no harassment" policy notice will be posted in residence halls, instructional buildings, and administrative office areas.

Reporting Harassment, Discrimination, and Sexual Misconduct Concerns
The College urges an individual who has been subjected to harassment, discrimination, or sexual misconduct to make a formal complaint. A report of the matter will be dealt with promptly, and confidentiality will be maintained to the extent possible. The College is committed to providing information regarding on- and off-campus services and resources to all parties involved. Students, faculty, and staff found in violation of this policy will be subject to discipline up to and including termination, dismissal, or other appropriate institutional sanctions; affiliates and program participants may be removed from College programs and/or prevented from returning to campus.

Any individual who has questions or concerns about harassment or discrimination, or believes that he or she is being (or has been) harassed or discriminated against should contact one of the liaisons listed in the following section. The liaisons can help identify the types of behavior, verbal or physical, that constitute harassment or discrimination and will assist in determining an appropriate response to an alleged incident. For more information on what constitutes harassment, discrimination, or sexual misconduct, refer to the student handbook.

Campus Officials/Liaisons
- Title IX Coordinator
  - Brad Nason, Executive Vice President/Dean of Student Life, 406.657.1018
- Deputy Title IX Coordinator
  - Marcella Buster, Chief Human Resources Officer, 406.657.1043
- Deputy Title IX Coordinator
  - Shaydean Saye, Director of Residence Life, 406.657.1051
- Campus Counselor
  - Cynthia Hutchinson, 406.657.1049

Informal Resolution
In most instances, the College strives to resolve complaints informally. Individuals are encouraged to work with the campus officials/liaisons listed in the previous section to accomplish informal resolution. As part of this process, individuals will be encouraged to contact the offending party directly if they are comfortable doing so. If, however, an individual is not comfortable talking to the offending party directly, a mediated conversation may be facilitated by an appropriate liaison. In addition, Rocky Mountain College reserves the right to take steps toward defusing the situation (e.g., no contact agreements/orders, relocating various parties, altering schedules, etc.). These actions on the part of the College should not be interpreted as an indication of guilt or innocence; rather, they are steps taken to create the most comfortable environment possible while the incident is being resolved. If the informal resolution process fails to address the concerns of the complainant, the formal complaint procedure is available.

Formal Complaints
- Formal complaints are submitted by complainant(s) to Rocky Mountain College.

- Students may bring formal complaints to the executive vice president/dean of student life.
- Faculty and/or staff members may bring formal complaints to the chief human resources officer.
- The executive vice president/dean of student life or the chief human resources officer may at any point dismiss a complaint if it is found to be clearly without merit. The complainant may appeal this determination as outlined in Appeals.
- After discussion with the executive vice president/dean of student life or chief human resources officer, an official investigative officer will be appointed to formally review the complaint. 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. Other investigative officers may be designated by the president of the College or chair of the board of trustees as needed.
- If the respondent is a senior administrator at the College, or if the president of the College believes it appropriate in any case, the College may employ an independent investigator trained in harassment or discrimination investigations to manage the investigation. Such an independent investigator will report directly to the president of the College.
- If the respondent is the president of the College, the matter shall be referred to the chair of the board of trustees. The chair of the board of trustees may employ an independent investigator trained in harassment or discrimination investigations to manage the investigation. Such an independent investigator would report directly to the chair of the board of trustees. The findings from the investigation will be reported to a special committee of the board of trustees selected by the chair of the board of trustees for final determination.
- Both the complainant and respondent(s) may have one support person present to support and assist them throughout the complaint process. This person may accompany them to interview meetings, fact-finding interviews, and any meetings or other proceedings related to the complaint process. The complainant and respondent(s) are responsible for presenting their own information, and support persons do not have a speaking role during any meeting throughout the process.
- The proceedings described here are not those of a court of law, and the participation of legal counsel is not permitted during these discussions.

Formal Complaint Process/Timeline
The timetable set forth below is approximate. The executive vice president/dean of student life, in consultation with the investigative officer may, at his or her discretion, allow additional time for any of the steps noted. All relevant parties will be notified if additional time is needed.

- Within five (5) business days of receiving the written complaint, the complaint will be made available for respondent review, who may then file a written response.
- Within three (3) business days of receiving the written complaint, the investigating officer will consult with the relevant parties, including the complainant and the respondent, in order to ascertain the facts and views of both parties.
- Within fourteen (14) business days from the filing of the complaint, the investigating officer will conduct an inquiry and prepare a report summarizing the relevant evidence.
- The report of the investigative officer will be sent to both the complainant and the respondent. Within five (5) business days thereafter, the complainant and the respondent may each submit a final statement to the executive vice president/dean of student life or chief human resources officer concerning the report.
- The executive vice president/dean of student life and/or chief human resources officer, in consultation with the investigative officer, will select an independent three-person panel appropriate to the position of the respondent(s).
- Within five (5) business days after the submission of any final statements from the complainant and the respondent(s), the three-person panel will decide whether a violation of this policy has occurred, and, if so, what the consequences shall be as outlined in "Sanctions."

Appeals
Following the disposition of a case, an individua may appeal by submitting a statement to the or academic vice president (AVP) within ten (10) business days, stating with specificity the reasons for his or her dissatisfaction. The academic vice president, within thirty (30) days of submission of such a request, shall either affirm or overturn the decision. Appeals will be based upon the record made before the academic vice president and will not constitute a rehearing of the evidence. The written response of the academic vice president will constitute the final determination of the complaint.

Sanctions
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 are not limited to, an oral reprimand, a written reprimand, a warning added to the respondent's file, probation, suspension, or dismissal/expulsion of a student.

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.

Immunization Policy

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, mumps, and rubella immunizations for all students unless born before January 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, students must obtain the necessary immunizations. Students with incomplete immunization records will have a registration hold placed on their account until proof of immunization is provided.

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 providing students the most current information available regarding alcohol and alcohol use; developing and implementing alcohol-free social programming; and encouraging and supporting those students who choose to abstain from use. Alcohol is not permitted in Anderson, Rimview, and Widenhouse residence halls, and only in Jorgenson Hall by students 21 years-of-age or older. Further, the use or possession of illegal

drugs and conduct deemed unlawful by the state or federal government is prohibited on campus.

Although Montana state law HB 701 permits the use of marijuana (i.e., use by persons possessing lawfully issued medical marijuana cards, or recreational use), federal laws prohibit marijuana use, possession, and/or cultivation at educational institutions and on the premises of other recipients of federal funds. The use, possession, or cultivation of marijuana for any purpose is therefore not allowed in any Rocky Mountain College residence hall or any other Rocky Mountain College property, nor is it allowed at any College-sponsored event or activity off campus.

For more information regarding the alcohol and drug policy, please visit: rocky.edu/campus-life/student-life-offices/student-conduct-policies/student-code-of-conduct/drug-alcohol-policy.

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.

Student Right-to-Know Act and Campus Information
The Department of Education 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 athletic programs (Equity in Athletics). This information is available in the Office of the Executive Vice President/Dean of Student Life.

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 the name of the student, local address, local phone, Rocky Mountain College email address, hometown, class, major, dates of attendance, degree and date awarded, honors, and/or varsity sport participation.

Registered students have the right to request that the College not release any 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.

Notify the Office of Student Records of any change of name (requires legal proof), address, and/or phone number either in person or via https://rocky.edu/academics/office-registrar/forms-policies-services/.

Student Conduct Systems
Restorative justice is a theory of justice that emphasizes repairing the harm caused or revealed by violations of the student code of conduct or campus policy. It is best accomplished through cooperative processes that include all stakeholders. Practices and programs reflecting restorative purposes will respond to campus incidents by identifying and taking steps to repair harm, involving all stakeholders, and transforming the traditional relationship between students and the institution by the way we respond to incidents.

Conduct Boards
While the vast majority of conduct issues at RMC are managed informally on a one-on-one basis, the College maintains a variety of conduct programs in support of student learning, development, safety, and protection of RMC's community standards.

Student Conduct Board
The Student Conduct Board serves as either a board of original jurisdiction or of appeal. It conducts hearings related to academic dishonesty and student disciplinary matters in which there are violations of College regulations that may result in a student's suspension or dismissal from the College. It also hears matters related to the constitution of ASRMC.

The Student Conduct Board is comprised of four students selected by ASRMC and four faculty members appointed by the academic vice president. The complete Student Conduct Board policy and procedures are outlined in the student handbook or on the College's website.

Peer Review Board
The Peer Review Board can serve as a board of original jurisdiction or of appeal. Students may be referred to the Peer Review Board by any Rocky Mountain College faculty or staff member. The board is a hearing body comprised of students empowered to determine if a student is responsible for violating the student code of conduct and/or College policy.

The Peer Review Board collaborates with students concerning their alleged violations to find a mutually beneficial resolution that protects the interests of the College community, allows the student to be accountable for his or her actions, and facilitates learning opportunities.

Academic Information

Anthony Piltz, Provost, MAc., C.M.A., C.F.M., C.P.A.
Erin M. Reser, Ph.D. Academic Vice President

General Academic Information

Rocky Mountain College offers two baccalaureate degrees – the Bachelor of Arts degree and the Bachelor of Science degree (4-year programs). Bachelor of Arts and Science degrees in education are typically 4.5-year programs. Other degrees include the Associate of Arts degree (2-year program), the Master of Accountancy with a BS in Business Management (3+2 year program), the Master of Accountancy (2-year program), the Master of Physician Assistant Studies (2.16-year program), the Master of Educational Leadership (1-year accelerated program), and the Doctor of Occupational Therapy (9-semester/3-year program).

The Semester Plan

College credit is offered on a semester basis, with fall and spring semesters. RMC also offers courses during shorter summer and winter sessions. Courses offered during the summer and winter sessions meet more frequently and for a longer period of time at each meeting. Enrollment is always for a semester (fall or spring) or a session (summer or winter) except in cases where the content of the course requires an alternative time frame. These cases are rare.

For undergraduate programs, the summer and winter sessions are not required terms. Summer terms are, however, required in the Physician Assistant and Occupational Therapy programs.

Number of Weeks Per Degree and by Semester

Degree Length	Fall	Spring	Summer	Winter
Associate of Arts; 2 years = 60 weeks	15	15	7 weeks optional	3 weeks optional
Bachelor of Arts/Bachelor of Science (Non-education majors); 4 years = 120 weeks	15	15	7 weeks optional	3 weeks optional
Bachelor of Arts/Bachelor of Science (Education majors); 4.5 years = 135 weeks	15	15	7 weeks optional	3 weeks optional
Bachelor of Science in Business Management + Master of Accountancy (3+2 program); 5 years = 150 weeks	15	15	7 weeks optional	3 weeks optional
Master of Accountancy; 2 years = 60 weeks	15	15	N/A	N/A
Master of Educational Leadership; 1 year accelerated = 43.5 weeks	20 ½	23	N/A	N/A
Master of Physician Assistant Studies; 2.16 years/26 months = 100 weeks, including 6-week introductory term	17	17	13 weeks required	N/A
Doctor of Occupational Therapy; 3 years = 117 weeks	15	16	8 weeks required	N/A

Course Hours (Credit Hours)

In general, a course for one semester hour of credit meets for 60-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 of 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.

Course Load

A normal load is considered to be 15 semester hours (minimum 12 hours to be considered full-time). Students in good academic standing may register for up to a total of 19 semester hours. For each semester hour over 19, a student is charged an overload fee. **Note:** A student must average 15 semester hours for eight semesters to complete the required minimum of 120 semester hours.

Registration

Students are expected to register on the days specified in the academic calendar. Registration is not complete until financial arrangements are made with Student Accounts. Students may add or remove courses from their schedules with no record on the transcript up until the last day to add or drop a course, as specified in the academic calendar. After the add/drop deadline, students may drop a course with a "W" on the transcript up until the last day to drop a course, as specified in the academic calendar.

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 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: Must establish regular (non-probationary) standing by the end of the first semester in residence.
- Non-Degree Seeking: 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 upon entrance to Rocky Mountain College. Students are encouraged to meet with their advisors frequently to review graduation requirements, plan class schedules, and discuss academic progress. Students may change academic advisors at any time by filing a request for change of academic advisor form, which is available in the Office of Student Records.

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 the level of class standing is not permitted, except with the approval of the instructor. All courses are further classified as either lower-division, upper-division, or graduate-level. Lower-division courses are those numbered 100 to 299; upper-division courses are those numbered 300-499; and graduate-level courses are numbered 500-699. Third-year doctoral program courses are numbered 700-799.

Cancellation of Courses
The College reserves the right to cancel any course at any time.

Standard Courses
All standard 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 the RMC website and in the Office of Student Records. While many courses are offered every year, or even every semester, others may only be offered every other year. Consult specific programmatic sections of the catalog for the schedules of class offerings. Students should plan their schedules carefully with their advisors to take required courses when they are offered. The course schedule is subject to change.

Online Courses
Regular courses may also be offered as online courses during any term. They are designated on the course schedule with the section listed as ONL.

Non-Standard Courses
Guidelines: Non-standard courses use the following workload standards for a credit: 45 semester hours of 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.

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

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 six semester 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 record. Practicum courses are graded on a pass/no pass basis.

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 major GPA of at least 2.25. Credits are completed on a pass/no pass basis. Only 12 credits of internship can be attempted and counted toward the completion of a degree. Internships should be related to the student's major or minor area of study and are arranged among a faculty member, the student, and an employer with assistance from the career services office. A completed internship learning contract is required prior to the term for which the internship is being taken for credit begins. Contracts and more information about internship requirements are available from the career services office.

Independent Study
Independent Studies are defined as any class that replicates one that is offered in the regular course schedule, at any academic level, but taken outside the normal semester it is offered. In other words, the student would be independently studying the same content as he or she would during a course's regularly scheduled time. It is offered only by initiation of a faculty member, with the approval of the academic vice president. It should only be exercised in exceptional circumstances, particularly if substituting another course is not a viable option. Substitutions should be approved on the programmatic level, not unilaterally by a single faculty member (except in programs that only have one faculty member).

Rules for Independent Studies:

- An application form is required and submitted to the Academic Vice President for Approval. A full explanation of why an Independent Study is necessary must be presented to the AVP as part of the application form. Approval should not be assumed.
- Applications for Independent Studies must be submitted to the Academic Vice President no later than one calendar week prior to the first day of class of the semester for which the request is being made.
- Students may take no more than two Independent Studies to count toward the minor, major, or toward the 120 credits required for graduation.
- Faculty may supervise no more than one Independent Study per semester, at any level.

Directed Reading 299, 499
Directed Readings are designed to allow students to engage in content areas that are not offered in the regular curriculum at Rocky Mountain College. They should only be conducted in exceptional circumstances, with students who are able to work autonomously, with a comparatively small amount of faculty supervision.

Directed Reading 299 is offered to freshmen or sophomores only by initiation of a faculty member, who will help the student devise and pursue an area of study, subject to the approval of the academic vice president.

Directed Reading 499 allows a student at the junior or senior level to devise and pursue an area of study outside the program's curriculum, agreed upon in consultation with a 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 and 2) be a junior or senior or a graduate student.

Each Directed Reading can be from 1 to 3 semester hours.

Requirements for Directed Readings:

- An application form is required and submitted to the Academic Vice President for approval. Approval should not be assumed.
- Applications for Directed Readings must be submitted to the Academic Vice President no later than two calendar weeks from the beginning of general registration prior to the semester during which the Directed Reading will take place.
- Students could take no more than two Directed Readings to count toward the minor, major, or the 120 credits required for graduation.
- Faculty may supervise no more than one Directed Reading per semester, at any level.

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. Students interested in obtaining nontraditional credit can contact the Director of Student Records. Nontraditional credits are not accepted in transfer from another institution and may apply to no more than 30 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 nontraditional 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; nontraditional credit will not be granted for work done while enrolled at RMC.

Nontraditional credits granted are indicated on student transcripts with a grade of "P." There is a $40 per 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. Types of nontraditional credit that can be earned at Rocky Mountain College are:

Challenge of a Course

Students may challenge courses not previously taken. It involves a process whereby faculty members can effectively evaluate the student's knowledge and skills in the content areas. Examples of methods faculty may use to evaluate a challenge includes exams, having the student write a paper or give a presentation, and/or having the student demonstrate skills in relevant activities. Approval of the faculty in the discipline and the academic vice president must be obtained, although neither is guaranteed. If the opportunity to challenge a course is granted and succeeds, written notification must be filed with the Office of Student Records.

CLEP and DANTES

Rocky Mountain College recognizes, for college credit, successful completion of one or more of the general examination 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 in the Office of Student Records.

Credit for Military Experience and Training (non-ROTC coursework)

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. Once the ACE evaluation is returned, it should be brought to the Office of Student Records who will then evaluate the ACE recommendations and make determination about which credits will transfer to Rocky Mountain College and how those credits will count toward graduation requirements.

Advanced Placement Program (AP) Credit

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 College Board Advanced Placement Program. Use 4660 as the Rocky Mountain College code. Rocky Mountain College follows the American Council on Education (ACE) guidelines for awarding AP credit (minimum exam score of 3), with the exception that a minimum score of 4 is required for the following: English Language and Composition, and English Literature and Composition.. For information on how AP credit may apply toward core curriculum or program requirements, visit the College website or contact the Office of Student Records.

International Baccalaureate (IB) Program Credit

Rocky Mountain College recognizes the standards set by the International Baccalaureate Program for awarding college credit. Contact the Office of Student Records for more information on how IB credits transfer to RMC.

Credit for Prior Learning

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

The Academic Standards 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 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.

Substitutions of Program Requirements

In exceptional circumstances, specific program requirements may be substituted. If the requested substitution pertains to requirements of a student's major or minor area of study, an exception to the stated requirements may be granted at the discretion of the faculty in the relevant discipline, subject to the approval of the academic vice president. Substitutions related to core curriculum requirements are, like other exceptions to stated academic policy beyond those already noted, the purview of the Academic Standards Committee (see "Academic Standards Committee and Student Appeals").

A substitution may be granted, for example, if a student unexpectedly does not have the opportunity to meet a program requirement because of a course cancellation. When 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. 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").

Academic Policies

Family Educational Rights and Privacy Act (FERPA)

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

Notification of Rights Under FERPA for Postsecondary Institutions

The Family Educational Rights and Privacy Act affords students certain rights within respect to their education records. These rights include:

- The right to inspect and review the student's education records within 45 days of the day the College receives a request for access.

  A student should submit to the Office of Student Records, Office of Financial Assistance, or Student Accounts Office, as appropriate, a written request that identifies the record(s) the

student wishes to inspect. The College official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the College official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

- The right to request the amendment of the student's education records that the student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

  A student who wishes to ask the College to amend a record should write the College official responsible for the record, clearly identify the part of the record the student wants changed, and specify why it should be changed.

  If the College decides not to amend the record as requested, the College will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

- The right to provide written consent before the College discloses personally identifiable information from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

  The College discloses education records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official is a person employed by the College in an administrative, supervisory, academic or research, or support staff position (including law enforcement personnel and health staff); a person or company with whom the College has contracted as its agent to provide a service instead of using College employees or officials (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee or assisting another school in performing a task.

  A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the College.

- The right to file a complaint with the U.S. Department of Education concerning alleged failures by the College to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

  Family Policy Compliance Office
  U.S. Department of Education
  400 Maryland Avenue, SW
  Washington, DC 20202-5901

Rocky Mountain College asks that each student fill out a FERPA form indicating a waiver of his or her 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 he or she does not waive these FERPA rights and thus does not give permission for staff and faculty to share 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, midterm tests, and/or final examinations, even when ill or representing Rocky Mountain College officially in extracurricular activities, such as sporting events.

The academic vice president may, by written notice, place students on an "excused absence only" basis in some or all classes. If, after this notice is given, students are absent from class without adequate reason, the academic vice president may disenroll the student from a course or courses. In the event students are disenrolled under the terms of this paragraph, a grade of "F" will be recorded in each course from which the student was removed. Excused absence-only status is originated by the faculty through a written warning issued to the student and copied to the academic vice president.

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 must report the final grade for each student missing a final examination as "F" unless the academic vice president has excused the absence.

Requesting a Change in the Final Examination Schedule

Students may request exceptions to the published final exam schedule in cases where adherence to the published schedule would cause undue academic hardship. Requests for exceptions are initiated by students via FlowForms. Changes will be granted upon the approval of the course instructor and the academic vice president. Since the final examination schedule is published well in advance, exceptions relating to personal/travel reasons will not be granted. Changes must be approved no later than 10 days before the scheduled exam.

Addition of a Course or Change of Section

Necessary registration changes, such as a change in a course or section, may be made only during the add/drop period at the beginning of the fall or spring semester (see academic calendar for the last day to add a course). Students may not earn credit in any course for which they have failed to register.

Withdrawal from a Course

A student may withdraw from (drop) 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 percent point in the course. After that day, a student who withdraws from a course shall receive a grade of "F" in that course. Withdrawal from a course is not official unless the proper completed form has been received by the Office of Student Records by the deadline specified in the academic calendar. Failure to withdraw in the official manner will result in a grade of "F."

Withdrawal from the College

Students in exceptional circumstances may elect to withdraw from all of their classes after the term has started. Students electing to do so are required to complete the process of an official academic withdrawal from Rocky Mountain College. This process must be completed after the student has validated and up to the last day to drop classes with a grade of "W." The academic withdrawal from can be found on the Office of Student Records website. Students wanting to withdraw due to exceptional circumstances after this deadline must submit a withdrawal form for the approval of the Academic Vice President or Director of

Student Records. Only upon approval of the withdrawal form will classes be dropped with a grade of "W."

Undergraduate students contemplating withdrawing from the College must meet with the executive vice president/dean of student life or the director of the LEAP (Leadership, Engagement, and Achievement Program), their academic advisor, and the Office of Financial Assistance to discuss the academic and financial implications associated with withdrawing from the College.

Graduate students contemplating withdrawing from the College must meet with the director of the relevant graduate program to complete the official academic withdrawal procedure. All final grades received prior to the withdraw date will be marked as earned on the transcript; all other grades will be marked with a "W" grade. The official withdrawal date will be the date the student submits the academic withdrawal form to the executive vice president, director of LEAP, or graduate program director. A later date may be used if the College obtains evidence that the student who is withdrawing has attended any academically related activity such as a lecture, lab, exam, or tutorial after the withdrawal form has been submitted.

If a student leaves without official notification, the College will attempt to determine a last day of attendance. 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 halfway point 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," "W," and "NP" are not used in calculation of the grade point average (GPA) and are considered credits attempted, but not earned. "P" grades are not used in calculation of the GPA but are included in the number of total credits earned. A plus (+) or minus (-) does not change the value of the grade for the calculation of the GPA.

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 at Rocky Mountain College.

Repeated Courses

When a student repeats a course, the most recent grade will count toward GPA calculation. The previous grade will remain on the transcript, but will not be calculated in the GPA. Additionally, unless the catalog indicates that a course may be repeated for credit, repeated credits are counted as credit hours attempted, but not completed, and are removed from the total credits earned.

Course Grades

Grades in courses are recorded as follows: "A" – outstanding; "B" – above average; "C" – average; "D" – below average; "F" – unsatisfactory; "P" – pass; "NP" – no pass; "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. Also, the student must have completed a minimum of 50% of the coursework and be passing on the work completed. The instructor must file a completed Request for Incomplete Grade form in the Office of Student Records before the assignment of a grade as "I." An "I" must be made up within one year. After one year, it will be permanently recorded as an "F."

Incomplete grades are not appropriate in cases where a student fails to complete a course for reasons within his or her control.

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 unless an instance of academic dishonesty has been substantiated.

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 Standards Committee in care of the registrar if talking to the faculty member does not resolve the issue.

*Grade changes made after the due date of each semester final grades will have no effect on a student's satisfactory academic progress.

Pass/No Pass Grading Option

All courses will be graded on the regular basis ("A," "B," "C," "D," "F"), unless noted. In exceptional circumstances, faculty may request to change the grading standard of a specific course. Requests must be submitted prior to the start of the term in which the course is to be taught. The Academic Vice President must approve any exceptions. A grade of pass/no pass is not used in computing GPA.

Report of Grades

Only final grades (as opposed to grade checks during the semester) are recorded on transcripts in the Office of Student Records. Final grades are available approximately one week after the end of the term. See the academic calendar for grade due dates.

Dean's List

Full-time students who earn a GPA of 3.60 or higher for the semester are placed on the Dean's List. Those with a GPA of 4.00 for the semester are recognized with high honors.

Graduation with Honors

Honors at graduation are designated for associate of arts, bachelor of arts, and bachelor of science degrees, as well as 3+2 Master of Accountancy completers, 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. An honors designation is not calculated for those earning a master's degree.

The GPA for graduation with honors is computed on the basis of all courses attempted, both at Rocky Mountain College and any accepted transfer work. 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 (including both December and May graduates) must file an application for graduation by April 1 of the previous academic year.

In order to participate in commencement ceremonies, students must:

1. File a graduation application by the above deadline;

2. Have all coursework scheduled for completion by the end of the last term of enrollment;
    a. Students applying for spring graduation may complete a maximum of six credits in the summer session;
    b. For Aeronautical Science majors, required flight labs may not be part of the six credits;
    c. Education majors who will student teach in the fall should contact the Office of Student Records to determine when they may participate in commencement ceremonies;
3. Have received written approval from the Office of Student Records that their application and subsequent coursework schedule has been approved;
4. Have their student accounts in good standing by April 1.

Commencement ceremonies for the academic year are held at the end of the spring semester.

Transcripts

Official transcripts must be ordered online through National Student Clearinghouse. Transcripts are $9 plus processing fees any applicable special delivery surcharges. (See "Tuition and Fees" section for a breakdown of fees.) Transcripts will not be issued for students who are not in good standing with the College. More information can be found at: www.rocky.edu/transcripts.

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 per diploma is required along with the request. Replacement diplomas reflect the original date on which the degree is awarded, but include signatures of current officers of the College.

Academic Standards and Appeals

Academic Standards Committee and Student Appeals

The Academic Standards Committee has original jurisdiction for students to be granted exceptions to academic policies of the College. Student requests for exemptions to academic policies may include requirements for graduation, the add/drop policy, and other academic policies not included elsewhere in the catalog (including, but not limited to, "Substitutions of Program Requirements," "Individualized Programs of Study," "Academic Standing," and "Academic Integrity"). However, such requests should only be made under extraordinary circumstances where the student has incurred or will incur a substantial hardship without an exception. Grades may be appealed to the Academic Standards committee only in cases of inaccurate grade reporting. Only the student may submit a request for an exception; one may not be submitted on his or her behalf, from inside or outside the college.

Requests for exceptions must be submitted in writing (a .pdf attached to an email is acceptable) to the Registrar and must be accompanied by a letter of support from the student's advisor or an appropriate faculty member. Students should ensure that their requests reference specific policies to which they are seeking exceptions and articulate specific desired results.

Decisions of the Academic Standards Committee may be appealed to the Academic Vice President, who has terminal jurisdiction over exception requests. The sole role of the Academic Vice President is to determine if all relevant policies have been followed, not to address the merit of the appeal or to hear the appeal again. Any appeal must be submitted, in writing (a .pdf attached to an email is acceptable), within 10 days of receipt of the Academic Standards Committee's decision. The Academic Vice President will render a decision within 10 days of receipt of the appeal.

Satisfactory Academic Progress

Academic Standing: Probation and Suspension

Students at Rocky Mountain College are expected to make progress toward attaining their degree.

The criteria for good academic standing are as follows:

Status	Reason	Conditions
Probation	Students are placed on probation following a term (9 or more attempted credits) with an achieved term GPA of less than 2.00. Incomplete grades count as zero grade points for purposes of this computation.	Probation is removed if the student achieves a term GPA (9 or more completed credits) greater than 2.00 in the subsequent term.
Suspension	Suspension results from a student achieving a term (9 or more attempted credits) GPA of less than 2.00 in two consecutive terms. A 0.00 term GPA (6 or more attempted credits) will result in automatic suspension.	Suspension may be appealed to the Academic Standards Committee prior to the start of the next term. In cases where the student's appeal is denied, the student must sit out at least one semester and must reapply for admission.
Dismissal	A third consecutive term GPA of less than 2.00 results in dismissal from Rocky Mountain College.	Dismissal cannot be appealed.

Note: For purposes of probation and suspension, summer sessions or other inter-terms do not constitute "terms." Attempting fewer than 9 credits does also not constitute a term that qualifies for removal of probationary status.

Note on Probation: Students in the second term of probation may not participate in extracurricular activities, including intercollegiate athletics (including practice and training); clubs; music groups and ensembles; theatre productions; student activities; outdoor recreation and trips; and student government. The activity suspension cannot be appealed.

A student may appeal an academic suspension by completing an Academic Recovery Plan, a reflective document detailing why satisfactory academic progress was not achieved and what specific steps and plans will be made should the appeal be successful. The appeal must be submitted by the deadline provided in the notification of suspension and directed to the Office of Student Records. The Office of Student Records will forward appeals to the Academic Standards Committee for

review. If the appeal is granted, the student's standing will become probationary.

Students on probation must meet with their academic advisor and complete an Academic Recovery Plan by the date provided in the notification of probation and submit it to the Office of Student Records for review by the Academic Standards Committee.

Suspended students may be readmitted after one semester's absence. Readmission requires submission of an application for readmission to the Office of Student Records along with an Academic Recovery Plan for consideration by the Academic Standards Committee. If readmission is approved, the probationary status shall be continued until good academic standing is restored. If a student is suspended a second time, the student is dismissed with no further opportunity to enroll at Rocky Mountain College.

Students may lose eligibility for financial aid while on probation or suspension. Check with the Office of Financial Assistance/Financial Aid for more information. Probation, suspension, and dismissal are permanently recorded on the student's transcript.

Academic Integrity

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 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 that 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 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 of 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 Internet, 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 Internet 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 was 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 that data was 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 misconduct: (a) Providing material, information, or other assistance to another person with knowledge that such aid could be used in any of the violations listed 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, graduation application, 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.

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 misconduct and protect academic integrity:

1. Rocky Mountain College will regularly communicate to the College community its academic standards and expectations through its publications. Further, the College will encourage and promote open dialogue 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.

3. Instructors should also include language in their syllabus regarding the Academic Integrity Policy and how they, in that particular course, will address proven instances of academic misconduct (e.g., failing the student for the assignment, failing the student for the course, issuing a warning, etc.).

Academic Misconduct Reporting Process

1. All instances of academic misconduct will be reported to the Provost, Academic Vice President, and Director of Student Records. Faculty members must complete the Academic Misconduct FlowForm, including evidential documentation.

2. The Director of Student Records will notify the student that allegations of academic misconduct have been lodged, with specific reference to the faculty member, course, and

assignment. This will occur no later than three school days after the allegations have been forwarded to the Director. The count will commence on the school day after the Director of Student Records is in receipt of said allegations.

3. The student will be provided with an opportunity to appeal the allegations.

Student Appeal Process

1. The student shall be given the right to appeal any charge by a faculty member, although the student may choose not to appeal academic misconduct allegations.

2. If the student chooses to appeal, he or she shall be provided with the documentation of misconduct provided to the Director of Student Records.

3. The student has five class days from the day he or she receives documentation of misconduct to prepare his or her appeal. The count will commence on the school day after the student is in receipt of said documentation.

4. The student will submit his or her appeal, in writing to the Director of Student Records, who will forward it to the members of the Academic Standards Committee.

5. The Academic Standards Committee will render a decision within five school days of receipt of the appeal, to commence the day after receipt of the appeal documentation. The Academic Standards Committee will be the final arbiter as to whether or not academic dishonesty has occurred.

6. The Academic Standards Committee will notify the student, the Provost, the Academic Vice President, and the Director of Student Records, in a formal letter (which may be submitted electronically) of their findings. These findings will be included in the student's file in the Office of Student Records.

Sanctions

All proven cases of academic misconduct 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, which will be filed with the Office of Student Records for inclusion in the student's file;
3. Reduce the student's grade for the specific assignment in which academic dishonesty was proven;
4. Fail him or her in the course. If this sanction is exercised, the student may not return to attend regular class sessions without the instructor's permission;
5. Execute any appropriate combination of 1-4 above.

All proven incidents of academic misconduct will be further reviewed by the Academic Vice President, who will confer with the Provost. The Provost, in consultation with the Academic Vice President, 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. Expel the student from the College;
5. Revoke an awarded degree;
6. Act on any appropriate combination of 1-5 above.

Student-Faculty Complaint Policy

In the event that there is a conflict or disagreement between a student a da faculty member, the following process should be followed. All complaints must be made either during the semester of the alleged infraction or the semester directly following said semester (not including summer and winter terms). This policy supersedes any previous policy regarding student complaints.

I. This policy will not be applied to situation when another institutional policy or practice should be utilized, including, but not limited to:
   - A. Harassment;
   - B. Discrimination;
   - C. Academic appeals;
   - D. Conflicts among faculty;
   - E. Conflicts between faculty and staff; and
   - F. Conflicts between students and staff.

II. Student complaint against a faculty member:
   - A. The student should take time to consider their complaint and be able to articulate it.
   - B. The student should speak to the faculty member about their concern. Most conflicts should be resolved through these means.
   - C. If a conversation between the student and faculty member does not yield an acceptable result for the student, the student may contact the Academic Vice President (AVP).
     1. The student should contact the AVP, at which time they will be required to submit their complaint in writing, via email.
     2. The AVP will consider the complaint, then discuss the matter with the relevant faculty member.
     3. The AVP may call for an in-person meeting between the parties in an attempt to understand and resolve the conflict.
     4. The AVP will issue a written decision about the complaint, including any remediative actions for either party. A letter articulating these remediative actions will be put in the appropriate file (with student Records, or in the Office of the Provost).
   - D. If it is determined that the student made false or misleading claims in their complaint, this will be reflected in the AVP's decision, and a reprimand will be placed in their student file.
     1. They will also be required to issue a written apology to the faculty member.

III. Faculty complaint against a student:
   - A. It is assumed that the faculty member has the right and latitude to conduct their classes as they see fit, within the confines of pedagogical practice and basic human decency.
   - B. The faculty member should take time to consider their complaint and be able to articulate it.
   - C. The faculty member should speak to the student about their concern. Most conflicts should be resolved through these means.
   - D. If a conversation between the faculty member and student does not yield an acceptable result for the

student, the faculty member may contact the Academic Vice President.

1. The faculty member should contact the AVP, at which time they will be required to submit their complaint in writing, via email.
2. The AVP will consider the complaint, then discuss the matter with the student.
3. The AVP may call for an in-person meeting between the parties in an attempt to understand and resolve the conflict.
4. The AVP will issue a written decision about the complaint, including any remediative actions for either party. A letter articulating these remediative actions will be put in the appropriate file (with Student Records, or in the Office of the Provost).

E. If it is determined that the faculty made false or misleading claims in their complaint, this will be reflected in the AVP's decision.

1. They will also be required to issue a written apology to the student.

Student Records

Anthony Piltz, Provost and Registrar
Erica Johnson, Director of Student Records

Official academic records of students are kept and maintained by the Office of Student Records pursuant to Department of Education guidelines. Information maintained includes, but is not limited to: personal information supplied by the student; educational records, including records from previously attended institutions, and other educational records pertaining to academic progress and degree completion.

Other items such as copies of notification provided to a student regarding academic and/or social disciplinary action are maintained as part of the student's official academic record.

Students have the right to request access to 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 receipt of an individual student's written request except where grades determine eligibility for scholarships.

Final grades will be available approximately one week after the end of each term.

Student Email Policy

An RMC-assigned email account shall be the College's official means of communication with all students. The official email account will be provided in the rocky.edu domain. Students can expect to receive official information regarding deadlines, policy/procedures changes, changes in degree requirements, special events, course schedule changes, regulatory changes, emergency notices, as well as other useful information from college offices. Students are responsible for all information sent to them via the RMC-assigned email account.

Forwarding Email

The College is not responsible for the handling of RMC email by outside vendors or unofficial servers. If a student chooses to forward his or her RMC email account, he or she is responsible for all information, including attachments, sent to any other email account. Having email lost because of forwarding does not absolve the student from the responsibilities associated with communication sent to his or her official email address.

The Curriculum

Baccalaureate Degree Programs

Students may earn a bachelor's degree in the following programs. Some programs may have various majors or major concentrations; see the department description in the Academic Programs portion of the catalog for details.

Bachelor of Arts

Art
Communication Studies
Education
English
Environmental Studies
History
Music
Philosophy and Religious Studies
Theatre Arts

Bachelor of Science

Aviation
Biology
Business Administration
Chemistry
Education
Environmental Science
Equestrian Studies
Geology
Health and Human Performance
Mathematics
Political Science
Psychology
Sociology

Minors

Aeronautical Science
Aircraft Dispatch
Art
Art Education
Biology
Biology Education
Business Management
Chemistry
Coaching
Communication Studies
Creative Writing
Economics
English Education
Environmental Science
Environmental Studies
Equestrian Studies
Exercise Science
Geology
History
History Education
K-12 Physical Education
Literary Studies
Mathematics
Mathematics Education
Music
Organizational Leadership
Philosophy and Religious Studies
Physics
Political Science
Political Science Education
Pre-Law
Psychology
Psychology Education
Sociology
Reading
Theatre Arts
Uncrewed Aerial Systems

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 core curriculum requirements. No more than 6 credit hours transferred in from another institution may count toward an IPS.

An IPS must be a pre-planned program of study; therefore, IPS proposals should be submitted to the Curriculum Committee by the end of the sophomore year. Proposals offered after the sophomore year require approval of submission to the committee by the academic vice president.

IPS proposals are reviewed by the Curriculum Committee for approval. Application portfolios 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.

Contact the Office of Student Records for further guidance on the preparation of an IPS proposal.

Teaching Licensure

For information about licensure, see "Education" in the "Academic Programs" section of the catalog.

Undergraduate Degree Requirements

Associate of Arts Degree Requirements

A minimum of 60 semester hours is required, of which at least the last 30 be taken at Rocky Mountain College; the core curriculum requirements must be met. A candidate must have a cumulative GPA of 2.00 ("C") for all courses applying to the degree.

Baccalaureate Degree Requirements

A minimum of 120 semester hours is required. No more than 64 semester hours (96 quarter hours) are acceptable in transfer from a two-year college (see core curriculum section for additional transfer credit information). Unless being counted toward a major, a maximum of eight credits in applied music, eight credits in ensemble, or eight credits in theatre production may be counted toward graduation.

The degree requirements listed below must be met:

- A candidate must have a cumulative 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 RMC (3.00 for education majors).
- Students must complete the core curriculum requirements.

- Students must complete a major with a GPA of at least 2.25 (3.00 for education majors) for all courses taken in the major – not just those in a required minimum. The specific requirements for a particular major are listed in the catalog under the relevant program. The student must complete at least 9 credits in his/her major field at RMC.
- Thirty-nine semester hours must be earned in upper-division courses, including at least 12 in the major field. If a minor is chosen, it must include a minimum of six upper-division semester hours; some minors require additional upper-division 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 (toward the required 39 semester hours of upper-division credits). 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 the approval of the academic vice president. For additional nontraditional and transfer credit policy information, see "Nontraditional Credit" in the "Academic Information" section of the catalog and "Transfer Credits for Core Curriculum Requirements" in the "Core Curriculum" section of the catalog.

Second Major/Minor in Similar Program

Students may elect to double major in differing programs/concentrations or minors within the same program as the major. Students must have a difference of 15 credits between the majors, and all 15 credits must be attributed to one major. A minor must have at least nine credits that are not counted toward the student's major or another minor, of which at least six must be upper division. Double majors are allowed in different degrees (e.g., BA and BS); however, a student will receive only one degree unless the requirements for a second bachelor's degree are met (see "Second Bachelor's Degree"). Students choosing to double major and/or minor in the same program should exercise caution when selecting programs/concentrations and closely monitor program and elective requirements to meet this standard.

Second Bachelor's Degree

Students may earn a second bachelor's degree from Rocky Mountain College by completing a minimum of 30 additional credits beyond the 120 semester credits for a bachelor's degree. These 30 credits must be taken in residence and are in addition to the previously completed credits for the first bachelor's degree, regardless of the number first completed. Students may earn two degrees concurrently at RMC, but they may not be the same degree. This may be accomplished by completing a minimum of 150 semester credits and completing all program requirements for both degrees.

Post-baccalaureate students who either continue their enrollment at Rocky Mountain College, or return at a later date, to pursue a second bachelor's degree must meet the following criteria:

- Fulfill all published program requirements for the second degree program;
- Fulfill remaining core curriculum requirements under the current course catalog;
- Complete 30 semester credits in residence.

Double (or Triple) Majors

Students who complete degree requirements within a regular enrollment period and who fulfill the program requirements for multiple majors or concentrations will be awarded one bachelor's degree. Students must indicate on their graduation application the degree for which they are applying if their majors fall under different degrees (e.g., BA or BS).

Graduate Degree Programs

Rocky Mountain College offers master's degrees in the following programs:

- Master of Accountancy (M.Acc.)
- Master of Educational Leadership (M.Ed.)
- Master of Physician Assistant Studies (MPAS)

A doctoral degree is offered in the following program:

- Doctor or Occupational Therapy (OTD)

Graduate Degree Requirements

Master of Accountancy Degree Requirements

The accountancy program at Rocky Mountain College is designed to prepare students for careers in public, government, 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 Management and a Master of Accountancy. The entire curriculum consists of 150 semester hours for both the bachelor's and master's degree.

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 degree. 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.
Students must complete all courses in the program with a GPA of at least 3.00.

Master of Educational Leadership Degree Requirements

The educational leadership program is designed to prepare educational leaders for a career as a principal or superintendent. This cohort-based program begins in the early fall and complete in late spring over a course of 11 months. The program follows the state and national standards for educational leadership and is rooted in Effective School Research. Blending theory and practice through coursework and an intensive internship, candidates will be prepared to be instructional leaders at the K-12 level. The program is 34 credits in length. This program has a two week residency requirement (one week at beginning of fall semester, one week at end of spring semester).

Master of Physician Assistant Studies Degree Requirements

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

Doctor of Occupational Therapy

Applicants must complete all the requirements for a bachelor's degree prior to matriculation into the program. The total length of the program is 112 semester hours over 3 years (nine semesters). The curriculum incudes two 12-week fieldwork experiences and one 14-week doctoral experience.

Students must meet the following requirements to graduate with a professional degree from the RMC OTD program:

- Successfully complete all academic requirements and be in good standing with the College.
- To the extent that such information is brought to the attention of the College, exhibit the requisite professionalism, character, and professional promise in judgment.
- Demonstrate competency of technical standards.

The final responsibility for the completion of graduation requirements is the student's and accordingly, each student should become familiar not only with the curriculum, but also with the academic regulations of the College. Each student must, in succession, successfully complete one semester before moving onto the next.

Additional Information

All students, including graduate students, must file an application for graduation with the Office of Student Records by the deadline specified in order to receive a degree from Rocky Mountain College.

Visit the College website at rocky.edu/academics/academic-programs for more information about RMC graduate programs.

Academic Programs

Core Curriculum Requirements

Faculty from various academic programs

In order to earn a baccalaureate degree at Rocky Mountain College, students must complete a core curriculum consisting of 40-46 semester hours of course work in a variety of areas, including mathematics, writing, communication, fine arts, humanities, social sciences, and natural sciences. Students should choose core curriculum courses in consultation with their academic advisor, as in some cases, courses taken to fulfill a program requirement for a major or minor may also be used to fulfill a core curriculum requirement.

Core Curriculum Learning Outcomes
Students who graduate from Rocky Mountain College will be able to:
Think critically:

- Analyze and reflect on the assumptions of oneself and of others by demonstrating understanding of the complexity of the modes of thought, expressions, and behaviors of other individuals and social groups;
- Identify, articulate, and solve problems using multiple approaches drawn from multiple disciplines;
- Use evidence-based practices to arrive at compelling conclusions;
- Integrate modes of inquiry and analysis from multiple disciplines.

Communicate effectively:

- In writing that demonstrates successful execution of appropriate conventions particular to a specific discipline and/or writing task(s) including organization, content, originality and/or creativity, presentation, formatting, grammar, and style;
- Orally through audience-appropriate organization, use of evidence, language choices, and delivery style;
- In non-verbal, graphic or visual forms that convey complex information, including but not limited to, information related to data sets or the symbolic representation of ideas.

Acknowledge and value difference:

- In culture by demonstrating an understanding of the values, expressions, and meaningful differences among social groups;
- In discipline, by recognizing and appreciating respective disciplinary values, knowledges, and methodologies;
- In expertise by assessing the reliability of information sources and by the use of appropriate sources to arrive at reasonable conclusions to complex problems;
- In relationships from the local to the global by respectful and informed consideration of what constitutes meaningfulness for oneself and others.

Mathematics (3-8 credits)
Upon completion of the core curriculum requirement in mathematics, students will be able to:
1. Explain information presented in mathematical forms;
2. Convert relevant information into various mathematical forms;
3. Make judgments and draw appropriate conclusions based on quantitative analysis of data.

Requirement:
The core curriculum requirement in mathematics is fulfilled by both of the following:
• MAT 100: College Algebra or a placement exam score necessary to test out of College Algebra (see "Math Placement," next section).
And one of the following courses:
• MAT 104: Mathematics for Elementary School Teachers II
• MAT 152: To Infinity and Beyond
• MAT 175: Calculus I
• MAT 210: Probability and Statistics
Note: MAT 090 credits are considered pre-college level and do not count for core curriculum or other degree requirements.

Advanced Placement (AP) credit in math may NOT be used to satisfy a core curriculum requirement; however, math AP credit may count as general elective credit toward the total number of credits required for graduation.

Math Placement

MAT 090: Elementary Algebra
(preparatory course; does not count toward graduation):
• ACT math score 0-18
• SAT math score 260-509
• Accuplacer Elementary Algebra score 0-56

Student places into MAT 100: College Algebra
(course fulfills Math #1 requirement):
• ACT math score 19-22
• SAT math score 510-549
• Accuplacer Elementary Algebra score 57-79

Student tests out of MAT 100: College Algebra
(waives Math #1 requirement):
• ACT math score 23+
• SAT math score 550+
• Accuplacer College Level Math score 80+

Students who test out of MAT 100 may be placed into the following:
MAT 103: Mathematics for Elementary School Teachers I (for elementary education majors; does not satisfy a core requirement)
MAT 110: Precalculus (prerequisite for Calculus; does not satisfy a core requirement)
MAT 131: Trigonometry and Calculus (for aviation majors; does not satisfy a core requirement)
MAT 152: To Infinity and Beyond (fulfills Math #2 requirement)
MAT 210: Probability and Statistics (fulfills Math #2 requirement)

Additionally, students who test out of MAT 100 may place into Calculus with the following scores:
MAT 175: Calculus I (fulfills Math #2 requirement):
• ACT math score 26+
• SAT math score 610+
• Accuplacer College Level Math score 100+

Math placement beyond College Algebra depends on student interest and major; students are advised to consult with a faculty advisor before enrolling. Students with dual-enrollment or transfer coursework in math should request a course evaluation prior to enrolling.

If a student wishes to take a course at a higher level than where he or she has placed with the ACT or SAT, the student may use Accuplacer exam scores to challenge that placement. Additionally, Rocky Mountain College will accept Accuplacer exam scores for math placement for nontraditional and transfer students.

Writing (6 credits)
Upon completion of the core curriculum requirement in writing, students will be able to:
1. Demonstrate in writing a thorough understanding of context, audience, and purpose;
2. Demonstrate an understanding of cultural differences and values;

3. Compose essays according to the appropriate disciplinary expectations of thesis, organization, content, presentation, format, and grammar;
4. Identify, incorporate, and properly cite appropriate primary and secondary sources in research-based assignments;
5. Critically analyze and interpret ideas, assumptions, arguments, and textual materials.

Requirement
(6 semester hours)
Students must successfully complete both of the following:
• ENG 119: College Writing I: Rhetoric and Writing
• ENG 120: College Writing II: Research and Argumentation

Advanced Placement (AP) credit in English may NOT be used to satisfy a core curriculum requirement; however, English AP credit may count as general elective credit toward the total number of credits required for graduation.

Communication (3 credits)
Upon completion of the core curriculum requirement in communication studies, students will be able to:
1. Use critical engagement skills to understand how verbal and nonverbal communication is used to create meaning and achieve situational goals;
2. Develop an organized oral message;
3. Effectively deliver an oral message;
4. Demonstrate an understanding of the ethics associated with human communication.

Requirement:
(3 semester hours)
To fulfill this requirement, students must complete one of the following courses:
• COM 201: Interpersonal Communication
• COM 202: Public Speaking (formerly COM 102)
• COM 250: Small Group Communication

Fine Arts (6 credits)
The fine arts core curriculum requirement is fulfilled by successfully completing three semester hours from Requirement 1 and three semester hours from Requirement 2. **The two courses must be from different disciplines.**

Upon completion of the core curriculum requirement in fine arts, students will be able to:
1. Acquire competencies in applying fundamental concepts, methods, skills, and techniques specific to a fine art;
2. Engage in the artistic process;
3. Apply knowledge of cultural worldview frameworks;
4. Acknowledge and value difference through curiosity and openness.

Fine Arts Requirement 1:
(3 semester hours)
Students must successfully complete a course from the following:
• Art: ART 220, ART 221, ART 222, ART 223, ART 321, ART 322, ART 323
• Music: MUS 101, MUS 140, MUS 201, MUS 202, MUS 204/304, MUS 205/305
• Theatre: THR 101, THR 131, THR 433, THR 434

Fine Arts Requirement 2:
(3 semester hours)
Students must successfully complete a course from the following:
• Art: ART 201, ART 210, ART 215/315, ART 231, ART 232, ART 243, ART 250, ART 251, ART 252, ART 313, ART 319, ART 321, ART 322, ART 323, ART 325
• English: ENG 122, ENG 204, ENG 205, ENG 206
• Music: MUS 215/315; three semesters in concert band (MUS 283/383), concert choir (MUS 271/371), or jazz ensemble (MUS 286/386) can fulfill this requirement. The three credits must be taken in the same ensemble.
• Theatre: THR 132, THR 135, THR 230, THR 235, THR 240, THR 245, THR 310, THR 315, THR 318, THR 320, THR 336, THR 347, THR 391

Note: In order to complete the fine arts core curriculum requirements, the courses from Requirement 1 and Requirement 2 must be in different disciplines.

Humanities (9 credits)
The humanities core curriculum requirement is fulfilled by successfully completing three semester hours each in history, literature, and philosophy and religious studies.

Upon completion of the core curriculum requirements in the humanities, students will be able to:
1. Analyze and reflect on oneself and others;
2. Acknowledge and value difference through curiosity and openness;
3. Use appropriate support to warrant conclusions or meaningful interpretations;
4. Demonstrate knowledge of cultural worldview frameworks;
5. Develop bodies of knowledge from disciplines spanning the humanities;
6. Analyze and comprehend a variety of important works in their contexts.

Requirement 1: History
(3 semester hours)
Students must successfully complete a course in history from the following:
• History: HST 103, HST 104, HST 211, HST 212, HST 232, HST 260, HST 263, HST 303, HST 304, HST 311, HST 313, HST 324, HST 325, HST 356, HST 358, HST 363, HST 365, HST 370

Requirement 2: Literature
(3 semester hours)
Students must successfully complete a course in literature from the following:
• English: ENG 223, ENG 224, ENG 242, ENG 244, ENG 245, ENG 246, ENG 247, ENG 252, ENG 270, ENG 272, ENG 273, ENG 282, ENG 283

Requirement 3: Philosophy and Religious Studies
(3 semester hours)
Students must successfully complete a course in philosophy and religious studies from the following:
• Philosophy and Religious Studies: PHR 100, PHR 120, PHR 210, PHR 211, PHR 220, PHR 236, PHR 303, PHR 304, PHR 320, PHR 330, PHR 340, PHR 370, PHR 375, PHR 378

Social Sciences (6 credits)
The social sciences core curriculum requirement is fulfilled by successfully completing two courses of three semester hours each in psychology, sociology, economics, geography, or political science. **The two courses must be in different disciplines.**

Upon completion of the core curriculum requirement in the social sciences, students will be able to:

1. Name and describe ethical and/or normative perspectives and concepts in the social science discipline;
2. Recognize ethical and/or normative issues in a variety of settings;
3. Synthesize existing knowledge, research, and/or views within the discipline;
4. Analyze evidence to gain a better understanding of complex topics or issues;
5. Extrapolate findings from evidence that result in informed judgments; and
6. Discuss limitations and implications of findings.

Requirement:
(6 semester hours)
Courses that may satisfy the core curriculum requirement for social sciences include:
• Economics: ECO 205
• Geography: GPY 102, GPY 224, GPY 302
• Political Science: POL 101, POL 225, POL 313
• Psychology: PSY 101, PSY 205, PSY 206
• Sociology: SOC 101, SOC 225

Natural Sciences (7-8 credits)
This core curriculum requirement is fulfilled by successfully completing two courses (a minimum of seven semester hours) in the natural sciences: biology, chemistry, environmental science, geology, and physics. **The two courses must be in different disciplines and at least one of the courses must have a laboratory component.**

Upon completion of the core curriculum requirement in the natural sciences, students will be able to:
1. Define problem/ask question;
2. Synthesize existing knowledge, research, and/or views;
3. Propose solutions/state hypotheses;
4. Identify and evaluate potential solutions;
5. Implement solution;* and
6. Evaluate outcomes.
*Specific to laboratory classes only

Requirement:
(7 semester hours)
Courses that may satisfy the core curriculum requirement for natural sciences include:
• Biology: BIO 102*, BIO 105, BIO 120*
• Chemistry: CHM 100*, CHM 101*, CHM 210, CHM 260
• Environmental Science: ESC 105/106*, ESC 243*, ESC 244*, ESC 262
• Geography: GPY 101, GPY 215 (formerly ESC 215)
• Geology: GEO 101/104*, GEO 120, GEO 220, GEO 218/104*
• Physics: PHS 101*, PHS 105*, PHS 201*
Courses marked with an asterisk (*) have a laboratory component.

Transfer Credits for Core Curriculum Requirements
Although the College reserves the right to refuse incoming transfer credits, credits from accredited institutions normally will be accepted, subject to these conditions:
• No more than 90 semester hours (135 quarter hours) of credit from four-year colleges will count toward the total number of credits required for graduation.
• No more than 64 semester hours (96 quarter hours) of credit from two-year colleges will count toward the total number of credits required for graduation.
• No upper-division credit will be allowed for courses from two-year colleges.
• No "F" grades will be accepted.
• No preparatory/developmental classes or non-degree applicable courses will be accepted.

Accountancy

Anthony R. Piltz, Professor
Cedric Snelling, Associate Professor

The accountancy program prepares 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.

The accountancy program prepares students to sit for the Uniform CPA Examination from both an education requirement and knowledge perspective. The education requirement and passing of the exam are not the only requirements, however. While exact licensure requirements vary by state, they all include completion of the following:
1. Educational Requirement
2. Experience Requirement
3. Passage of the Uniform CPA Exam
4. Passage of the professional Ethics for CPAs Exam

The specific licensure requirements for the state of Montana are as follows:

1. Educational Requirement:
    a. 150 semester hours including:
        i. 24 semester hours of accounting courses above the introductory level
        ii. 24 semester hours of non-accounting, general business courses
2. Experience Requirement:
    a. One year (2,000 hours) of acceptable accounting and auditing experience obtained within the three years preceding the date of application for licensure.
3. Passage of the Uniform CPA Exam:
    a. Required core exams:
        i. Financial Accounting and Reporting
        ii. Auditing and Attestation
        iii. Taxation and Regulation
    b. Choose one of the following disciplines:
        i. Tax compliance and planning
        ii. Business analysis and reporting
        iii. Information systems and controls
4. Passage of the Professional Ethics for CPAs Exam

For state specific licensing requirements:
https://nasba.org/licensure/nasbalicensing/

Note: For information about undergraduate-only study, refer to the Accounting Concentration within the "Business Administration" program.

Students who begin the accountancy program as undergraduates will graduate, upon completion of all requirements, with both a bachelor's degree in business management and a master's in accountancy. The entire curriculum consists of 150 semester hours, and students are required to meet all Rocky Mountain College degree requirements. All prerequisites to accounting courses must be completed with a grade of "C-" or higher.

Learning Outcomes
Students who graduate with a master's in accountancy will be able to:
1. Provide relevant information to support organizational decisions or external users.
2. Prepare financial statements and other decision-support documents.
3. Employ accounting information systems for both financial reporting and internal decision making.
4. Distinguish among the information needs of internal decision makers and financial statement users.
5. Measure and report tax consequences of transactions under the United States Tax Code for:
   a. Individuals;
   b. Partnerships
   c. Corporations;
   d. Estates;
   e. Trusts.
6. Employ sophisticated financial management techniques and provide information to users of such technique.
7. Measure and report complex financial elements involving:
   a. Debt;
   b. Equity;
   c. Asset acquisition, use, and disposal;
   d. Deferred taxes;
   e. Business combinations;
   f. Earnings per share;
   g. Revenue and expense recognition;
   h. Statements of cash flows;
   i. International transactions;
   j. Post-retirement benefits.
8. Articulate the importance of, and engage in, the attestation process.
9. Apply international financial reporting standards.
10. Employ standard protocols related to the use of technology-based accounting information systems.
11. Measure and report the costs associated with conversion processes.

Master of Accountancy with a BS in Business Management
A minimum of 45 semester hours is required, including:
ACC 210: Foundations of Accounting
ACC 309: Managerial Accounting
BSA 303: Principles of Management
BSA 304: Principles of Marketing
BSA 311: Principles of Finance
BSA 401: Production and Operations Management
BSA 421: Strategic Management
BSA 450: Internship
ECO 205: Principles of Economics
ENG 325: Professional Writing
MAT 210: Probability and Statistics

Twelve semester hours of electives in BSA, ACC, ECO, at least six of which must be BSA, are required. Electives must be 200-level or higher. To ensure CPA exam eligibility, candidates should select electives in disciplines other than accounting. BSA 331: Business Law is recommended as one of these electives. ACC 323, ACC 351, and ACC 352 are prerequisites for master-level courses and do not satisfy these electives.

Master of Accountancy
A minimum of 30 semester hours is required, including:
ACC 505: Cost Accounting
ACC 521: Advanced Financial Management
ACC 553: Advanced Accounting I
ACC 624: Taxation of Estates and Trusts
ACC 628: Taxation of Partnerships and Corporations
ACC 653: Advanced Accounting II
ACC 672: Auditing I
ACC 674: Auditing II
ACC 678: Advanced Managerial Accounting
ACC 690: Seminar

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.

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. ACC 323, ACC 351, and ACC 352 (or their equivalents) are prerequisites to the master-level courses.

Accountancy courses

ACC 210
Foundations of Accounting
Semester: Fall and Spring
Semester Hours: 3
This course is designed to give students a basic understanding of the uses and limitations of accounting information, particularly from financial statements. Students will understand how to take information from financial statements and make informed business decisions. A grade of C- or better is required in order for this course to count as a prerequisite for upper division accounting courses.

ACC 309
Managerial Accounting
Semester: Fall and Spring
Semester Hours: 3
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.
Prerequisite: ACC 210 and ECO 205, both with a grade of C- or higher

ACC 313
Not-For-Profit Accounting
Semester: Fall; Alternate years
Semester Hours: 3
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: ACC 309 with a grade of C- or higher

ACC 323
Taxation of Individuals
Semester: Fall
Semester Hours: 3
A study of federal income tax law as it applies to individual taxpayers, including sole-proprietorship entities.
Prerequisite: ACC 210 and ECO 205, both with a grade of C- or higher

ACC 351
Intermediate Accounting I
Semester: Fall
Semester Hours: 3

A course that 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: ACC 210 and ECO 205, both with a grade of C- or higher

ACC 352
Intermediate Accounting II
Semester: Spring
Semester Hours: 3
This course, a continuation of ACC 351, 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: ACC 351 with a grade of C- or higher

ACC 505
Cost Accounting
Semester: Fall; Alternate years
Semester Hours: 3
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, costprofit-volume analysis, best cost management practices, and other techniques to aid management in planning and controlling business activities.
Prerequisite: ACC 323 and ACC 352, both with a grade of C- or higher

ACC 521
Advanced Financial Management
Semester: Spring; Alternate years
Semester Hours: 3
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: ACC 323 and ACC 352, both with a grade of C- or higher

ACC 553
Advanced Accounting I
Semester: Fall; Alternate years
Semester Hours: 3
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: ACC 323 and ACC 352, both with a grade of C- or higher

ACC 624
Taxation of Estates and Trusts
Semester: Fall; Alternate years
Semester Hours: 3
A study of income tax law as it applies to estates and trusts. Further application of the tax research process through case analysis is also addressed.
Prerequisite: ACC 323 and ACC 352, both with a grade of C- or higher

ACC 628
Taxation of Partnerships and Corporations
Semester: Spring; Alternate years
Semester Hours: 3
A study of federal income tax law as it applies to partnerships and corporations. Further application of the tax research process through case analysis is also addressed.
Prerequisite: ACC 624 with a grade of C- or higher

ACC 653
Advanced Accounting II
Semester: Spring; Alternate years
Semester Hours: 3
This course introduces the theory and practice relative to business combinations, mergers, consolidations, and acquisitions with an emphasis on the related financial reporting requirements involved with these events.
Prerequisite: ACC 323 and ACC 352, both with a grade of C- or higher

ACC 672
Auditing I
Semester: Fall; Alternate years
Semester Hours: 3
This course addresses the many changes implemented in the corporate sector and the auditing profession since the passage of the Sarbannes-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: ACC 323 and ACC 352, both with a grade of C- or higher

ACC 674
Auditing II
Semester: Spring; Alternate years
Semester Hours: 3
This course, a continuation of ACC 672, builds on the audit process by addressing proper audit planning and materiality, assessing the risk of material misstatement, assessing internal control, and performing audit sampling for test of controls, test of transactions, and tests of details of balances. This course will conclude with completing the audit with an emphasis on presentation and disclosures within the audit report, review for contingent liabilities, reviewing for subsequent events, and issuing the audit report.
Prerequisite: ACC 672 with a grade of C- or higher

ACC 678
Advanced Managerial Accounting
Semester: Spring; Alternate years
Semester Hours: 3
A course wherein students engage in the sophisticated use of accounting information in decision making. Topics include relevant cost measurement, operating decision support, capital budgeting, profit planning, and performance analysis.
Prerequisite: ACC 505 with a grade of C- or higher

ACC 690
Seminar
Semester: Spring
Semester Hours: 1-3
Selected topics in accounting are explored.
Prerequisite: Permission of department

BSA 303
Principles of Management
Semester: Fall and Spring
Semester Hours: 3
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: ACC 210, ECO 205

BSA 304
Principles of Marketing
Semester: Fall and Spring
Semester Hours: 3
This course studies the marketing process from product development through consumer purchase. The course includes examination of consumer buying behavior, marketing channels, physical distribution, pricing policies, and promotion along with their role in the marketing process.
Prerequisite: ECO 205

BSA 311
Principles of Finance
Semester: Fall and Spring
Semester Hours: 3
Students are introduced to the principles of business finance. Topics covered include financial analysis and planning, working capital management, the time value of money, capital budgeting, and weighted average cost of capital.
Prerequisite: ACC 210, ECO 205

BSA 331
Business Law
Semester: Fall
Semester Hours: 3
A course that explores the legal principles relating to business transactions: contracts, sales, commercial paper, intellectual property, and ecommerce. A study of the legal environment of business is emphasized.
Prerequisite: ACC 210, ECO 205

BSA 401
Production and Operations Management
Semester: Fall and Spring
Semester Hours: 3
An introduction to various aspects of production, resource, and operations management that focuses on production methodologies, scheduling, inventory control, quality control, and project management. Performance evaluation and resource planning are also emphasized.
Prerequisite: BSA 303, ACC 309

BSA 450
Internship
Semester: Offered at discretion of department
Semester Hours: 1-12
Guided work experience and study of a professional nature in an established business, government agency, or other institution. Contract is required. A minimum of three semester hours is required, but no more than three semester hours will count toward the major. Pass/no pass.
Prerequisite: ACC 309, BSA 303, BSA 311

ECO 205
Principles of Economics
Semester: Fall and Spring
Semester Hours: 3
This course will introduce the principles of firm-level decision making, consumer choices and their rationale, differing forms of industry competition, and how market-clearing prices and quantities are determined in a market environment. Additionally, the students will gain an understanding of how the major participants in the economy interact and what drives economic growth, interest rates, and inflation. The possible impacts of a variety of fiscal and monetary policy choices will be presented to assist the student in understanding how those policies will impact incomes, employment, and trade for a country. At the completion of the course, the student should have a basic understanding of both the microeconomic and macroeconomic environments and their impacts on businesses and the general population.

ENG 325
Professional Writing
Semester: Fall and Spring
Semester Hours: 3
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: ENG 119

MAT 210
Probability and Statistics
Semester: Fall, Spring, and Summer
Semester Hours: 3
This course provides a non-calculus-based study of discrete probability theory and its statistical applications. Distribution theory and its applications in hypothesis testing and setting confidence intervals are discussed.
Prerequisite: MAT 100 or satisfactory score on a placement exam

Art

Todd Forsgren, Associate Professor
Meredith Munson, Assistant Professor

The Rocky Mountain College art program offers instruction and experience in studio and art history for all students at RMC, no matter the major. The variety of classes spans the spectrum with studio art courses covering a wide range of traditional and digital media and critical topics in contemporary art. Art history courses cover ancient art practices to current trends while considering global perspectives. The art faculty teach critical thinking and visual literacy through analysis, criticism, the study of aesthetics, the production of original works of art, and the study of major periods in art history. Students are encouraged to explore mediums and techniques, both traditional and experimental. The faculty value ethical decision making and provide opportunities for students to volunteer in the community. Study abroad experiences are considered vital and every effort is made to provide study abroad opportunities for all RMC students.

It is the mission of the art program to provide all students with the opportunity to enhance their creative expression through experiencing art. The faculty strive to build a strong foundation in the techniques and processes of producing visual art, to assist students in the development of their personal artistic style, to enhance students' understanding of the role art plays in society, and to encourage students to strive for professional excellence in all their artistic endeavors.

Major Learning Outcomes
Students who graduate with a major in art will be able to:
1. Acquire visual literacy to increase critical engagement with art and media;
2. Appreciate the diverse history and traditions of global visual culture;
3. Develop the fundamental skills, craftsmanship, and techniques used in visual art;
4. Engage with critical processes and issues in contemporary artistic practice;
5. Employ and understand visual communication in interdisciplinary contexts;

6. Acknowledge and value difference through curiosity and openness.

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, and field practica, among others, may not be taken in art until at least 15 semester hours of regular coursework have been satisfactorily completed.
3. Internship credits may be used for no more than six semester hours of the required total for the major or minor.
4. Art education majors must complete the professional education program for P-12 teaching. See the "Education" section of the catalog.
5. Students wishing for more depth in a studio course may take that course a second time at a higher level, with the instructor's approval.
6. Additional expenses for tools and materials can be expected in most art courses.

Major in Art
A minimum of 42 semester hours is required, including:
ART 190: Art Seminar I
ART 490: Art Seminar II

Two of the following:
ART 201: Drawing I
ART 210: Design I
ART 231: Painting I
ART 232: Mixed Media I
ART 243: Photography
ART 250: Sculpture I
ART 251: Clay I
ART 252: Jewelry and Metalwork I

One of the following:
ART 301: Drawing II
ART 310: Design II
ART 331: Painting II
ART 332: Mixed Media II
ART 343: Photography II
ART 350: Sculpture II
ART 351: Clay II
ART 352: Jewelry and Metalwork II

One of the following:
ART 313: Art and Ecology
ART 319 The Body & Identity
ART 325: Imaging Text & Data

Four of the following:
ART 321: Topics in Art History I
ART 322: Topics in Art History II
ART 323: Topics in Art History III
ART 220: Prehistoric to Classical Art History
ART 221: The Silk Road & Pre-Columbian Art History
ART 222: Renaissance to Pre-Modern Art History
ART 223: Modern to Contemporary Art History
ART 317: Museum Studies I

Major in Art Education
A minimum of 39 semester hours is required, including:
ART 190: Art Seminar I
ART 321: Topics in Art History I
ART 338: Methods and Materials: Teaching Art in the Elementary School

Choose two of the following:
ART 201: Drawing I
ART 210: Design I
ART 231: Painting I
ART 232: Mixed Media I
ART 243: Photography
ART 250: Sculpture I
ART 251: Clay I
ART 252: Jewelry and Metalwork I

Choose one of the following:
ART 301: Drawing II
ART 310: Design II
ART 331: Painting II
ART 332: Mixed Media II
ART 343: Photography II
ART 350: Sculpture II
ART 351: Clay II
ART 352: Jewelry and Metalwork II

Choose one of the following:
ART 313: Art & Ecology
ART 319: The Body & Identity
ART 325: Imaging Text & Data

Choose three of the following:
ART 220: Prehistoric to Classical Art History
ART 221: The Silk Road & Pre-Columbian Art History
ART 222: Renaissance to Pre-Modern Art History
ART 223: Modern to Contemporary Art History
ART 317: Museum Studies I
ART 322: Topics in Art History II
ART 323: Topics in Art History III

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 Learning Outcomes

Art
Students who graduate with a minor in art will be able to:
1. Appreciate the diverse history and traditions of global visual culture;
2. Develop the fundamental skills, craftsmanship, and techniques used in visual art;
3. Employ and understand visual communication in interdisciplinary contexts;
4. Critically consider the role and function of art and media in society; and
5. Use art and visual communication in coordination with the student’s major.

Art Education
Students who graduate with a minor in art education will be able to:
1. Acquire visual literacy to increase critical engagement with art and media;
2. Appreciate the diverse history and traditions of global visual culture;
3. Develop the fundamental skills, craftsmanship, and techniques used in visual art;
4.Acknowledge and value difference through curiosity and openness; and
5. Understand the role of art in relation to other disciplines and contemporary life.

Minor in Art
A minimum of 22 semester hours is required, including:
ART 190: Art Seminar I

One of the following:
ART 301: Drawing II
ART 310: Design II
ART 331: Painting II
ART 332: Mixed Media II
ART 343: Photography II
ART 350: Sculpture II
ART 351: Clay II
ART 352: Jewelry and Metalwork II

One of the following:
ART 313: Art and Ecology
ART 319: The Body & Identity
ART 325: Imaging Text & Data

Two of the following:
ART 321: Topics in Art History I
ART 322: Topics in Art History II
ART 323: Topics in Art History III
ART 220: Prehistoric to Classical Art History
ART 221: The Silk Road & Pre-Columbian Art History
ART 222: Renaissance to Pre-Modern Art History
ART 223: Modern to Contemporary Art History
ART 317: Museum Studies I

Minor in Art Education
Requirements include a minimum of 25 semester hours, including the 22 semester hours listed under the Minor in Art, plus ART 338. Discipline-based art education is the goal of this minor. Art education minors must complete the professional education program for P-12 teaching as described in the "Education" section of the catalog.

Art courses

ART 190
Art Seminar I
Semester: Spring
Semester Hours: 3
Art seminar is a professional development course that explores careers in the art and design field for art and art education majors and minors. This course includes discussions, a common art project, field trips, art community service, and applying to exhibitions. Students also build a résumé, portfolio, website, and artist's statement. This course is designed to create community among all art students by meeting simultaneously with ART 490. The course not only serves as an opportunity for self-assessment by each student, but also requires the assessment (analysis and criticism) of classmates' and others' artwork. Students should enroll in this course at the earliest opportunity upon declaring an art or art education major or minor.
Prerequisite: Declared art or art education major or minor

ART 201
Drawing I
Semester: Fall and Spring
Semester Hours: 3
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 210
Design I
Semester: Fall
Semester Hours: 3
This studio course closely examines two-dimensional and three-dimensional and four-dimensional design by studying the principles of design and the elements of art using both traditional and digital techniques. Students will create, display, and formally present for criticism to the course academic exercises and works of art.

ART 215
Creativity
Semester: Fall; Alternate years
Semester Hours: 3
This course approaches creativity as a skill to develop, not as a magical gift bestowed on a few select people. The last three weeks of the course will be devoted to a large-scale project in an 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's 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. This course is cross-listed with MUS 215.

ART 220
Prehistorical to Classical Art History
Semester: Fall
Semester Hours: 3
This global art history survey course includes Prehistoric art; the Nile and Ancient Egypt; the Fertile Crescent; the Indus Valley; Andean Culture; Mesoamerica; the Yellow and Yangtze Rivers; Bronze Age and Ancient Greece; the Etruscans and the Romans; and other periods at the discretion of the instructor. Study focuses on the materials, techniques, style, historical context, aesthetics, and criticism of this wide variety of art. Though sequential in time, ART 220, ART 221, ART 222, and ART 223 may be taken in any order.

ART 221
The Silk Road & Pre-Columbian Art History
Semester: Spring
Semester Hours: 3
This is a global art history survey course that considers Early Christian; Byzantine; the Islamic Golden Age; Medieval Europe; the Mongolian Empire; Indian Middle Kingdoms; Oceania; African Art and Empires; the spread of Buddhism in India, China, Japan, and Southeast Asia; Aztec Art; North American Art; and other periods at the discretion of the instructor. Study focuses on the materials, techniques, style, historical context, aesthetics, and criticism of this wide variety of art. Though sequential in time, ART 220, ART 221, ART222, and ART 223 may be taken in any order.

ART 222
Renaissance to Pre-Modern Art History
Semester: Fall
Semester Hours: 3
This global art history survey course includes Renaissance art; art of the Ottoman Empire; art made during the colonial eras of the Americas, Africa, Asia, and Oceania; Baroque Art; Impressionism; and other periods at the discretion of the instructor. Study focuses on the materials, techniques, style, historical context, aesthetics, and criticism of this wide variety of art. Though sequential in time, ART 220, ART 221, ART 222, and ART 223 may be taken in any order.

ART 223
Modern to Contemporary Art History
Semester: Spring
Semester Hours: 3
This global art history survey includes modern to contemporary art movements. Study focuses on the materials, techniques, style, historical context, aesthetics, and criticism of this wide variety of art. Though sequential in time, ART 220, ART 221, ART 222, and ART 223 may be taken in any order.

ART 231
Painting I
Semester: Fall
Semester Hours: 3
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.

ART 232
Mixed Media I
Semester: Spring
Semester Hours: 3
This course explores a variety of mixed media techniques and considers the formal and theoretical histories underpinning them. Students will create artwork derived from global artistic traditions as well as new approaches to art making developed from modernism to today. Mediums covered may include non-traditional painting techniques, collage, montage, digital art, glass, fiber, watercolor, ink, appropriation, and installation art.

ART 242
Printmaking I
Semester: Spring
Semester Hours: 3
Students are introduced to basic relief printmaking, as well as techniques such as linoleum, wood cut, monoprint, intaglio, silkscreen, letterpress, and/or computer-generated graphics. Consideration of the production of printmaking and serial artworks in relation to global traditions of mechanized reproduction of images. Students will create, critique, and display original works of art.

ART 243
Photography
Semester: Fall and Spring
Semester Hours: 3
This course explores the conceptual and practical principles of photography through lectures, readings, lab, and hands-on assignments. Technical focus is on camera operation, composition, and editing. The class also considers the history of aesthetic and ethical photographic issues around the world. Adobe Lightroom and Photoshop are used to explore possibilities for processing and manipulating photographs.

ART 250
Sculpture I
Semester: Fall and Spring; Alternate years
Semester Hours: 3
Students will explore the third dimension by creating artworks 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. Students will also learn about the relationship between sculpture and its art historical context.

ART 251
Clay I
Semester: Spring
Semester Hours: 3
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
Semester: Fall and Spring
Semester Hours: 3
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 semiprecious 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. ART 352 is a continuation of ART 252.

ART 299
Directed Reading
Semester: Offered at discretion of department
Semester Hours: 1-3
This course allows a 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.

ART 301
Drawing II
Semester: Fall and Spring
Semester Hours: 3
This course allows for the continued development of drawing techniques in a variety of dry and wet media that were explored in Drawing I. 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. Taught concurrently with Drawing I.
Prerequisite: ART 201

ART 310
Design II
Semester: Fall
Semester Hours: 3
This studio course continues the principles studied in ART 210: Design I by building on the principles of two-dimensional and three-dimensional and four-dimensional design by studying the principles of design and the elements of art using both traditional and digital techniques. Students will create, display, and formally present for criticism to the course academic exercises and works of art.
Prerequisite: ART 210

ART 313
Art and Ecology
Semester: Fall
Semester Hours: 3

This studio art course explores the relationship between artistic production and ecological issues through a series of visual projects that develop knowledge, skills, and critical thinking on this topic. The range of ecological artistic practices is diverse, from the production of physical objects to performance, environmental intervention, and social practice. Topics examined may include plein-air painting, land art, bonsai trees, photography, and data design. Students conduct interdisciplinary research, field work, and community engagement and participate in a series of field trips to important regional ecological sites.

ART 315
Creativity
Semester: Fall; Alternate years
Semester Hours: 3
This course approaches creativity as a skill to develop, not as a magical gift bestowed on a few select people. The last three weeks of the course will be devoted to a large-scale project in an 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's 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. This course is cross-listed with MUS 315.

ART 317
Museum Studies I
Semester: Fall
Semester Hours: 3
This course critically considers the social, cultural, and practical role of the museum. The history of museums and collections is interrogated, and how this relates to the construction of art history through acquisitions, exhibitions, and circumstance. Students gain hands-on experience with database management and work with art objects through engagement with pieces in the Rocky Mountain College art collection. This is supported by field trips and work with local museums and collections.

ART 319
The Body & Identity
Semester: Spring; Alternate years
Semester Hours: 3
The figure is amongst the oldest art forms: prehistoric cultures across the globe depicted human form in sculpture and rock paintings. Today, how images of the body are constructed resonate with contemporary issues of gender and identity. Through a series of visual projects, this course considers these topics and techniques of depiction. The course begins with the observational life drawing before continuing to new approaches of depiction including a range of 2D and 3D mediums.

ART 321
Topics in Art History I
Semester: Fall and Spring; Alternate years
Semester Hours: 3
Choosing from the prehistoric (as early as 40,000 BCE) through the Gothic (as late as 1500 CE), 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, 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 with presentation. This course (same number, different topic) may be taken twice, with up to six credits counting toward the art/art education major or minor requirements.

ART 322
Topics in Art History II
Semester: Fall and Spring; Alternate years
Semester Hours: 3
The topic for this course is chosen from Western artistic traditions ranging from the Renaissance, Baroque, Rococo, the 19th, or the 20th centuries. Study focuses on art materials, techniques, styles, historical contexts, aesthetics, and criticism. While traditional methods of studying art history are used (e.g., slide lectures, discussion, written exams, and papers), students are expected, as a research project, to authentically replicate an objet d'art from a historical period or produce an original work of art done “in the style of” a major period of art history. This course (same number, different topic) may be taken twice, with up to six credits counting toward the art or art education major or minor requirements.

ART 323
Topics in Art History III
Semester: Fall and Spring; Alternate years
Semester Hours: 3
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 with presentation. This course (same number, different topic) may be taken twice, with up to six credits counting toward the art or art education major or minor requirements.

ART 325
Imaging Text & Data
Semester: Spring; Alternate years
Semester Hours: 3
This course considers historic and contemporary approaches to translating language and data into visual form through a series of projects. Topics may include calligraphy, typography, letterpress, bookmaking, text-based conceptual art, poster/chart design, fonts, and data visualization. Fine art, commercial, and scientific context are compared, alongside global traditions and new direction in the form of the written word and data.

ART 331
Painting II
Semester: Fall
Semester Hours: 3
This studio course continues the exploration of techniques of oil and acrylic painting. It allows students more time to develop techniques and pursue individual projects. The student and instructor will develop a mutually agreeable plan of study at the beginning of the semester. The global history and contemporary issues in painting are both considered. Students create, critique, and display original works of art.
Prerequisite: ART 231

ART 332
Mixed Media II
Semester: Spring
Semester Hours: 3
This course allows students to continue to develop ideas covered in Mixed Media I. It explores a variety of mixed media techniques and considers the formal and theoretical histories underpinning them. Students will create artwork derived from global artistic traditions as well as new approaches to art making developed from modernism to today. Mediums covered may include non-traditional painting

techniques, collage, montage, digital art, glass, fiber, watercolor, ink, appropriation, and installation art.

ART 338
Methods and Materials: Teaching Art in the Elementary and Secondary Schools
Semester: Spring
Semester Hours: 3
This course focuses on the methods and materials for teaching art in the elementary, middle, and secondary schools.
Prerequisite: admission to the teacher education program

ART 342
Printmaking II
Semester: Spring
Semester Hours: 3
Students continue to develop relief printing techniques learned in Printmaking I, as well as techniques such as linoleum, wood cut, monoprint, intaglio, silkscreen, letterpress, and/or computer-generated graphics. Consideration of the production of printmaking and serial artworks in relation to global traditions of mechanized reproduction of images. Students will create, critique, and display original works of art.
Prerequisite: ART 242

ART 343
Photography II
Semester: Spring; Alternate years
Semester Hours: 3
This course builds upon Photography I, continuing exploration of the conceptual and practical principles of photography through lectures, readings, lab, and hands-on assignments. Advanced and experimental camera and studio lighting techniques are covered. The class also considers the history of aesthetic, ethical, and professional photographic issues around the world.
Prerequisite: ART 243

ART 350
Sculpture II
Semester: Fall and Spring; Alternate years
Semester Hours: 3
Students are allowed to pursue areas of individual interest by exploring advanced techniques and/or by expanding basic sculptural skills learned in ART 250. The 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.
Prerequisite: ART 250

ART 351
Clay II
Semester: Spring
Semester Hours: 3
This clay class offers the student an opportunity to expand ceramic skills according to individual interests. The 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, ART 351 is offered concurrently with ART 251.
Prerequisite: ART 251

ART 352
Jewelry and Metalwork II
Semester: Fall and Spring
Semester Hours: 3
Students are allowed to pursue areas of individual interest by investigating advanced techniques and/or by expanding basic jewelry and metalworking skills. The 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. ART 352 is a continuation of, and is offered concurrently with, ART 252.
Prerequisite: ART 252

ART 450
Internship
Semester: Offered at discretion of department
Semester Hours: 1-12
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. Pass/no pass grading.
Prerequisite: junior or senior standing

ART 490
Art Seminar II
Semester: Spring
Semester Hours: 3
Art seminar is a professional development course that explores careers in the art and design field for art and art education majors and minors. This course includes discussions, a common art project, field trips, art community service, and applying to exhibitions. Students also build a résumé, portfolio, website, and artist's statement. This course is designed to create community among all art students by meeting simultaneously with ART 190. The course not only serves as an opportunity for self-assessment by each student, but also requires the assessment (analysis and criticism) of classmates' and others' artwork. Students should enroll in this course at the earliest opportunity upon declaring an art or art education major or minor. Students enrolled in ART 490 are encouraged to mentor first- and second-year art and art education students.
Prerequisite: Senior status, declared art or art education major

ART 499
Directed Reading
Semester: Offered at discretion of department
Semester Hours: 1-3
This course allows a 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 Hargrove, Professor and Director of Aviation
Mark Donohue, Assistant Professor
Matt Prinkki, Assistant Professor
Seth Livengood, Assistant Professor

The mission of the Rocky Mountain College aviation program is to educate and train individuals to be professionals and leaders in the aviation industry.

The aviation program provides students with the knowledge and skills required to enter the exciting world of professional aviation. 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 Cessna 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 Canadair 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 minors are offered in aeronautical science, aircraft dispatch, and small Uncrewed Aerial Systems (sUAS). 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.

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. The aircraft dispatch minor prepares students for a career as a dispatcher, a position that shares responsibility for the movement of an airplane with the plane's captain and handles such issues as maintenance, weight and balance, changing weather, diverts, and passenger issues. The minor in small Uncrewed Aerial Systems (sUAS) teaches regulatory knowledge about UAS and practical hands-on experience operating various uncrewed aerial systems that give a foundation for a career in this exciting new field.

The program emphasizes professional relationships with companies and individuals across the aviation industry and internship opportunities tailored to the desires of each individual student.

Major Learning Outcomes

Aeronautical Science Major
Students who graduate with a major in aeronautical science will be able to:
1. Demonstrate attributes of an aviation professional, career planning, and understanding certification;
2. Demonstrate understanding of aircraft design, performance, operating characteristics, and maintenance;
3. Demonstrate understanding of aviation operations in terms of aviation safety and human factors;
4. Demonstrate understanding of national and international aviation law, regulations, and labor issues;
5. Demonstrate understanding of design and operations of airports, airspace, and the air traffic control system;
6. Demonstrate understanding of meteorology and environmental issues;
7. Apply mathematics, science, and applied sciences to aviation-related disciplines;
8. Analyze and interpret data;
9. Work effectively on multi-disciplinary and diverse teams;
10. Make professional and ethical decisions;
11. Communicate effectively, using both written and oral communication skills;
12. Engage in and recognize lifelong learning;
13. Assess contemporary issues;
14. Use the techniques, skills, and modern technology necessary for professional practice;
15. Assess the national and international aviation environment;
16. Apply pertinent knowledge in identifying and solving problems;
17. Apply knowledge of business sustainability to aviation issues;
18. Meet FAA commercial pilot standards, with instrument and multi-engine ratings, and demonstrate the ability to operate in a crew environment;
19. Demonstrate knowledge and application of aerodynamic principles.

Aviation Management Major
Students who graduate with a major in aviation management will be able to:
1. Demonstrate attributes of an aviation professional, career planning, and understanding of certification;
2. Demonstrate understanding of aircraft design, performance, operating characteristics, and maintenance;
3. Demonstrate understanding of aviation operations in terms of aviation safety and human factors;
4. Demonstrate understanding of national and international aviation law, regulations, and labor issues;
5. Demonstrate understanding of design and operations of airports, airspace, and the air traffic control system;
6. Demonstrate understanding of meteorology and environmental issues;
7. Apply mathematics, science, and applied sciences to aviation-related disciplines;
8. Analyze and interpret data;
9. Work effectively on multi-disciplinary and diverse teams;
10. Make professional and ethical decisions;
11. Communicate effectively, using both written and oral communication skills;
12. Engage in and recognize the need for lifelong learning;
13. Assess contemporary issues;
14. Use the techniques, skills, and modern technology necessary for professional practice;
15. Assess the national and international aviation environment;
16. Apply pertinent knowledge in identifying and solving problems;
17. Apply knowledge of business sustainability to aviation issues;
18. Communicate the principles necessary to integrate as an employee at a fixed base operations company, an airline, and an airport;
19. Apply classroom concepts to the aviation industry through an internship.

Program Accreditation
The aeronautical science and aviation management majors are both accredited by the Aviation Accreditation Board International (AABI). There are only 34 aeronautical science programs and 30 aviation management programs worldwide accredited by AABI. The organization sets standards for all aerospace programs taught in colleges and universities around the United States and the world.

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 nearby Billings Logan International 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. A student who completed private pilot training before coming to RMC will not be required to repeat private pilot flight training, though the student will fly a small number of extra flights in the instrument syllabus to learn local area procedures and the aircraft flown at RMC. That student must also take a challenge exam to ensure private pilot knowledge is strong. Once students enroll in the aviation program, all subsequent flight instruction must be received through the Rocky Mountain College Aviation Program.

Admitted students may enter Rocky Mountain College at any term. New students planning to secure a flight slot in the Aeronautical Science major (professional pilot program) are assessed in March for the fall semester. Securing a flight slot requires the submission of additional documentation which will be provided to the student. Depending on enrollment demand and availability, securing a fall flight slot could be a competitive process. In addition, students with less strong previous academic performance and freshmen athletes participating in fall intercollegiate athletics do not fly in the fall semester. Students who do not receive a flight slot during the fall will take ground school in the fall and then be assessed for a flight slot for the spring term and as slots become available. Please contact the Office of Admissions for more details.

Medical Certification
Aeronautical science major students must obtain a minimum of a Class II FAA medical certificate prior to the start of flight training. A Class I certificate is recommended.

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 for the course. Flight lab completion may carry over from one semester to another. See the "Tuition and Fees" section in this catalog for more information. Students have some expenses associated with flying that must be paid out-of-pocket, such as purchasing personal equipment and written testing fees.

Citizenship
All students must show proof of citizenship before beginning flight training. Common forms of proof of U.S. citizenship are an original birth certificate or a 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.

Aeronautical Science (Professional Pilot) Major
The following are required:
MAT 131: Trigonometry and Applied Calculus
PSY 101: General Psychology

Choose one of the following:
PHS 101: Fundamental Physics
PHS 105: Principles of Physics
PHS 201: General Physics I

A minimum of 51 semester hours in AVS courses are required, including:
AVS 100: Introduction to Professional Aviation
AVS 101: Private Pilot Ground School
AVS 150: Aviation Meteorology
AVS 153: Private Pilot Flight Lab
AVS 201: Instrument Rating Ground School
AVS 202: Commercial Pilot Ground School
AVS 203: Introduction to Air Traffic Control
AVS 253: Instrument Rating Flight Lab
AVS 272: Commercial Pilot Flight Lab
AVS 273: Commercial Pilot Flight Lab II
AVS 274: Commercial Pilot Flight Lab III
AVS 306: Multi-Engine Rating Ground School
AVS 308: Aviation Safety
AVS 312: Aviation Law
AVS 317: Aircraft Power Plants
AVS 318: Advanced Aircraft Systems
AVS 376: Multi-Engine Rating Flight Lab
AVS 400: Aviation Professional Development
AVS 404: Crew Resource Management with Lab
AVS 405: Air Transportation Management
AVS 419: Air Carrier Operations

Three semester hours of upper-division aviation electives are also required. No internship is required, but is recommended. Internship credits are graded pass/fail. Internship credits may not be used for any part of the required three semester hours of upper-division electives.

Graduation note: All coursework must be scheduled for completion by the end of the last term of enrollment. Students applying for spring graduation may complete a maximum of six credits in the summer session if a plan and enrollment documentation is submitted to the Office of Student Records by March 1. For Aeronautical Science majors, required flight labs may not be part of the six credits.

All flight students are expected to complete each phase of flight training in a timely manner. As a minimum the student must complete one certificate or rating per year, and have multi-engine training completed one semester prior to graduation. This is a minimum pace. This will require students to fly in the summers and be available to fly throughout the school year outside of their assigned flight slot.

Aviation Management Major
The following courses are required:
MAT 131: Trigonometry and Applied Calculus
MAT 210: Probability and Statistics
PSY 101: General Psychology

Choose one of the following:
PHS 101: Fundamentals of Physics
PHS 105: Principles of Physics
PHS 201: General Physics I

A minimum of 52 semester hours is required, including:
ACC 210: Foundations of Accounting
AVS 100: Introduction to Professional Aviation
AVS 101: Private Pilot Ground School
AVS 150: Aviation Meteorology
AVS 170: Flight Training Observation Lab
AVS 307: FBO and General Aviation Operations
AVS 308: Aviation Safety
AVS 310: Airport Planning and Administration
AVS 312: Aviation Law
AVS 400: Aviation Professional Development
AVS 405: Air Transportation Management
AVS 450: Internship
BSA 101: Introduction to Business
BSA 303: Principles of Management
BSA 304: Principles of Marketing
BSA 311: Principles of Finance
ECO 205: Principles of Economics

Six semester hours of upper-division aviation or business electives are also required.

Three credits of internship are required and will be graded pass/fail. Additional credits up to a maximum of nine more will be graded pass/fail. Internship credits may not be used for any part of the required six semester hours of upper-division electives.

Minor Learning Outcomes

Aeronautical Science
Students who graduate with a minor in aeronautical science will be able to:
1. Demonstrate understanding of aircraft design, performance, and operating characteristics;
2. Demonstrate understanding of aviation operations in terms of aviation safety and human factors;
3. Demonstrate understanding and design and operations of airports, airspace, and the air traffic control system;
4. Demonstrate understanding of meteorology and environmental issues;
5. Meet FAA private pilot standards and hold a private pilot certificate.

Aircraft Dispatch
Students who graduate with a minor in aircraft dispatch will be able to:
1. Demonstrate understanding of aircraft design, performance, operating characteristics and maintenance;

2. Demonstrate understanding of aviation operations in terms of aviation safety and human factors;
3. Demonstrate understanding of regulations under 14 CFR part 121 and part 135;
4. Demonstrate understanding of design and operations of airports, airspace, and the air traffic control system;
5. Demonstrate understanding of meteorology and environmental issues;
6. Demonstrate understanding of large aircraft systems;
7. Work effectively on multi-disciplinary and diverse teams;
8. Make professional and ethical decisions;
9. Meet FAA standards as a dispatcher and hold a dispatch certificate.

Small Uncrewed Aerial Systems
Students who graduate with a minor in small Uncrewed Aerial Systems (sUAS) will be able to:
1. Demonstrate understanding of 14 CFR Part 107 and other required aviation concepts by obtaining an FAA Remote Pilot Certificate;
2. Demonstrate ability to safely and efficiently control sUAS using manual and automatic functions;
3. Demonstrate understanding of business fundamentals through a survey of entrepreneurship, business ethics, legal structures, marketing, and general business management;
4. Demonstrate understanding of Geographic Information Systems and Remote Sensing methods, principles, and workflows; and
5. Create an sUAS remote sensing materials portfolio.

Minor in Aeronautical Science
A minimum of 20 semester hours is required, including:
AVS 101: Private Pilot Ground School
AVS 150: Aviation Meteorology
AVS 153: Private Pilot Flight Lab
AVS 203: Introduction to Air Traffic Control
AVS 308: Aviation Safety

Five semester hours of aviation electives are required. At least three of the elective credits must be in upper-division courses.

***Note:** Enrollment in AVS 153 may be limited based on resource availability. Permission is granted by the Director of Aviation.

Minor in Aircraft Dispatch
A minimum of 22 semester hours is required, including:
AVS 101: Private Pilot Ground School
AVS 150: Meteorology
AVS 201: Instrument Ground School
AVS 203: Introduction to Air Traffic Control
AVS 318: Advanced Aircraft Systems
AVS 419: Air Carrier Operations
AVS 443: Airline Dispatcher Certification
AVS 447: Boeing 737 Aircraft Systems

To obtain the minor, the student must obtain the FAA Aircraft Dispatcher certificate.

Minor in Small Uncrewed Aerial Systems
A minimum of 21 semester hours is required, including:
AVS 101: Private Pilot Ground School
AVS 118: Introduction to Small Uncrewed Aerial Systems (sUAS)
AVS 254: Small Uncrewed Aerial Systems (sUAS) Lab - I
AVS 354: Small Uncrewed Aerial Systems (sUAS) Lab - II
BSA 101: Introduction to Business
ESC 321: Introduction to Geographic Information Systems
ESC 322: Remote Sensing

Aviation courses

ACC 210
Foundations of Accounting
Semester: Fall and Spring
Semester Hours: 3
This course is designed to give students a basic understanding of the uses and limitations of accounting information, particularly from financial statements. Students will understand how to take information from the financial statements and make informed business decisions. A grade of C- or better is required in order for this course to count as a prerequisite for upper division accounting courses.

AVS 100
Introduction to Professional Aviation
Semester: Fall
Semester Hours: 1
This course introduces students to the aviation curriculum and the liberal arts core curriculum as a foundation for personal growth and development. It investigates aviation career options with an emphasis on the necessary knowledge, skills, and attributes of an aviation professional. The course also introduces aviation safety and human factor issues. Learning activities include professional reading and writing.

AVS 101
Private Pilot Ground School
Semester: Fall
Semester Hours: 4
This course prepares the student for the FAA private pilot knowledge examination. The student is introduced to the principles of aerodynamics, aircraft systems and performance, meteorology and aviation weather data, aviation physiology, navigation, flight planning, and aviation decision-making. Additional aviation program fees apply.

AVS 118
Introduction to Small Uncrewed Aerial Systems (sUAS)
Semester: Spring
Semester Hours: 3
This course provides an overview of small Uncrewed Aerial System (sUAS) operations from a non-engineering, civilian operational perspective. The course covers the history of sUAS, sUAS applications and design, Title 14 and 49 regulations governing sUAS operations, and all other information needed to successfully pass the Part 107 Remote Pilot or FAA TRUST exam. Additional aviation program fees apply.

AVS 150
Aviation Meteorology
Semester: Spring
Semester Hours: 3
This course provides a detailed knowledge of the environmental factors critical to safe flight operations. The course covers 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
Semester: Fall and Spring
Semester Hours: 2
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. This course must be completed within one year of completing AVS 101. Additional aviation program fees apply. Enrollment in this course is limited to students majoring in Aeronautical Science unless specifically approved by the Director of Aviation.
Corequisite: AVS 101

AVS 170
Flight Training Observation Lab
Semester: Fall and Spring
Semester Hours: 1
This course is for students majoring in aviation management. The course provides students with guided observation of private, instrument, commercial, multi-engine, and crew resource management flight training. It is designed to increase the student's understanding of factors basic to flight operations, aviation meteorology, air traffic control, flight navigation, and the development of a professional pilot. Additional aviation program fees apply.
Prerequisite: AVS 101

AVS 200
Intercollegiate Flight Team Competition
Semester: Fall and Spring
Semester Hours: 1
Students train for and participate in intercollegiate flight competition as a member of the Rocky Mountain College Flight Team. Additional aviation program fees apply.

AVS 201
Instrument Rating Ground School
Semester: Fall and Spring
Semester Hours: 4
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, instrument departure, en route and arrival procedures, flight planning, and emergency procedures. Additional aviation program fees apply.
Prerequisite: AVS 101, AVS 153; or permission of the director of aviation
Corequisite: AVS 253

AVS 202
Commercial Pilot Ground School
Semester: Fall and Spring
Semester Hours: 3
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. Additional aviation program fees apply.
Prerequisite: AVS 201, AVS 253, or permission of the director of aviation

AVS 203
Introduction to Air Traffic Control
Semester: Fall
Semester Hours: 3
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: AVS 101

AVS 231
Aviation History
Semester: Offered at discretion of department
Semester Hours: 3
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 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 243
Aviation Winter Survival
Semester: Spring
Semester Hours: 1
This course consists of a trip to another town in Montana for training over a weekend in January. The course includes classroom and field work on how to survive in winter conditions. Training includes staying in the field overnight for one night. Registration with the Montana Aeronautics Division, which is the sponsor, must be completed by December 1st. Pass/no pass grading. Additional out-of-pocket costs apply; see course syllabus for details.
Prerequisite: AVS 101

AVS 253
Instrument Rating Flight Lab
Semester: Fall, Spring, and Summer
Semester Hours: 2
Students complete all three stages of the instrument pilot flight syllabus, which includes instrument departure and 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. This course must be completed within one year of completing AVS 201. Additional aviation program fees apply.
Prerequisite: AVS 101 and AVS 153 or private pilot certificate
Corequisite: AVS 201

AVS 254
Small Uncrewed Aerial Systems (sUAS) Lab - I
Semester: Spring
Semester Hours: 1
This course provides initial training in the safe and efficient control of small Uncrewed Aerial Systems (sUAS). Students will utilize manual control units to fly a variety of sUAS scenarios in a simulated environment. Students will also learn basic limitations of a particular sUAS, and create a personal checklist of sUAS operation. Additional aviation program fees apply.
Corequisite: AVS 118

AVS 272
Commercial Pilot Flight Lab I
Semester: Fall, Spring, and Summer
Semester Hours: 1
This course provides flight instruction covering commercial navigation, cross-country flights, and night-flying procedures, allowing students to complete stage one of the flight syllabus. Additional aviation program fees apply.
Prerequisite: AVS 253

AVS 273
Commercial Pilot Flight Lab II
Semester: Fall, Spring, and Summer

Semester Hours: 1
This course provides flight instruction covering commercial flight maneuvers, allowing students to complete stage two of the flight syllabus. Additional aviation program fees apply.
Prerequisite: AVS 272

AVS 274
Commercial Pilot Flight Lab III
Semester: Fall, Spring, and Summer
Semester Hours: 1
This course provides flight instruction providing a continuation of commercial flight maneuvers and complex aircraft flight procedures. Students complete stage three 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. This course must be completed within one year of completing AVS 202. Additional aviation program fees apply.
Prerequisite: AVS 273

AVS 299
Directed Reading
Semester: Offered at discretion of department
Semester Hours: 1-3
This course allows a 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.

AVS 301
Certified Flight Instructor Ground School
Semester: Fall and Spring
Semester Hours: 3
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. Additional aviation program fees apply.
Prerequisite: AVS 202, AVS 273, and permission of the instructor

AVS 306
Multi-Engine Rating Ground School
Semester: Fall, Spring, and Summer
Semester Hours: 1
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: AVS 202, AVS 274, or permission of the director of aviation
Corequisite: AVS 376

AVS 307
FBO and General Aviation Operations
Semester: Spring; Odd years
Semester Hours: 3
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
Semester: Spring
Semester Hours: 3
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, junior standing preferred

AVS 310
Airport Planning and Administration
Semester: Spring; Even years
Semester Hours: 3
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. Additional aviation program fees apply.

AVS 312
Aviation Law
Semester: Spring
Semester Hours: 3
This course provides a forum for understanding the statutes, regulations, and case law governing aviation. Topics of study include administrative law, FAA enforcement, aviation medical issues, business organizations, airline liability, aircraft accidents, aircraft transactions, and airline labor law.

AVS 317
Aircraft Power Plants
Semester: Fall
Semester Hours: 3
An in-depth study of reciprocating, turbine, and turbo-prop engines and propeller systems and the engine accessory equipment used on modern aircraft.
Prerequisite: AVS 202 or permission of professor

AVS 318
Advanced Aircraft Systems
Semester: Spring
Semester Hours: 3
An in-depth study of advanced aircraft systems including fuel, hydraulic, electrical, engine accessory, and auxiliary systems.
Prerequisite: AVS 202 or permission of professor

AVS 325
Advanced Flight Systems
Semester: Spring
Semester Hours: 3
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, flight data, cockpit voice recording systems, and emergent technologies.
Prerequisite: AVS 201, AVS 253, and permission of the instructor

AVS 343
Altitude Chamber Training
Semester: Spring
Semester Hours: 1
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 participate in training in an altitude chamber. Pass/no pass grading. Additional aviation program fees apply.
Prerequisite: AVS 101, AVS 153, current medical certificate required

AVS 354
Small Uncrewed Aerial Systems (sUAS) Lab - II
Semester: Fall
Semester Hours: 2
This course provides training in the safe and effective control of small Uncrewed Aerial Systems (sUAS). Students will utilize manual controls and automatic functions to fly a variety of sUAS scenarios. The course includes ground school in addition to hands-on sUAS flight training. Additional aviation program fees apply.
Prerequisite: AVS 118 and AVS 254

AVS 371
Certified Flight Instructor Flight Lab
Semester: Fall, Spring, and Summer
Semester Hours: 2
This course provides flight instruction, 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. Enrollment may be limited based on Flight Operations resources. Additional aviation program fees apply.
Prerequisite: AVS 274 and permission of the instructor
Corequisite: AVS 301

AVS 372
Instrument Flight Instructor
Semester: Fall, Spring, and Summer
Semester Hours: 1
This course provides ground and flight instruction, 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. Enrollment may be limited based on Flight Operations resources. Additional aviation program fees apply.
Prerequisite: AVS 371 and permission of the instructor

AVS 373
Multi-Engine Flight Instructor
Semester: Fall, Spring, and Summer
Semester Hours: 1
This course provides ground and flight instruction, 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. Enrollment may be limited based on Flight Operations resources. Additional aviation program fees apply.
Prerequisite: AVS 371 and permission of the instructor

AVS 376
Multi-Engine Rating Flight Lab
Semester: Fall, Spring, and Summer
Semester Hours: 1
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. This course must be completed within one year of completing AVS 306. Additional aviation program fees apply.
Prerequisite: AVS 274
Corequisite: AVS 306

AVS 400
Aviation Professional Development
Semester: Fall and Spring
Semester Hours: 1
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. This course prepares the graduate for the transition to a career in aviation and develops job placement skills.
Prerequisite: senior standing

AVS 404
Crew Resource Management with Lab
Semester: Fall and Spring
Semester Hours: 2
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. Additional aviation program fees apply.
Prerequisite: AVS 274, AVS 306 and permission of the instructor

AVS 405
Air Transportation Management
Semester: Fall
Semester Hours: 3
This course provides a comprehensive experience for the aviation student by examining the air transportation industry. Areas of concentration include airline operation, maintenance, marketing, and economic factors affecting the industry. The class uses a simulation program where students create an airline and then compete with other students. Additional aviation program fees apply.

AVS 410
Advanced Aerodynamics and Aircraft Performance
Semester: Spring; Even years
Semester Hours: 3
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 effects; advanced principles of performance, capabilities, and limitations; performance design criteria; and load factors.
Prerequisite: PHS 101 or PHS 105; AVS 202 and MAT 131

AVS 419
Air Carrier Operations
Semester: Fall
Semester Hours: 3
This course explores 14 CFR Part 119 Air Carrier operations, through a study of Part 121, 135, and 175 regulatory requirements, flight planning, airport analysis, advanced weather analysis, and safety issues. Students will acquire the knowledge necessary to take the FAA airline transport pilot and aircraft dispatcher knowledge examinations. Additional aviation program fees apply.
Prerequisite: AVS 202

AVS 443
Airline Dispatcher Certification
Semester: Spring
Semester Hours: 2
This course is a culminating study of airline operations, preparing students for the FAA dispatcher certification knowledge and practical examinations. Students must be 21 years-of-age by the middle of the semester that the course is taken to meet FAA examination requirements. Additional aviation program fees apply.
Prerequisite: AVS 150, AVS 201, AVS 203, AVS 318, and AVS 419

AVS 447
Boeing 737 Aircraft Systems
Semester: Fall, Spring, and Summer
Semester Hours: 1
This course is an in-depth study of the systems of the Boeing 737 aircraft, including hydraulics, avionics, electrics, air conditioning, and flight controls. Students work with computer-based training software as used by numerous airlines. This independent study course is conducted and tested much like initial 737 ground training at an airline. Additional aviation program fees apply.
Prerequisite: AVS 202
Corequisite: AVS 318

AVS 449
Regional Jet Aircraft Systems
Semester: Fall, Spring, and Summer
Semester Hours: 1
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 much like initial CRJ ground training at an airline. Additional aviation program fees apply.
Prerequisite: AVS 202
Corequisite: AVS 318

AVS 450
Internship
Semester: Fall, Spring, and Summer
Semester Hours: 1-12
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. Pass/no pass grading.
Prerequisite: junior or senior standing and permission of the director of aviation

AVS 499
Directed Reading
Semester: Fall, Spring, and Summer
Semester Hours: 1-3
This course allows a 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.

BSA 101
Introduction to Business
Semester: Fall
Semester Hours: 3
A beginning business course designed to introduce students to the areas of business study, including 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 303
Principles of Management
Semester: Fall and Spring
Semester Hours: 3
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: ACC 210, ECO 205

BSA 304
Principles of Marketing
Semester: Fall and Spring
Semester Hours: 3
This course studies the marketing process from product development through consumer purchase. The course includes examination of consumer buying behavior, marketing channels, physical distribution, pricing policies, and promotion along with their role in the marketing process.
Prerequisite: ECO 205

BSA 311
Principles of Finance
Semester: Fall
Semester Hours: 3
Students are introduced to the principles of business finance. Topics covered include financial analysis and planning, working capital management, the time value of money, capital budgeting, and weighted average cost of capital.
Prerequisite: ACC 210, ECO 205

ECO 205
Principles of Economics
Semester: Fall and Spring
Semester Hours: 3
This course will introduce the principles of firm-level decision making, consumer choices and their rationale, differing forms of industry competition, and how market-clearing prices and quantities are determined in a market environment. Additionally, the students will gain an understanding of how the major participants in the economy interact and what drives economic growth, interest rates, and inflation. The possible impacts of a variety of fiscal and monetary policy choices will be presented to assist the student in understanding how those policies will impact incomes, employment, and trade for a country. At the completion of the course, the student should have a basic understanding of both the microeconomic and macroeconomic environments and their impacts on businesses and the general population.

ESC 321
Introduction to Geographic Information Systems
Semester: Fall
Semester Hours: 4
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.

ESC 322
Remote Sensing
Semester: Spring
Semester Hours: 4

This course introduces the principles of remote sensing to students who are new to the field but who have experience with GIS (particularly with ArcMap). The focus is on hands-on application of remote sensing data and workflows to natural resource management, earth science, and environmental systems monitoring.

MAT 131
Trigonometry and Applied Calculus
Semester: Spring
Semester Hours: 3
This course is available to aeronautical science majors and aviation management majors only. This course introduces applied trigonometry, vectors, and basic differential and integral calculus to model and solve real-world problems.
Prerequisite: MAT 100 or satisfactory score on a placement exam

MAT 210
Probability and Statistics
Semester: Fall, Spring, and Summer
Semester Hours: 3
This course provides a non-calculus-based study of discrete probability theory and its statistical applications. Distribution theory and its applications in hypothesis testing and setting confidence intervals are discussed.
Prerequisite: MAT 100 or satisfactory score on a placement exam

PHS 101
Fundamental Physics I
Semester: Fall; Alternate years
Semester Hours: 4
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 to have 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 PHS 201 and PHS 202 instead. Three lecture periods and one two-hour laboratory per week.

PHS 105
Principles of Physics
Semester: Summer
Semester Hours: 4
A survey of the laws and phenomena of classical physics, including motion, force, energy, momentum, waves, thermodynamics, and their application to aviation topics such as weight and balance, aerodynamics, aircraft maneuvering, g forces, braking, acceleration, and propellers. This course is algebra-based and is intended for aviation majors. Others admitted with permission of instructor when space allows. Course includes a laboratory.
Prerequisite: proficiency in high school algebra and trigonometry or MAT 110 or MAT 131

PHS 201
General Physics I
Semester: Fall
Semester Hours: 4
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.
Corequisite: MAT 175

PSY 101
General Psychology
Semester: Fall and Spring
Semester Hours: 3
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.

Biology

Daniel Albrecht, Professor
Cristi Hunnes, Professor
Mark Osterlund, Professor
Holly Basta, Associate Professor
Paulina Ross, Instructor

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 stress 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 in laboratory/field settings.

Biology students at Rocky Mountain College get a broad exposure to the three main areas of biology: cell and molecular biology, anatomy and physiology, and evolution and ecology. Our goal is that graduates, no matter what career path they may choose, will have a solid understanding of the cellular and molecular basis of life, the design and function of individual organisms, and the ecological interactions between organisms. Furthermore, we emphasize research skills, experimental design, and data analysis throughout all courses. The program provides biology majors with a broad foundation, which prepares them for professional schools, the workplace, or graduate school.

Major Learning Outcomes
Students who graduate with a major in biology will be able to:
1. Communicate the relationships between proteins and cellular functions;
2. Discuss how organisms interact with their environment;
3. Relate biological structure to function in multicellular systems;
4. Conduct experiments, analyze data, and communicate appropriate conclusions.

Major in Biology
A minimum of 29 hours in biology is required, plus at least 20 hours in other disciplines, including:

Biology Core:
BIO 120: Principles of Biology
BIO 203: Genetics
BIO 243: Research Techniques and Data Analysis I
BIO 306: Evolution

BIO 312: Cell Biology
BIO 343: Research Techniques and Data Analysis II

One course from each of the following three categories:

Cell and Molecular Biology:
BIO 350: Microbiology
BIO 355: Immunology
BIO 357: Cancer Biology
BIO/CHM 452: Biochemistry
BIO/CHM 460: Biochemistry II

Ecology and Behavior:
BIO 311: Botany
BIO 347: Animal Behavior
BIO 410: Conservation Biology
BIO 415: Ecology

Structure and Function:
BIO 305: Vertebrate Anatomy
BIO 317: Ornithology
BIO 321: Human Anatomy and Physiology I
BIO 322: Human Anatomy and Physiology II
BIO 324: Developmental Biology

Students must have a capstone course and may choose from the following:
BIO 415: Ecology
BIO 427: Molecular Genetics
BIO 454: Virology

In addition:
CHM 101: General Chemistry I
CHM 102: General Chemistry II

Choose:
CHM 220: Fundamental Organic Chemistry
or
CHM 251/252: Organic Chemistry I / II

Choose:
PHS 101/102: Fundamental Physics I / II
or
PHS 201/202: General Physics I / II

Only three credits of the following elective count toward the 29 semester required biology hours:
BIO 443: Advanced Biology Research

BIO 450 Internship credits do not count toward the 29-semester hour minimum. The following courses are eligible to count as electives for biology:
ESC 307: Plant Taxonomy
ESC 314: Range Ecology
ESC 325: Wetlands and Riparian Ecology

EQS 300 will be accepted as biology elective credit for students who have successfully completed BIO 120, CHM 101, and CHM 102. EQS 300 and EQS 400 are highly recommended for students pursuing veterinary school or graduate programs in animal science.

Major in Biology Education
Students must complete the requirements for the biology major as well as the requirements for the major in secondary education as listed in the "Education" section of this catalog, along with EDC 320: Methods and Materials of Teaching Secondary Science.

Major in Science Broadfield Education Biology
This major serves those who desire to teach the several sciences necessary in U.S. schools. In addition to the science courses listed below, students must complete the major in secondary education as described in the “Education” section of the catalog. The following courses are required:

Biology: A total of 19 semester hours in biology, including:
BIO 120: Principles of Biology
BIO 203: Genetics
BIO 306: Evolution

Choose any two of the following:
BIO 321: Human Anatomy and Physiology I
BIO 350: Microbiology
BIO 415: Ecology

Mathematics:
MAT 175: Calculus I
MAT 210: Probability and Statistics

Chemistry:
CHM 101: General Chemistry I
CHM 102: General Chemistry II

Choose any one of the following:
CHM 220: Fundamental Organic Chemistry
CHM 251: Organic Chemistry I

Physics:
PHS 101: Fundamental Physics I
PHS 102: Fundamental Physics II
PHS 225: Modern Physics

Geology:
GEO 101: Fundamentals of Geology
GEO 104: Fundamentals of Geology Laboratory

Environmental Science:
ESC 105: Environmental Science: Sustainable Communities
ESC 106: Environmental Science: Sustainable Communities Laboratory

Also required:
IDS 422: Methods and Materials: Teaching Natural Science in the Secondary School

Minor Learning Outcomes

Biology
Students who graduate with a minor in biology will be able to:
1. Design a hypothesis-driven experiment;
2. Model biological systems on multiple levels (chemical, cellular, multicellular, and ecosystem).

Biology Education
Students who graduate with a minor in biology education will be able to:
1. Design a hypothesis-driven experiment;
2. Model biological systems on multiple levels (chemical, cellular, multicellular, and ecosystem);
3. Demonstrate core competency in the above outcomes according to OPI standards.

Minor in Biology
A minimum of 20 semester hours in biology (six credits of upper-division courses), plus one course in chemistry with a laboratory component is required.

Minor in Biology Education
For students pursuing a biology education minor, the following courses must be taken in addition to coursework required in the secondary education program.

A minimum of 23 semester hours is required, including:
BIO 120: Principles of Biology
BIO 203: Genetics
BIO 306: Evolution
BIO 321: Human Anatomy and Physiology I
BIO 415: Ecology

Choose one of the following:
BIO 311: Botany
BIO 317: Ornithology
BIO 350: Microbiology

Additionally, one chemistry course with a laboratory component is required.

Note: The following courses are eligible for biology credit:
ESC 307: Plant Taxonomy
ESC 314: Range Ecology
ESC 325: Wetlands and Riparian Ecology

EQS 300 will be accepted as a biology elective for students who have successfully completed BIO 120, CHM 101, and CHM 102. Note: EQS 300 and EQS 400 are highly recommended for students pursuing veterinary school or graduate programs in animal science.

Biology courses

BIO 102
Introduction to Biology
Semester: Offered at discretion of department
Semester Hours: 4
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 toward a major or minor in biology.

BIO 105
Current Biology
Semester: Winter
Semester Hours: 3
This course for non-majors will explore concepts that are both rooted in biology and important in our everyday lives. One such example is the stem cell: what exactly are stem cells, and why are they important tools for biology and medicine? In this course we will examine a broad range of topics including stem cells, genetically modified organisms, evolution, cancer, and the practice of science itself. These subjects will be addressed in a traditional classroom setting, but assignments will demand that students apply the course material to current happenings in our society. Points will be earned by completing quizzes, response papers, and projects. This course has no laboratory component and does not count toward a major or minor in biology.

BIO 120
Principles of Biology
Semester: Fall and Spring
Semester Hours: 4
An introductory survey course that covers cell structure and metabolism, patterns of inheritance, molecular genetics, evolutionary mechanisms, and diversity. The weekly laboratory sessions teach basic laboratory skills, experimental design, application of statistics, and communication of results via laboratory reports. This course is appropriate for both majors and non-majors. Three hours of lecture and one two-hour laboratory period per week.

BIO 203
Genetics
Semester: Fall
Semester Hours: 4
The course provides a detailed overview of the mechanisms of heredity. Topics include Mendelian, quantitative, and molecular genetics. Three hours of lecture and one two-hour laboratory session per week.
Prerequisite: BIO 120

BIO 243
Research Techniques and Data Analysis I
Semester: Fall
Semester Hours: 1
Research Techniques and Data Analysis I is a laboratory-based course that teaches students fundamental techniques used in the biological discipline. Students will learn techniques such as pipetting, microscopy, and specimen handling. Those skills are essential for success in upper-division courses throughout the major. Complimentary to the work at the laboratory bench, students will design and conduct experiments with an emphasis on implementing the scientific method. Finally, students will learn to interpret and communicate the data they collect. Specifically, students will apply statistical and computational tools to understand and visualize their collected data. This course is required for the major and is a prerequisite for BIO 343 (Research Techniques and Data Analysis II).
Prerequisite: BIO 203

BIO 299
Directed Reading
Semester: Offered at discretion of department
Semester Hours: 1-3
This course allows a 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.

BIO 305
General Vertebrate Zoology
Semester: Offered at discretion of department
Semester Hours: 4
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: BIO 306

BIO 306
Evolution
Semester: Fall
Semester Hours: 3
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.
Prerequisite: BIO 120

BIO 307
Bacteria and Antibiotic Resistance
Semester: Offered at discretion of department
Semester Hours: 3
This course will focus on antimicrobial drugs and their use in fighting bacterial infections. Topics will include the history of antibiotics, antibiotic resistance of bacteria, including resistance mechanisms and transfer of resistance, development of new antibiotics and the drug development pipeline, how antibiotics work, antibiotic stewardship, and use of antibiotics in the animal industry. Bacteria of particular public health concern, such as methicillin-resistant Staphylococcus aureus (MRSA) and Pseudomonas aeruginosa, will be featured.
Prerequisite: BIO 203 and CHM 102, both passed with a grade of C- or higher

BIO 311
Botany
Semester: Fall; Even years
Semester Hours: 4
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.
Prerequisite: BIO 120 and CHM 101

BIO 312
Cell Biology
Semester: Spring
Semester Hours: 3
Cells are the basic units of life, and understanding cells is important for many disciplines within biology. This course examines fundamental cell biology, with emphasis on the mechanisms of molecular biology, cellular trafficking, and cell-to-cell signaling. The semester will culminate with the discussion of complex cellular behaviors such as regulation of the cell cycle, renewal of stem cells, and the progression of cancer. Each of these concepts will be discussed in the context of experimentation and hypothesis-driven research. Three hours of lecture per week.
Prerequisite: BIO 203

BIO 317
Ornithology
Semester: Spring; Even years
Semester Hours: 3
This lecture course details the anatomy, physiology, and evolution of birds. Topics include evolutionary origins of birds and flight, development, and an overview of avian anatomy, physiology, and ecology. Three hours of lecture per week.
Prerequisite: BIO 306

BIO 319
Ornithology Lab
Semester: Offered at discretion of department
Semester Hours: 1
This combined field and laboratory course covers the anatomy, physiology, ecology, evolution, and identification of birds. Topics include evolutionary origins of birds and flight, development, avian anatomy, and bird identification in the field. One two-hour laboratory session per week.
Corequisite: BIO 317

BIO 321
Human Anatomy and Physiology I
Semester: Fall
Semester Hours: 4
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, 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.
Prerequisite: BIO 120, and both CHM 101 and CHM 102 with a grade of C- or higher. CHM 251 and CHM 252, and PHS 102 or PHS 202 are highly recommended.

BIO 322
Human Anatomy and Physiology II
Semester: Spring
Semester Hours: 4
In this continuation of BIO 321, 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: BIO 321 with a grade of C- or higher

BIO 324
Developmental Biology
Semester: Spring; Odd years
Semester Hours: 3
How do many animals develop from a fertilized egg into complex animals, some with trillions of cells? This course examines the development of complex animals from embryo to adult. In this course, students will explore the mechanisms behind how an embryo establishes a body plan, grows new structures, and determines its sex. The course concludes by considering environmental effects on this process, as well as its implications for medicine and evolutionary biology. Each of these concepts will be discussed in the context of experimentation and hypothesis-driven research.
Prerequisite: BIO 203

BIO 331
Herpetology
Semester: Fall; Alternate years
Semester Hours: 4
This course seeks to increase student appreciation of the diversity within herpetofauna (reptiles and amphibians) at the genetic, physiological, anatomical, and behavioral level. Students will gain knowledge of how herpetofauna negotiate their environment, interact with other species and their environment, and develop an appreciation of current threats to their survival.
Prerequisite: BIO 120 or ESC 223

BIO 333
Herpetology Field Trip
Semester: Fall; Alternate years
Semester Hours: 1
This seminar-style course increases student appreciation of the diversity within herpetofauna (reptiles and amphibians) at the morphological, behavioral, and ecological level. Students will gain knowledge of how herpetofauna negotiate their environment and interact with other species and will develop an appreciation of current threats to their survival. The

course will involve reading original scientific papers within the field of herpetology, followed by in-class discussions. There is a required multi-day field trip.
Prerequisite: BIO 120 or ESC 223
Corequisite: BIO 331 recommended

BIO 338
Natural History of Puget Sound
Semester: Spring; Even years
Semester Hours: 2
Natural History of Puget Sound is a two-credit course featuring a field trip to the Washington coast in early May. During the spring semester, a series of six lectures introduces students to the basic natural history (ecology, geology, climate, etc.) of the Puget Sound area. During the field portion of the course, students stay on Whidbey Island at the Pacific Rim Institute's field station. Daily classroom and field sessions focus on the variety of coastal habitats (rainforest, estuaries, rocky inter-tidal zone), with an emphasis on the marine conservation issues. The trip includes visits to the Hoh Rainforest, the Olympic Peninsula, and Friday Harbor. The course and its contents are a collaborative effort of Dan Albrecht and on-site instructors from the Pacific Rim Institute.
Prerequisite: BIO 306

BIO 343
Research Techniques and Data Analysis II
Semester: Spring
Semester Hours: 1
Research Techniques and Data Analysis II is a laboratory-based course that relies upon the skills that students learned in BIO 243 (Research Techniques and Data Analysis I). Students will apply techniques such as pipetting, microscopy, and specimen handling to complete a semester-long research project that requires experimental design, followed by revision and repetition. Additionally, students will interpret and communicate their results using statistical and computational tools, while implementing scientific writing. Students will complete a final project that demonstrates their competence in completing and communicating laboratory research. This course is required for the major.
Prerequisite: BIO 243

BIO 347
Animal Behavior
Semester: Spring; Odd years
Semester Hours: 3
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.
Prerequisite: BIO 306

BIO 349
Animal Behavior Lab
Semester: Offered at discretion of department
Semester Hours: 1
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. One two-hour laboratory session per week.
Corequisite: BIO 347

BIO 350
Microbiology
Semester: Fall
Semester Hours: 4
This course is an investigation of the structure, metabolism, and reproduction of microorganisms. The course will emphasize understanding microbiology as it pertains to human health, including normal flora, disease mechanisms, immunology and immunity, and a sampling of major microbial diseases. In the laboratory, students will detect, isolate, and identify both harmless and pathogenic microbes.
Prerequisite: BIO 203 and CHM 102, both passed with a grade of C- or higher

BIO 355
Immunology
Semester: Fall; Odd years
Semester Hours: 3
The immune system protects the body from a diverse menagerie of pathogens. It amazingly targets viruses, bacteria and parasites all at once and with incredible specificity. The immune system is composed of a complex set of molecules, cells and pathways that all work together to provide this protection. Immune system dysfunction can lead to allergies, cancer and autoimmune disorders like Crohn's disease, type I diabetes and psoriasis. This course will delve into the complexity of the immune system, with a focus on human health.
Prerequisite: BIO 120, BIO 203, BIO 312

BIO 357
Cancer Biology
Semester: Fall; Even years
Semester Hours: 3
Although cancer is the second leading cause of death in the United States, there is still no comprehensive cure. This course focuses on the genetic and environmental causes of cancer, cancer prevention, and cutting-edge therapeutic treatments.
Prerequisite: BIO 120, BIO 203, BIO 312

BIO 410
Conservation Biology
Semester: Spring; Even years
Semester Hours: 2-3
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: BIO 306

BIO 415
Ecology
Semester: Fall
Semester Hours: 4
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 three-hour laboratory session per week.
Prerequisite: BIO 306

BIO 427
Molecular Genetics
Semester: Fall
Semester Hours: 4
Students will use primary literature to study the molecular mechanisms that compose the central dogma of molecular genetics. Special attention will be given to genomic structure, DNA replication, transcription, RNA processing, translation, and post-translational modification. Basic techniques in molecular biology will be discussed, and these techniques

will be practiced in the laboratory portion of the course. The course will consist of three hours of lecture and three hours of lab per week.
Prerequisite: BIO 203

BIO 443
Advanced Biology Research
Semester: Fall and Spring
Semester Hours: 1-3
In this course, students work with a research advisor on an independent research project. Enrollment is based upon instructor consent and requires each participant to have arranged a working agreement with a research advisor. Included in the course is a weekly forum for students to present and discuss their research projects. All enrolled students are required to give presentations highlighting their research. Through those presentations, participants in the class will be exposed to the diverse research initiatives at Rocky Mountain College. This course is offered every semester and can be taken up to four times.
Prerequisite: BIO 343 or consent of instructor

BIO 450
Internship
Semester: Offered at discretion of department
Semester Hours: 1-12
This course is a guided work experience in an already established place of business. The student must arrange the internship with a biology advisor and the Office of Career Services. The internship should be related to the student's major or minor area of study. Contract is required. Pass/no pass grading.
Prerequisites: junior or senior standing

BIO 452
Biochemistry
Semester: Spring
Semester Hours: 5
Biochemistry focuses on the study of the molecules and chemical reactions of life, bringing together principles learned in biology and chemistry. 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 several projects that focus on proteins including kinetics, isolation, purification, and characterization. These projects incorporate different types of instrumentation, including low pressure chromatography, electrophoresis, UV-visible spectroscopy, and ultrafiltration. Three lecture hours plus one three-hour laboratory per week. Significant time working independently in the laboratory is required.
Prerequisite: CHM 102, and either CHM 220 or both CHM 251 and CHM 252. In addition: BIO 312 (preferred) or BIO 350 or permission of the instructor. All prerequisite courses must be completed with a grade of C- or higher. Junior or senior standing is required.

BIO 454
Virology
Semester: Spring
Semester Hours: 4
Why are some viruses harmless while others are deadly? This course focuses on how and why viruses cause disease and how they evade the immune system. Students will learn about the diversity of viral replication strategies, their accelerated evolution, and the arms race between viruses and the host immune system, as well as how vaccines work and why we don't have them for all viruses. This course covers primary scientific data and cutting-edge research methodologies. The lab component includes a research project on viruses using basic molecular biology techniques such as PCR, cell culture, molecular cloning, DNA sequencing and electrophoresis. Three hours of lecture and one three-hour laboratory period per week.
Prerequisite: BIO 120, BIO 203, BIO 312

BIO 460
Biochemistry II
Semester: Spring; Odd years
Semester Hours: 3
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: CHM 220 or CHM 252 with a grade of C- or higher and junior or senior status required. BIO 120 and BIO/CHM 452 recommended.

BIO 483
Dissection
Semester: Winter
Semester Hours: 2
Students begin to learn how to dissect a human cadaver. Each student chooses or is assigned to a region. By permission of the instructor only.
Prerequisite: BIO 321

BIO 490
Seminar
Semester: Spring
Semester Hours: 1
Selected topics in biology are explored.

BIO 499
Directed Reading
Semester: Offered at discretion of department
Semester Hours: 1-3
This course allows a 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

CHM 101
General Chemistry I
Semester: Fall
Semester Hours: 4
This course introduces students to the science of chemistry. The concepts of atoms, molecules, bonding, and energy successfully explain the properties of matter and how reactions happen. Goals of this course include introducing students to representative materials and reactions, to important models and theories of the science, and to the symbols and language of chemists. The laboratory will involve observations of elements, compounds and their reactions (including synthesis), and quantitative measurements of properties or amounts of matter. Three hours of lecture, one two-hour laboratory session, and one hour of recitation per week.
Prerequisite: MAT 100 with a grade of C- or higher, or placement into higher mathematics course

CHM 102
General Chemistry II
Semester: Spring
Semester Hours: 4
This course builds upon the principles introduced in CHM 101 to introduce the topics of thermodynamics, solution-phase chemistry, chemical kinetics, equilibrium, acid-base chemistry, electrochemistry, and nuclear chemistry. The laboratory experiments for this course will emphasize quantitative data collection and analysis. Three hours of

lecture, one two-hour laboratory session, and one hour of recitation per week.
Prerequisite: CHM 101 with a grade of C- or higher

CHM 220
Fundamental Organic Chemistry
Semester: Fall
Semester Hours: 4
This course is a one-semester introduction to carbon-containing compounds, including their structure, bonding, properties, and reactivity. The different functional groups are introduced, including the key reactions and mechanisms of these groups. This course is designed to serve as a prerequisite for biochemistry. Four lecture hours per week. This course will not count as an elective for the chemistry major or minor.
Prerequisite: CHM 102 with a grade of C- or higher

CHM 251
Organic Chemistry I
Semester: Fall
Semester Hours: 4
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 techniques for the isolation and preparation of compounds. Three hours of lecture and one three-hour laboratory session per week.
Prerequisite: CHM 102 with a grade of C- or higher

CHM 252
Organic Chemistry II
Semester: Spring
Semester Hours: 4
This course, a continuation of Organic Chemistry I, concentrates on the chemistry of additional important families of organic compounds, emphasizing reaction mechanisms, synthesis, stereochemistry, and spectroscopy. The laboratory experiments include the synthesis and analysis of compounds with biological and industrial importance and qualitative analysis.
Prerequisite: CHM 251 with a grade of C- or higher. CHM 220 will not be accepted as a prerequisite for this course.

EDC 320
Teaching Content Courses in Secondary Education
Semester: Fall and Spring
Semester Hours: 3
This course requires focused study and consultation with a practicing educator in the secondary field of study, blended with traditional coursework and exploration into the methods and materials specific to the content area. Students will also be required to explore the professional organization specific to their field of study. Music education students are exempt from this course.
Prerequisite: EDC 040, admission to the teacher education program; junior or senior standing required

EQS 300
Reproduction and Growth
Semester: Spring
Semester Hours: 3
This course covers the anatomy and physiology of reproduction in the horse, endocrinology, principles of artificial insemination, embryo transfer, genetics, breeding systems, application of the scientific method, and care and management of breeding stock. This course will be accepted as a biology elective, provided students have completed BIO 120, CHM 101, and CHM 102. This course is highly recommended for students pursuing veterinary school or graduate studies in animal science.
Prerequisite: EQS 201

EQS 400
Advanced Reproduction
Semester: Offered at discretion of department
Semester Hours: 3
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: EQS 300

ESC 105
Environmental Science: Sustainable Communities
Semester: Fall and Spring
Semester Hours: 3
An introductory course designed for students entering the environmental sciences and studies program and for other students who would like to take an ecology 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. Three hours of lecture per week. This course may fulfill a natural lab science core curriculum requirement if taken concurrently with ESC 106.

ESC 106
Environmental Science: Sustainable Communities Laboratory
Semester: Fall and Spring
Semester Hours: 1
In the laboratory, students will apply environmental science concepts to ecological studies in the natural environment and learn how to present their results in a scientific report. One two-hour laboratory session per week.
Corequisite: ESC 105

ESC 307
Plant Taxonomy
Semester: Spring; Offered at discretion of department
Semester Hours: 2
Students receive an intensive introduction to the evolutionary relationships of vascular plants and their classification. The course 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 will collect, identify, and prepare a prescribed number of plants for the herbarium. Additional lab sections are available for students working on larger plant collections.
Prerequisite: BIO 120 or ESC 223

ESC 308
Plant Taxonomy Lab I
Semester: Spring; Offered at discretion of department
Semester Hours: 1
Students in this lab will collect, identify, and prepare a prescribed number of plants for the herbarium.
Prerequisite: Instructor permission
Corequisite: BIO 307

ESC 309
Plant Taxonomy Lab II
Semester: Spring; Offered at discretion of department
Semester Hours: 1
Students in this lab will collect, identify, and prepare plants for the herbarium.
Prerequisite: Instructor permission
Corequisite: ESC 308

ESC 314
Range Ecology
Semester: Fall; Alternate years
Semester Hours: 4
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.
Prerequisite: BIO 120 or ESC 223

ESC 325
Wetlands and Riparian Ecology
Semester: Fall; Alternate years
Semester Hours: 4
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 course 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.
Prerequisite: BIO 120 or ESC 223, and CHM 101

GEO 101
Fundamentals of Geology
Semester: Fall and Spring
Semester Hours: 3
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 recommended two-hour laboratory per week, plus field trips. This course fulfills a natural lab science core curriculum requirement if taken concurrently with GEO 104.

GEO 104
Fundamentals of Geology Laboratory
Semester: Fall and Spring
Semester Hours: 1
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: GEO 101 or GEO 218

IDS 243
Scientific Writing and Analysis
Semester: Fall and Spring
Semester Hours: 2
Students will write clear and concise scientific papers and reports. Writing assignments will focus on grammatical requirements for formal scientific writing; abstracts; outlines and organization including paper, paragraph, and sentence structure; paraphrasing and citation usage; and methods of data presentation. A portion of the course will be devoted to data analysis, drafting of tables, and preparation of graphs. IDS 243 is required for biology and chemistry majors and minors.
Prerequisite: ENG 120 and declared major or minor in a natural science or permission of instructor

IDS 422
Methods and Materials: Teaching Natural Science in the Secondary School
Semester: Fall
Semester Hours: 2
This course emphasizes the teaching of biology or chemistry at the secondary 5-12 level. Methods of teaching these subjects, including incorporation of active hands-on experiences, reviewing texts for content appropriate to various grade levels, and the use of technology in the classroom constitute major parts of the course. Particular attention will be paid to thinking, reading, listening, writing, and speaking instruction. Teaching diverse and at-risk student populations will also be discussed. This course is the capstone course for the biology or chemistry education major.
Corequisite: EDC 320

MAT 175
Calculus I
Semester: Fall
Semester Hours: 4
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 MAT 110

MAT 210
Probability and Statistics
Semester: Fall, Spring, and Summer
Semester Hours: 3
This course provides a non-calculus-based study of discrete probability theory and its statistical applications. Distribution theory and its applications in hypothesis testing and setting confidence intervals are discussed.
Prerequisite: MAT 100 or satisfactory score on a placement exam

PHS 101
Fundamental Physics I
Semester: Fall; Alternate years
Semester Hours: 4
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 to have 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 PHS 201 and PHS 202 instead. Three lecture periods and one two-hour laboratory per week.

PHS 102
Fundamental Physics II
Semester: Spring; Alternate years
Semester Hours: 4

Students examine a survey of the laws and phenomena of classical and modern physics, including light, electricity, magnetism, and atomic and nuclear physics. This course is suitable for non-science majors who have a strong background in high school algebra and who wish to have a more rigorous understanding of physics than provided in most courses for non-science majors. This course will satisfy the requirements of geology and biology majors. Students considering graduate work in these areas should take PHS 201 and PHS 202 instead. Three lecture periods and one two-hour laboratory per week.
Prerequisite: PHS 101

PHS 201
General Physics I
Semester: Fall
Semester Hours: 4
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.
Corequisite: MAT 175

PHS 202
General Physics II
Semester: Spring
Semester Hours: 4
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: PHS 201
Corequisite: MAT 176

PHS 225
Modern Physics
Semester: Fall; Odd years
Semester Hours: 3
This course covers selected concepts from early 20th century physics. Topics covered include special relativity, photoelectric effect, Compton scattering, and the wave nature of particles.
Prerequisite: PHS 202 or permission from the instructor

Business Administration

Anthony R. Piltz, Professor
Scott Severance, Professor
James Smith, Professor
Cedric Snelling, Associate Professor
Alexis Hodik, 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 major concentrations are available, all of which are built on a traditional liberal arts foundation. Students may explore interest in business management, accounting, or small business management. These concentrations are designed to provide not only a strong business background, but also basic foundational skills. In combination with the liberal arts core, the program 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 to an internship experience. As part of the major, students work in organizations and earn credit for the experience. The internship requirement provides students with valuable, practical experiences that serve them well in their professional career.

Major Learning Outcomes

Accounting Concentration
Students who graduate with a concentration in accounting will be able to:
1. Define disciplines associated with management (accounting, marketing, and finance) and indicate their importance to organizations and their role therein;
2. Interpret the meaning of financial information including, but not limited to, financial statements;
3. Explain the difference between financial and managerial accounting;
4. Use accounting information to assess performance;
5. Use accounting information to make informed decisions;
6. Articulate and apply the concept of time value of money;
7. Describe the elements of an accounting system;
8. Employ forecasting techniques and engage in budgeting processes;
9. Gather appropriate data to support decision making;
10. Articulate the limitations of accounting information;
11. Describe fundamental economic questions facing society and organizations;
12. Apply economic decision models to fundamental economic questions;
13. Articulate and apply the law of supply and demand;
14. Differentiate between macro- and micro-economics;
15. Define cost from both economic and accounting perspectives;
16. Articulate the concept of marginality;
17. Employ cost-benefit analysis;
18. Apply the concept of price;
19. Describe monetary and fiscal policy;
20. Engage in capital budgeting processes using present value-based approaches;
21. Employ sound working capital management techniques;
22. Identify sources of capital and measure the cost of capital;
23. Assess the efficacy of capital structure decisions;
24. Distinguish between leadership and management;
25. Articulate an understanding of policy-making processes;
26. Manage transformation and conversion processes;
27. Plan strategically, tactically, and operationally;
28. Assess organizational performance;
29. Control organizational processes and resources;
30. Articulate an understanding of effective human resource management;
31. Apply logistics management techniques;
32. Identify ethical issues relevant to organizations and individuals in an organizational context;
33. Communicate effectively, orally and in writing;
34. Provide relevant information to support organizational decisions;
35. Prepare financial statements and other decision-support documents;
36. Distinguish among the information needs of internal decision makers and financial statement users;
37. Apply the United States Tax Code to organizational decisions;
38. Measure and report complex financial elements involving debt, equity, assets, revenue & expense recognition, and cash flows;
39. Articulate an understanding of how legal concepts apply to common business situations.
40. Engage the attestation function.

Management Concentration
Students who graduate with a concentration in management will be able to:

1. Define disciplines associated with management and indicate their importance to organizations and their role therein;
2. Interpret the meaning of financial information including, but not limited to, financial statements;
3. Explain the difference between financial and managerial accounting;
4. Use accounting information to assess performance;
5. Use accounting information to make informed decisions;
6. Articulate and apply the concept of time value of money;
7. Describe the elements of an accounting system;
8. Employ forecasting techniques and engage in budgeting processes;
9. Gather appropriate data to support decision making;
10. Articulate the limitations of accounting information;
11. Describe fundamental economic questions facing society and organizations;
12. Apply economic decision models to fundamental economic questions;
13. Articulate and apply the law of supply and demand;
14. Differentiate between macro- and micro-economics;
15. Define cost from both economic and accounting perspectives;
16. Articulate the concept of marginality;
17. Employ cost-benefit analysis;
18. Apply the concept of price;
19. Describe monetary and fiscal policy;
20. Engage in capital budgeting processes using present value-based approaches;
21. Employ sound working capital management techniques;
22. Identify sources of capital and measure the cost of capital;
23. Assess the efficacy of capital structure decisions;
24. Define and employ successful promotional strategies;
25. Describe distribution alternatives;
26. Assess the effectiveness of marketing efforts;
27. Employ target marketing approaches;
28. Develop marketing objectives aligned with organizational goals;
29. Assess trends in marketing and their implications for the organization;
30. Describe the product life cycle;
31. Distinguish between leadership and management;
32. Articulate an understanding of policy-making processes;
33. Manage transformation and conversion processes;
34. Plan strategically, tactically, and operationally;
35. Assess organizational performance;
36. Control organizational process and resources;
37. Articulate an understanding of effective human resources management;
38. Apply logistics management techniques;
39. Identify ethical issues relevant to organizations and individuals in an organizational context;
40. Communicate effectively, orally and in writing.

Small Business Management Concentration
Students who graduate with a concentration in small business management will be able to:
1. Define disciplines associated with management and indicate their importance to organizations and their role therein;
2. Interpret the meaning of financial information including, but not limited to, financial statements;
3. Explain the difference between financial and managerial accounting;
4. Use accounting information to assess performance;
5. Use accounting information to make informed decisions;
6. Articulate and apply the concept of time value of money;
7. Describe the elements of an accounting system;
8. Employ forecasting techniques and engage in budgeting processes;
9. Gather appropriate data to support decision making;
10. Articulate the limitations of accounting information;
11. Describe fundamental economic questions facing society and organizations;
12. Apply economic decision models to fundamental economic questions;
13. Articulate and apply the law of supply and demand;
14. Differentiate between macro- and micro-economics;
15. Define cost from both economic and accounting perspectives;
16. Articulate the concept of marginality;
17. Employ cost-benefit analysis;
18. Apply the concept of price;
19. Describe monetary and fiscal policy;
20. Engage in capital budgeting processes using present value-based approaches;
21. Employ sound working capital management techniques;
22. Identify sources of capital and measure the cost of capital;
23. Assess the efficacy of capital structure decision;
24. Define and employ successful promotional strategies;
25. Describe distribution alternatives;
26. Assess the effectiveness of marketing approaches;
27. Employ target marketing approaches;
28. Develop marketing objectives aligned with organizational goals;
29. Assess trends in marketing and their implications for the organization;
30. Describe the product life cycle;
31. Manage transformation and conversion processes;
32. Plan strategically, tactically, and operationally;
33. Assess organizational performance;
34. Control organizational process and resources;
35. Identify ethical issues relevant to organizations and individuals in an organizational context;
36. Communicate effectively, orally and in writing;
37. Describe the entrepreneurial process;
38. Distinguish among legal organizational structures and choose an appropriate structure for a given circumstance. Effect said structure in practice;
39. Create business plans, including formal financial plans, suitable for presentation to providers of capital;
40. Develop business ideas from initial stages to full realization;
41. Describe legal issues associated with business development including trademark/tradename, copyright, and patent registration;
42. Obtain business financing and describe the consequences of financing choices.

Transfer Credits
When 100- and 200-level courses are accepted by RMC from another qualifying institution and are equivalent to required upper-division courses, students do not need to repeat the course(s) at RMC, but rather need to replace those upper-division credits with any other BSA/ECO/ACC course(s).

Internship Credits
Three credits of internship are required for each business administration concentration. Internships may be for more than three credits; however, excess internship credits may not be applied toward other major requirements, including electives.

Accounting Concentration
A minimum of 45 semester hours is required, including:
ACC 210: Foundations of Accounting
ACC 309: Managerial Accounting
ACC 323: Taxation of Individuals
ACC 351: Intermediate Accounting I
ACC 352: Intermediate Accounting II
ACC 472: Auditing I
ACC 478: Advanced Managerial Accounting
BSA 303: Principles of Management
BSA 311: Principles of Finance
BSA 331: Business Law

BSA 401: Production and Operations Management
BSA 450: Internship
ECO 205: Principles of Economics
ENG 325: Professional Writing
MAT 210: Probability and Statistics

Note: All prerequisites to accounting courses must be completed with a grade of at least "C-."

Management Concentration
A minimum of 45 semester hours is required, including:
ACC 210: Foundations of Accounting
ACC 309: Managerial Accounting
BSA 303: Principles of Management
BSA 304: Principles of Marketing
BSA 311: Principles of Finance
BSA 401: Production and Operations Management
BSA 421: Strategic Management
BSA 450: Internship
ECO 205: Principles of Economics
ENG 325: Professional Writing
MAT 210: Probability and Statistics

Twelve semester hours of electives in BSA, ACC, ECO, at least six of which must be BSA, are required. Electives must be 200-level or higher.

Small Business Management Concentration
A minimum of 45 semester hours is required, including:
ACC 210: Foundations of Accounting
ACC 309: Managerial Accounting
BSA 218: New Venture Creation
BSA 303: Principles of Management
BSA 304: Principles of Marketing
BSA 311: Principles of Finance
BSA 361: Retailing
BSA 401: Production and Operations Management
BSA 418: Entrepreneurship I
BSA 425: Small Business Operations
BSA 450: Internship
ECO 205: Principles of Economics
ENG 325: Professional Writing
MAT 210: Probability and Statistics

One of the following:
ACC 323: Taxation of Individuals
BSA 362: Professional Sales
BSA 419: Entrepreneurship II

Minor Learning Outcomes
Economics
Students who graduate with a minor in economics will be able to:
1. Articulate and employ key economic concepts including:
    a. Supply and demand;
    b. Marginality;
    c. Incentivization;
    d. Opportunity of cost;
    e. Choice;
2. Compare and contrast economic systems;
3. Predict the effects of monetary and fiscal policies;
4. Gather, analyze, interpret, and explain economic data, including key metrics related to GDP, unemployment, and price level changes;
5. Employ economic models to predict and analyze behavior;
6. Apply economic reasoning to other disciplines.

Management
Students who graduate with a minor in management will be able to:
1. Define disciplines associated with management (accounting, marketing, and finance) and indicate their importance to organizations and their role therein;
2. Interpret the meaning of financial information including, but not limited to, financial statements;
3. Describe the elements of an accounting system;
4. Gather appropriate data to support decision making;
5. Describe fundamental economic questions facing society and organizations;
6. Apply economic decision models to fundamental economic questions;
7. Differentiate between macro- and micro-economics;
8. Define cost from both economic and accounting perspectives;
9. Articulate the concept of marginality;
10. Apply the concept of price;
11. Describe monetary and fiscal policy;
12. Distinguish between leadership and management;
13. Assess organizational performance;
14. Control organizational processes and resources;
15. Articulate an understanding of effective human resource management;
16. Identify ethical issues relevant to organizations and individuals in an organizational context;
17. Communicate effectively orally and in writing.

Minor in Economics
A minimum of 18 semester hours is required, including:
ECO 205: Principles of Economics
ECO 345: Intermediate Microeconomics
ECO 346: Intermediate Macroeconomics

Nine credits in ECO electives are required.

Minor in Management
A minimum of 21 semester hours is required, including:
ACC 210: Foundations of Accounting
BSA 101: Introduction to Business
BSA 303: Principles of Management
ECO 205: Principles of Economics
MAT 210: Probability and Statistics
ENG 325: Professional Writing

Choose one of the following courses:
ACC 309: Managerial Accounting
BSA 311: Principles of Finance

Business Administration courses

ACC 210
Foundations of Accounting
Semester: Fall and Spring
Semester Hours: 3
This course is designed to give students a basic understanding of the uses and limitations of accounting information, particularly from financial statements. Students will understand how to take information from financial statements and make informed business decisions. A grade of C- or better is required in order for this course to count as a prerequisite for upper division accounting courses.

ACC 299
Directed Reading
Semester: Offered at discretion of department
Semester Hours: 1-3
This course allows a 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.

ACC 309
Managerial Accounting
Semester: Fall and Spring
Semester Hours: 3
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.
Prerequisite: ACC 210 and ECO 205, both with a grade of C- or higher

ACC 313
Not-For-Profit Accounting
Semester: Fall; Alternate years
Semester Hours: 3
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: ACC 309 with a grade of C- or higher

ACC 323
Taxation of Individuals
Semester: Fall
Semester Hours: 3
A study of federal income tax law as it applies to individual taxpayers, including sole-proprietorship entities.
Prerequisite: ACC 210 and ECO 205, both with a grade of C- or higher

ACC 351
Intermediate Accounting I
Semester: Fall
Semester Hours: 3
A course that 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: ACC 210 and ECO 205, both with a grade of C- or higher

ACC 352
Intermediate Accounting II
Semester: Spring
Semester Hours: 3
This course, a continuation of ACC 351, 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: ACC 351 with a grade of C- or higher

ACC 472
Auditing I
Semester: Fall; Alternate years
Semester Hours: 3
This course addresses the many changes implemented in the corporate sector and the auditing profession since the passage of the Sarbannes-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: ACC 309 with a grade of C- or higher

ACC 478
Advanced Managerial Accounting
Semester: Spring; Alternate years
Semester Hours: 3
A course wherein students engage in the sophisticated use of accounting information in decision making. Topics include relevant cost measurement, operating decision support, capital budgeting, profit planning, and performance analysis.
Prerequisite: ACC 351 and ACC 323, both with a grade of C- or higher

ACC 490
Seminar
Semester: Offered at discretion of department
Semester Hours: 1-3
Selected topics in accounting are explored.

ACC 499
Directed Reading
Semester: Offered at discretion of department
Semester Hours: 1-3
This course allows a 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 100
First-Year Business Program Seminar
Semester: Fall
Semester Hours:1
This course is intended to provide students with an in-depth orientation to the RMC Business Program. By the end of the course, students should have an understanding of program expectations. The course will also expose students to various industries and career opportunities.

BSA 101
Introduction to Business
Semester: Fall
Semester Hours: 3
A beginning business course designed to introduce students to the areas of business study, including 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 218
New Venture Creation
Semester: Spring
Semester Hours: 3
This course is an introduction to entrepreneurship and new venture creation. Topics include idea generation, initial strategic planning, sources of start-up capital, procuring merchandise, and developing an operational plan.
Prerequisite: ACC 210, ECO 205

BSA 220
Computer Applications in Business
Semester: Spring
Semester Hours: 3
Introduction to computer applications commonly used in business administration. The primary focus will be on the design and application of spreadsheets. Students will learn fundamental software skills and will engage in problem solving and decision-making using computer applications as a resource.
Prerequisite: ACC 210 or ECO 205

BSA 291
Field Practicum
Semester: Offered at discretion of department
Semester Hours: 1-3
This course provides practical experience in an organization for students interested in exploring career opportunities. The course does not satisfy the internship requirement, nor does it count toward the major. Pass/no pass grading.
Prerequisite: permission of the instructor

BSA 299
Directed Reading
Semester: Offered at discretion of department
Semester Hours: 1-3
This course allows a 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.

BSA 303
Principles of Management
Semester: Fall and Spring
Semester Hours: 3
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: ACC 210, ECO 205

BSA 304
Principles of Marketing
Semester: Fall and Spring
Semester Hours: 3
This course studies the marketing process from product development through consumer purchase. The course includes examination of consumer buying behavior, marketing channels, physical distribution, pricing policies, and promotion along with their role in the marketing process.
Prerequisite: ECO 205

BSA 311
Principles of Finance
Semester: Fall and Spring
Semester Hours: 3
Students are introduced to the principles of business finance. Topics covered include financial analysis and planning, working capital management, the time value of money, capital budgeting, and weighted average cost of capital.
Prerequisite: ACC 210, ECO 205

BSA 316
Studying and Experiencing International Business Environments
Semester: Offered at discretion of department
Semester Hours: 3
This course is designed to introduce students to business environments in foreign countries. Focusing on a select country, students will study the differences from the United States business environment in market systems, legal structures, management, and marketing. They will also explore variations in ethics, communication, and social norms. This course culminates in a short-term study abroad program to the selected country. This course may be taken twice to alternate international locations, but only 3 credits count toward the major.
Prerequisite: ECO 205

BSA 331
Business Law
Semester: Fall
Semester Hours: 3
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.
Prerequisite: ACC 210, ECO 205

BSA 336
Human Resource Management
Semester: Fall
Semester Hours: 3
Introduction to the human resource functions of workforce planning, legal requirements, work design, recruiting, selection, training and development, performance management, labor, and employee relations.
Prerequisite: BSA 303

BSA 347
Capital Markets and Investing
Semester: Spring
Semester Hours: 3
This course introduces students to the fundamentals of investing. Topics include: markets, securities, risk, analysis of common stocks, stock and debt valuation and its effect on cost of capital, behavioral finance, capital structure and distribution policies, market efficiency, investment accounts, and tax strategies related to investing.
Prerequisite: BSA 311

BSA 361
Retailing
Semester: Fall
Semester Hours: 3
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: BSA 304

BSA 362
Professional Sales
Semester: Spring
Semester Hours: 3
This course teaches the basic concepts required to become successful in the field of sales, focusing primarily on business-to-business selling. It includes such topics as understanding the sales cycle, how to make successful sales presentations, understanding the importance of relationships in the sales process, handling objections, and how to close.
Prerequisite: BSA 304

BSA 401
Production and Operations Management
Semester: Fall and Spring
Semester Hours: 3
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.
Prerequisite: BSA 303, ACC 309

BSA 418
Entrepreneurship I
Semester: Fall
Semester Hours: 3

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.
Prerequisite: ACC 309, BSA 303, BSA 304, BSA 311

BSA 419
Entrepreneurship II
Semester: Spring
Semester Hours: 3
Students will engage in a variety of related activities that help validate the marketability of their ideas. These will include further product/service development, prototyping, test marketing, small scale manufacturing, and contingency planning. Students will take actions that further prove the viability of the product or service and move the aspiring entrepreneur several steps closer to actual start-up.
Prerequisite: BSA 418

BSA 421
Strategic Management
Semester: Spring
Semester Hours: 3
The primary goal of this course is to prepare students to think like general managers. Through discussions, supplementary readings, and case studies, we will explore the strategies that cause some businesses to fail and others to succeed. This course provides a capstone experience for the business management major.
Prerequisite: BSA 401

BSA 425
Small Business Operations
Semester: Spring
Semester Hours: 3
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: BSA 418

BSA 450
Internship
Semester: Offered at discretion of department
Semester Hours: 1-12
Guided work experience and study of a professional nature in an established business, government agency, or other institution. Contract is required. A minimum of three semester hours is required, but no more than three semester hours will count toward the major. Pass/no pass grading.
Prerequisite: ACC 309, BSA 303, BSA 311

BSA 490
Seminar
Semester: Offered at discretion of department
Semester Hours: 1-3
Selected topics in business are explored.

BSA 499
Directed Reading
Semester: Offered at discretion of department
Semester Hours: 1-3
This course allows a 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

ECO 205
Principles of Economics
Semester: Fall and Spring
Semester Hours: 3
This course will introduce the principles of firm-level decision making, consumer choices and their rationale, differing forms of industry competition, and how market-clearing prices and quantities are determined in a market environment. Additionally, the students will gain an understanding of how the major participants in the economy interact and what drives economic growth, interest rates, and inflation. The possible impacts of a variety of fiscal and monetary policy choices will be presented to assist the student in understanding how those policies will impact incomes, employment, and trade for a country. At the completion of the course, the student should have a basic understanding of both the microeconomic and macroeconomic environments and their impacts on businesses and the general population.

ECO 299
Directed Reading
Semester: Offered at discretion of department
Semester Hours: 1-3
This course allows a 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.

ECO 301
Money and Banking
Semester: Spring; Alternate years
Semester Hours: 3
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: ECO 205

ECO 305
American Economic History
Semester: Offered at discretion of department
Semester Hours: 3
Students explore a history of the American economy from colonial to modern times with emphasis on industrial growth, government policy, and agriculture.
Prerequisite: ECO 205

ECO 345
Intermediate Microeconomics
Semester: Spring
Semester Hours: 3
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: ECO 205

ECO 346
Intermediate Macroeconomics
Semester: Fall
Semester Hours: 3
This course examines an analysis of Keynesian and post-Keynesian economic theories of national income, employment, and growth.
Prerequisite: ECO 205

ECO 354
Environmental Economics
Semester: Fall; Odd years
Semester Hours: 3

This course introduces the multidisciplinary field of environmental economics. Students will employ a critical geographic framework to examine the basic implications of economic theory related to ecosystems and environmental problems involving water, air pollution, energy, climate change, natural resources, and human health and development.

ECO 401
International Trade
Semester: Spring; Alternate years
Semester Hours: 3
This course explores 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.
Prerequisite: ECO 345

ECO 402
Development of Economic Ideas
Semester: Fall; Alternate years
Semester Hours: 3
This course explores historic development of economic theory. Emphasis is analytical; consideration is given to institutional and philosophical backgrounds.
Prerequisite: ECO 345, ECO 346

ECO 450
Internship
Semester: Offered at discretion of department
Semester Hours: 1-12
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. Pass/ no pass grading.
Prerequisite: junior or senior standing

ECO 490
Seminar
Semester: Offered at discretion of department
Semester Hours: 1-3
Selected topics in economics are explored.

ECO 499
Directed Reading
Semester: Offered at discretion of department
Semester Hours: 1-3
This course allows a 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

ENG 325
Professional Writing
Semester: Fall and Spring
Semester Hours: 3
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: ENG 119

MAT 210
Probability and Statistics
Semester: Fall, Spring, and Summer
Semester Hours: 3
This course provides a non-calculus-based study of discrete probability theory and its statistical applications. Distribution theory and its applications in hypothesis testing and setting confidence intervals are discussed.
Prerequisite: MAT 100 or satisfactory score on a placement exam

Chemistry

John Barbaro, Professor
Cristi H. Hunnes, Professor
Ivy Fortmeyer, Associate Professor
Chip Lowery, Instructor

Chemistry is the central science and an important component of a liberal arts education. The program emphasizes a molecular view of matter and reactions, a view that combines the intrigue of theories and the power of practical applications. Our own bodies, the clothes we wear, the medicines we take, the food we eat, and the fuel we pump into our vehicles – all are various combinations of incredibly tiny particles called molecules, which are themselves composed of atoms. The knowledge of substances and chemical reactions is essential to the practice of the other physical and health sciences. Our program teaches the fundamentals of general chemistry, analytical chemistry, organic chemistry, physical chemistry, and biochemistry with a consideration of the other sciences and applications to societal issues and everyday life. In addition, our students develop critical-thinking skills and problem-solving skills, both desirable attributes for graduates.

Chemistry is an experimental science, and laboratory work is a key component to many of the courses in our program. Students are trained to propose hypotheses, test them both qualitatively and quantitatively, and draw conclusions from experimental data. In addition to learning classical laboratory techniques, our students also obtain hands-on experience in operating a variety of modern chemical instruments that are used by professionals in the field.

The chemistry program prepares students for a variety of post-graduate pathways. Graduates with a chemistry degree have entered careers in chemistry, materials science, and chemical engineering. For students wishing to further their education, the program also prepares them for acceptance into graduate programs in chemistry, as well as professional programs such as medical school, pharmacy school, and law school.

Major Learning Outcomes
Students who graduate with a major in chemistry will be able to:
1. Integrate and apply concepts from the five traditional subdisciplines of chemistry to solve problems and critically evaluate information;
2. Design and carry out scientific experiments to explore a chemical question;
3. Interpret experimental results and draw reasonable conclusions from these results;
4. Effectively communicate scientific ideas and the results of scientific inquiry orally, through figures, and in writing;
5. Properly use chemical instrumentation to conduct chemical inquiries in composition, structure, and reactivity.

Major in Chemistry
A minimum of 37 semester hours in chemistry is required, plus 16 hours in other disciplines, including:
CHM 101: General Chemistry I
CHM 102: General Chemistry II

CHM 251: Organic Chemistry I
CHM 252: Organic Chemistry II
CHM 338: Analytical Chemistry
CHM 365: Inorganic Chemistry
CHM 372: Communication in Chemistry
CHM 401: Physical Chemistry I
CHM 452: Biochemistry
CHM 472: Integrated Chemistry Lab I
CHM 473: Integrated Chemistry Lab II

In addition:
MAT 175: Calculus I
MAT 176: Calculus II
PHS 201: General Physics I
PHS 202: General Physics II

All 200-level and higher chemistry courses that are not part of the major may be counted as electives, excluding CHM 220. PHS 321 (Quantum Theory) will also be accepted as a chemistry elective. Internship credits do not count toward the 37 chemistry semester hours required in the major.

Major in Science Broadfield Education Chemistry
This major serves those who desire to teach the several sciences necessary in American schools. A minimum of 18 semester hours in chemistry is required, plus 43 hours in other disciplines. In addition, students must complete the professional education program for secondary teaching as described in the "Education" section of the catalog.

The following courses are required:
Chemistry: A minimum of 18 semester hours in chemistry courses is required, including:
CHM 101: General Chemistry I
CHM 102: General Chemistry II

Choose one of the following:
CHM 220: Fundamental Organic Chemistry
CHM 251: Organic Chemistry I

Choose two of the following:
CHM 252: Organic Chemistry II
CHM 338: Analytical Chemistry
CHM 365: Inorganic Chemistry
CHM 401: Physical Chemistry I

Mathematics:
MAT 175: Calculus I
MAT 176: Calculus II
MAT 210: Probability and Statistics

Biology:
BIO 120: Principles of Biology
BIO 203: Genetics
BIO 306: Evolution

Physics:
PHS 201: General Physics I
PHS 202: General Physics II
PHS 225: Modern Physics

Geology:
GEO 101: Fundamentals of Geology
GEO 104: Fundamentals of Geology Laboratory

Environmental Science:
ESC 105: Environmental Science: Sustainable Communities
ESC 106: Environmental Science: Sustainable Communities Laboratory

Also required:
IDS 422: Methods and Materials: Teaching Natural Science in the Secondary School

Minor Learning Outcomes
Students who graduate with a minor in chemistry will be able to:
1. Apply concepts from two or more traditional subdisciplines of chemistry to solve problems and critically evaluate information;
2. Interpret experimental results and draw reasonable conclusions from these results.

Minor in Chemistry
A minimum of 22 semester hours in chemistry is required, including:
CHM 101: General Chemistry I
CHM 102: General Chemistry II
CHM 251: Organic Chemistry I

Choose electives to bring the credit total in CHM courses to at least 22: All electives must be 200-level and higher chemistry courses, excluding CHM 220. A minimum of one elective course must have a laboratory component. Internship credits do not count toward the 22 chemistry semester hours required in the minor. A minimum of 6 upper-division hours is required to complete a minor.

Chemistry courses

CHM 100
Chemistry of Everyday Life
Semester: Spring
Semester Hours: 4
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 toward 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
Semester: Fall
Semester Hours: 4
This course introduces students to the science of chemistry. The concepts of atoms, molecules, bonding, and energy successfully explain the properties of matter and how reactions happen. Goals of this course include introducing students to representative materials and reactions, to important models and theories of the science, and to the symbols and language of chemists. The laboratory will involve observations of elements, compounds and their reactions (including synthesis), and quantitative measurements of properties or amounts of matter. Three hours of lecture, one two-hour laboratory session, and one hour of recitation per week.
Prerequisite: MAT 100 with a grade of C- or higher, or placement into higher mathematics course

CHM 102
General Chemistry II
Semester: Spring

Semester Hours: 4
This course builds upon the principles introduced in CHM 101 to introduce topics of thermodynamics, solution-phase chemistry, chemical kinetics, equilibrium, acid-base chemistry, electrochemistry, and nuclear chemistry. The laboratory experiments for this course will emphasize quantitative data collection and analysis. Three hours of lecture, one two-hour laboratory session, and one hour of recitation per week.
Prerequisite: CHM 101 with a grade of C- or higher

CHM 210
Materials Science
Semester: Spring; Even years
Semester Hours: 3
Materials science is a growing field at the intersection of chemistry, physics, and engineering. In this course, students will explore how the atomic and microscale structures of solids affect the properties of those materials that we can observe on a macroscale. These properties will be explored for familiar classes of solids, with an emphasis on metals and alloys, ceramics, and polymers. No prior coursework in chemistry or physics required. This course counts as a non-laboratory science course for the core curriculum.
Prerequisite: MAT100

CHM 220
Fundamental Organic Chemistry
Semester: Fall
Semester Hours: 4
This course is a one-semester introduction to carbon-containing compounds, including their structure, bonding, properties, and reactivity. The different functional groups are introduced, including the key reactions and mechanisms of these groups. This course is designed to serve as a prerequisite for biochemistry. Four lecture hours per week. This course will not count as an elective toward the chemistry major or minor.
Prerequisite: CHM 102 with a grade of C- or higher

CHM 251
Organic Chemistry I
Semester: Fall
Semester Hours: 4
This course is 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 techniques for the isolation and preparation of compounds. Three hours of lecture and one three-hour laboratory session per week.
Prerequisite: CHM 102 with a grade of C- or higher

CHM 252
Organic Chemistry II
Semester: Spring
Semester Hours: 4
This course, a continuation of CHM 251, concentrates on the chemistry of additional important families of organic compounds, emphasizing reaction mechanisms, synthesis, stereochemistry, and spectroscopy. The laboratory experiments include the synthesis and analysis of compounds with biological and industrial importance and qualitative analysis. Three hours of lecture and one three-hour laboratory session per week.
Prerequisite: CHM 251 with a grade of C- or higher. CHM 220 will not be accepted as a prerequisite for this course.

CHM 260
History of Chemistry: Chemical Connections
Semester: Offered at discretion of department; Even years
Semester Hours: 3
Considering history as a web of related events, rather than as a series of unrelated timelines, 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. This course is a non-laboratory science elective for non-science majors and does not count toward a chemistry major or minor.

CHM 299
Directed Reading
Semester: Offered at discretion of department
Semester Hours: 1-3
This course allows a 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.

CHM 316
Geochemistry
Semester: Spring; Even years
Semester Hours: 4
Scientific literature and other resources will be used to illustrate the current ideas about the mechanisms that control water quality and chemistry in aqueous systems. Lecture topics will include hydrogeology, acid-base and reduction-oxidation reactions in natural systems, the geochemistry of metals, stable isotope geochemistry, and case studies of contaminated sites in Montana and throughout the West. Laboratory exercises will include basic sample collection, measurement of major ion concentration, and geochemical modeling with several field exercises. Three hours of lecture and two hours of laboratory per week. This course is cross-listed with ESC 316 and GEO 316.
Prerequisite: CHM 101; GEO 101 is recommended.

CHM 338
Analytical Chemistry
Semester: Fall; Even years
Semester Hours: 4
This course examines the techniques and concepts used for quantitative analysis in chemistry. Expanding upon the concepts learned in the general chemistry sequence, this course focuses on four key topics for chemical analysis: the reliability of measured values, chemical equilibrium, electrochemistry, and instrumental analysis. Laboratory experiments will include a variety of classical and instrumental techniques, and students will gain experience with data analysis, experimental design, and scientific writing. Three hours of lecture and one three-hour laboratory session per week.
Prerequisite: CHM 102 with a grade of C- or higher

CHM 365
Inorganic Chemistry
Semester: Fall; Odd years
Semester Hours: 3
Inorganic chemistry is one of the four main branches of chemistry, covering a broad range of topics related to the structure and reactivity of non-hydrocarbon compounds. Inorganic chemistry is applicable in a variety of fields including industrial processes, biological systems, and the alternative energy sector. In this course, we will explore the relationship between molecular geometry and electronic properties of transition metal compounds, with a focus on bonding and reactivity. Other topics that may be addressed include photochemistry and properties of solid-state materials.

Prerequisite: CHM 252 with a grade of C- or higher or permission of the instructor

CHM 372
Communication in Chemistry
Semester: Fall
Semester Hours: 1
The ability to communicate concepts and the results of scientific inquiry are essential skills for a chemist. In this course, students will learn how to read and analyze journal articles and develop skills in scientific communication. Students will learn how to write an abstract and will give short oral presentations on articles they have read. Students will also learn how to use citation software and search the literature for relevant references.
Prerequisite: CHM 252 with a grade of C- or higher

CHM 401
Physical Chemistry I
Semester: Spring; Odd years
Semester Hours: 3
Students will explore the properties of matter (gasses, solids, liquids, solutions, and mixtures) using classical thermodynamics enriched with themolecular insight from chemistry. State functions such as enthalpy, entropy, and Gibbs free energy will be explored and used for predicting the spontaneous direction of physical transformations and chemical reactions. Students will also explore a complementary view of chemistry from kinetics. The use of rate laws to discern the mechanism of reactions will be explained, as well as the importance of catalysis to life and industry.
Prerequisite: PHS 201 with a grade of C- or higher; CHM 338 with a grade of C- or higher or permission of instructor

CHM 402
Physical Chemistry II
Semester: Offered at discretion of department
Semester Hours: 4
The experimental behavior of tiny, nanoscopic objects like electrons and atoms are best explained by quantum theory developed in the early 20th century. This course will give the historical overview and an introduction to applying quantum theory to simple systems like a particle confined in a box. The use of wave functions, operators, and Schrödinger's equation will be explained. Students will explore systems like electrons in conjugated bonds, the harmonic oscillator, the hydrogen atom, multi-electron atoms, and molecules. Since spectroscopy probes the quantized energy levels in chemical species, the basics of modern molecular spectroscopy will also be discussed and will be the focus of laboratory experiments. There will also be exercises in computational modeling of molecules. Three lectures per week and one three-hour lab per week.
Prerequisite: CHM 401 with a grade of C- or higher; previous or concurrent enrollment in PHS 202 is advised.

CHM 432
Introduction to the Pharmaceutical Sciences
Semester: Spring; Even years
Semester Hours: 3
Understanding how drugs cause biochemical and physiological effects stems from an analysis of the structure of drugs and the interactions that occur at their target sites. Chemical properties such as ionization, solubility, partition coefficients, and diffusion coefficients provide a basis for understanding how drugs get from the point of administration to their targets. The chemistry of drug distribution, metabolism, elimination, and the mechanism of action of specific classes of drugs will be discussed, along with toxicology (the potential adverse effects of drugs), drug discovery, and the FDA approval process.
Prerequisite: CHM 220 or CHM 252 with a grade of C- or higher

CHM 450
Internship
Semester: Offered at discretion of department
Semester Hours: 1-12
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. Pass/no pass grading.
Prerequisite: junior or senior standing

CHM 452
Biochemistry
Semester: Spring
Semester Hours: 5
Biochemistry focuses on the study of the molecules and chemical reactions of life, bringing together principles learned in biology and chemistry. 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 several projects that focus on proteins including kinetics, isolation, purification, and characterization. These projects incorporate different types of instrumentation, including low pressure chromatography, electrophoresis, UV-visible spectroscopy, and ultrafiltration. Three lecture hours plus one three-hour laboratory per week. Significant time working independently in the laboratory is required.
Prerequisite: CHM 102, and either CHM 220 or both CHM 251 and CHM 252. In addition: BIO 312 (preferred) or BIO 350 or permission of the instructor. All prerequisite courses must be completed with a grade of C- or higher. Junior or senior standing is required.

CHM 460
Biochemistry II
Semester: Offered at discretion of department; Odd years
Semester Hours: 3
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: CHM 220 or CHM 252 with a grade of C- or higher and junior or senior status required. BIO 120 and BIO/CHM 452 recommended.

CHM 472
Integrated Chemistry Lab I
Semester: Spring
Semester Hours: 2
This lab course serves as a companion to the upper-division courses required for the chemistry major. During the course of the semester, students will carry out experiments that tie together concepts from four traditional branches of chemistry (inorganic, physical, organic, and analytical), with potential applications to other fields of study. Students will complete two instructor-guided experimental modules, as well as design and carry out a set of experiments to research a problem of their choice.
Prerequisite: CHM 252 with a grade of C- or higher; CHM 372

CHM 473
Integrated Chemistry Lab II
Semester: Spring
Semester Hours: 2
This lab course serves as a companion to the upper-division courses required for the chemistry major. During the course of the semester,

students will carry out experiments that tie together concepts from four traditional branches of chemistry (inorganic, physical, organic, and analytical), with potential applications to other fields of study. Students will complete two instructor-guided experimental modules, as well as design and carry out a set of experiments to research a problem of their choice.
Prerequisite: CHM 472

CHM 490
Seminar
Semester: Fall
Semester Hours: 1-3
This course is a discussion of a specialized area in chemistry. The subject matter and requirements of the course will vary semester to semester and by instructor. Students should see the instructor of that semester's seminar for information about the course description and the prerequisites. Students may take this course up to three times for credit; a maximum of three credit hours can count toward the major or minor.

CHM 499
Directed Reading
Semester: Offered at discretion of department
Semester Hours: 1-3
This course allows a 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

BIO 120
Principles of Biology
Semester: Fall and Spring
Semester Hours: 4
An introductory survey course that covers cell structure and metabolism, patterns of inheritance, molecular genetics, evolutionary mechanisms, and diversity. The weekly laboratory sessions teach basic laboratory skills, experimental design, application of statistics, and communication of results via laboratory reports. This course is appropriate for both majors and non-majors. Three hours of lecture and one two-hour laboratory period per week.

BIO 203
Genetics
Semester: Fall
Semester Hours: 4
The course provides a detailed overview of the mechanisms of heredity. Topics include Mendelian, quantitative, and molecular genetics. Three hours of lecture and one two-hour laboratory session per week.
Prerequisite: BIO 120

BIO 306
Evolution
Semester: Fall
Semester Hours: 3
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.
Prerequisite: BIO 120

ESC 105
Environmental Science: Sustainable Communities
Semester: Fall and Spring
Semester Hours: 3
An introductory course designed for students entering the environmental sciences and studies program and for other students who would like to take an ecology 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. Three hours of lecture per week. This course may fulfill a natural lab science core curriculum requirement if taken concurrently with ESC 106.

ESC 106
Environmental Science: Sustainable Communities Laboratory
Semester: Fall and Spring
Semester Hours: 1
In the laboratory, students will apply environmental science concepts to ecological studies in the natural environment and learn how to present their results in a scientific report. One two-hour laboratory session per week.
Corequisite: ESC 105

GEO 101
Fundamentals of Geology
Semester: Fall and Spring
Semester Hours: 3
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 recommended two-hour laboratory per week, plus field trips. This course fulfills a natural lab science core curriculum requirement if taken concurrently with GEO 104.

GEO 104
Fundamentals of Geology Laboratory
Semester: Fall and Spring
Semester Hours: 1
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: GEO 101 or GEO 218

IDS 422
Methods and Materials: Teaching Natural Science in The Secondary
School
Semester: Fall
Semester Hours: 2
This course emphasizes the teaching of biology or chemistry at the secondary 5-12 level. Methods of teaching these subjects, including incorporation of active hands-on experiences, reviewing texts for content appropriate to various grade levels, and the use of technology in the classroom, constitute major parts of the course. Particular attention will be paid to thinking, reading, listening, writing, and speaking instruction. Teaching diverse and at-risk student populations will also be discussed. This course is the capstone course for the biology or chemistry education major.
Corequisite: EDC 320

MAT 175
Calculus I
Semester: Fall
Semester Hours: 4

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 MAT 110

MAT 176
Calculus II
Semester: Spring
Semester Hours: 4
Continuing the study of the functions of one real variable, the idea of integration is applied to physical problems. This course is an introduction to sequences and series. The use of graphing calculators is required.
Prerequisite: MAT 175

MAT 210
Probability and Statistics
Semester: Fall, Spring, and Summer
Semester Hours: 3
This course provides a non-calculus-based study of discrete probability theory and its statistical applications. Distribution theory and its applications in hypothesis testing and setting confidence intervals are discussed.
Prerequisite: MAT 100 or satisfactory score on a placement exam

PHS 201
General Physics I
Semester: Fall
Semester Hours: 4
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.
Corequisite: MAT 175

PHS 202
General Physics II
Semester: Spring
Semester Hours: 4
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: PHS 201
Corequisite: MAT 176

PHS 225
Modern Physics
Semester: Fall; Odd years
Semester Hours: 3
This course covers selected concepts from early 20th century physics. Topics covered include special relativity, photoelectric effect, Compton scattering, and the wave nature of particles.
Prerequisite: PHS 202 or permission from the instructor

Communication Studies

Erin Reser, Professor
Jolane Flanigan, Professor
Ashlynn Reynolds, Associate Professor

The communication studies program at Rocky Mountain College blends our strong liberal arts education with the skills every student needs to succeed in today's world. As part of the workforce, the student majoring in communication studies will already possess the skills employers want from potential employees—oral and written communication skills. Study after study has shown that these consistently top the lists of skills employers want from their employees. As part of society, the student majoring in communication studies will learn how to be a responsible citizen of his or her community. We examine the ethical aspects of communication in our courses, reminding students that they have the responsibility to be honest, engaged citizens, in addition to succeeding in whatever career path they may choose.

Communication studies is a strong stand-alone major and is also common as a double-major or minor. The skills learned when studying communication are some of those most sought after by employers. Careers available to a communication studies major include diverse professions such as public relations, event planning, graduate school, teaching, sales, or law.

Major Learning Outcomes
Students who graduate with a major in communication studies will be able to:
1. Discuss and apply communication theories;
2. Articulate important features of key communication theories;
3. Demonstrate the ability to support arguments and reason soundly;
4. Conduct original research and present cogent results.

Major in Communication Studies
A minimum of 36 semester hours is required, including:
COM 105: Introduction to Communication Studies
COM 490: Seminar in Communication

Choose any four 200-level COM electives, for a total of 12 credit hours (excluding COM 299).

Choose any four 300-level COM electives, for a total of 12 credit hours.

Choose any two 400-level COM electives, for a total of 6 credit hours (excluding COM 450 and COM 490).

Minor Learning Outcomes
Students who graduate with a minor in communication studies will be able to:
1. Demonstrate conscious, mindful communication through multiple modes of communication;
2. Use key features of the transactional model of communication to improve the quality of personal and professional human relationships;
3. Deliver oral and written arguments with sound evidence and well-supported reasoning.

Minor in Communication Studies
A minimum of 24 semester hours is required, including:
COM 105: Introduction to Communication Studies

Choose any three 200-level COM electives, for a total of 9 credit hours (excluding COM 299).

Choose any four COM electives at the 300- or 400-level, for a total of 12 credit hours (excluding COM 450 and COM 490). At least one elective must be 400-level.

Communication Studies courses

COM 105
Introduction to Communication Studies
Semester: Fall
Semester Hours: 3
This course is a comprehensive examination of the field and practice of Communication Studies. It includes models of communication (linear, interactive, transactional), careers in communication, communication processes and skills (perception, verbal, nonverbal, listening, climates, culture), and communication contexts (self, relationships, groups, teams, organizations, public communication, mass communication, the digital world).

COM 201
Interpersonal Communication
Semester: Fall and Spring
Semester Hours: 3
This course examines how intimate, personal, and professional relationships are created and maintained. Students develop an increased awareness of and sensitivity to communication that facilitates interpersonal relationships, as well as communication that creates obstacles to building relationships. Topics discussed include perception, self-concept, listening, and conflict.

COM 202
Public Speaking
Semester: Fall and Spring
Semester Hours: 3
This course examines key aspects of writing and delivering public speeches. Focal topics include audience analysis, speech organization, developing supporting materials, argumentation, and delivery. By the end of the course, students will be able to write and support both informative and persuasive speeches and will be able to identify differences between the two. Students will also gain skill in delivering a variety of speeches.

COM 232
Health Communication Survey
Semester: Fall; Even years
Semester Hours: 3
This course links the broad domains of communication and health. Communication, both verbal and non-verbal, about well-being and illness happens all around us, in many different forms. As such, students will survey the landscape of health communication. This will include communication among and between patients, providers, family caregivers, healthcare organizations, and communities. Students will also explore mediated messages in the marketing and promotion of health information and the politics of health care. We will examine the intrapersonal, interpersonal, and intergroup aspects of health so that you may become more mindful, educated, and effective health communicators and health information consumers.

COM 250
Small Group Communication
Semester: Fall and Spring
Semester Hours: 3
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 and effectively. Because employers seek competent communicators, this course is designed to provide students an opportunity to develop communication skills that can be applied in both personal and professional contexts.

COM 252
Communication and Gender
Semester: Fall; Even years
Semester Hours: 3
This course examines the relationship between gender and communication. We will combine readings, discussions, lectures, and research to define “gender” and to develop an understanding of how gender connects with personal identity, experiences, and our position in society.

COM 255
Mass Media
Semester: Fall; Odd years
Semester Hours: 3
This course requires students to survey the major institutions and technologies of mass communication – from local newspapers and the printing press to viral videos and the global reach of the Internet. Students are introduced to the critical process and principles of media literacy. By the end of this course, students will understand and articulate the evolution and convergence of different mass media technologies and industries including their role in a democratic society.

COM 272
Communication in Politics
Semester: Spring; Even years
Semester Hours: 3
This course will explore the role of communication in the political sphere. The course will explain how political messages are constructed, strategized, and communicated to frame public controversy. The course will examine how political debates are communicated in mass media, from grassroots organizations, social media, and public advocacy groups.

COM 275
Workplace Communication
Semester: Spring; Odd years
Semester Hours: 3
This course will explore communication skills that are required in business processes and professional settings. Students will be exposed to theoretical foundations of interpersonal communication, group communication, nonverbal communication, written communication, presentation and interviewing skills in the context of a professional setting. Theory will be applied in many professional contexts including superior/subordinate communication, technical communication, workplace diversity and customer communication.

COM 299
Directed Reading
Semester: Offered at discretion of department
Semester Hours: 1-3
This course allows a 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.

COM 301
Advanced Interpersonal Communication
Semester: Spring
Semester Hours: 3
This class will explore in more depth foundational concepts introduced in COM 201 Interpersonal Communication. Focus will be on the evolution of close personal relationships—from initiation, to establishing and maintaining the relationship, to conflict, and

dissolution—from a communication perspective but psychological theories will also be discussed.
Prerequisite: any 200-level COM course

COM 306
Organizational Communication
Semester: Fall
Semester Hours: 3
This course examines how communication occurs in large cooperative networks, especially in professional work settings. It focuses on the roles leadership, management, and conflict resolution play in larger organizations. By the end of the course, students will understand how the values and cultures of any organization emerge through communication.
Prerequisite: any 200-level COM course

COM 308
Intercultural Communication
Semester: Fall; Odd years
Semester Hours: 3
As global communication and transnational movement facilitate increased cross-cultural contact, there is a need to develop an understanding of intercultural communication. To this end, this course examines the ways in which culture influences communication and communication influences culture. Verbal and nonverbal communication will be analyzed as it conveys messages about identity, beliefs, and values. Conflict is discussed as a product of cultural orientations and interpretations. By the end of this course, students will understand communication as a vital aspect of intercultural contact.
Prerequisite: any 200-level COM course

COM 319
Environmental Communication
Semester: Spring
Semester Hours: 3
This course investigates how symbols are used to construct and reflect nature and its relationship with humans. It examines intersections between the environment and humanity through a variety of communicative lenses, including theories of social-symbolic discourse, mass media, rhetoric, and public advocacy.
Prerequisite: any 200-level COM course

COM 325
Theories of Persuasion
Semester: Fall; Even years
Semester Hours: 3
This course will examine multiple theories of persuasion through examination of artifacts in popular culture including advertising, campaigns, media, the Internet, and organizations. The course will explore how persuasive messages are constructed and delivered to the general public. Major topics in this course will include persuasion theory, argumentation, ethics, and critical approaches of persuasion theory.

COM 358
Advanced Mass Media
Semester: Fall; Even years
Semester Hours: 3
This course will build upon the concepts introduced in COM 255 and will require students to go beyond description and application of theory and skills to study the production, consumption, and dissemination of mediated information. Students will engage theory more rigorously to think critically about the intersection of information, technology, identity, relationships, culture, society, and democracy. Students will interpret, evaluate, and engage media content and digital technologies by researching and applying theories of communication – particularly, those of mass mediated and mass personal communication – to further develop media literacy and better manage media's influence in their lives.

COM 418
Rhetorical Theory and Criticism
Semester: Fall; Odd years
Semester Hours: 3
This course builds on the historical foundations of rhetoric, focusing on contemporary rhetorical theories. Students will examine rhetorical artifacts through a variety of theoretical lenses, including narrative, metaphoric, and feminist theories, in order to better understand and explain social, political, and cultural conditions.
Prerequisite: any 200-level COM course

COM 423
Communication, Culture, and Social Identities
Semester: Fall; Even years
Semester Hours: 3
This course will explore (a) how culture and communication are intertwined and (b) how key social identities (race, class, and gender) are made and remade through cultural communication practices. Emphasis will be placed on how cultural backgrounds and social identities affect how we perceive and interpret the world.
Prerequisite: any 200-level COM course

COM 424
Health Communication Research & Practice
Semester: Spring; Odd years
Semester Hours: 3
Students in this class will study and apply the use of communication strategies that inform and influence individual and community decisions impacting health. Specifically, students will develop their knowledge and a skill set for how to inform, empower, or persuade individuals to adopt healthier lifestyles as well as foster public debate and health policy change. Through readings, lectures, discussion, assignments, and experiential activities, students will explore the theory, research, and skills associated with communicating in various health-related contexts. While providing both theoretical and applied foundations, this course is designed to provide students the knowledge of how to effectively frame communication, select media, and construct public health campaigns. Students will identify the various approaches for translating research into practice, including community-based participatory research and education.
Prerequisite: any 200-level COM course

COM 450
Internship
Semester: Offered at discretion of department
Semester Hours: 1-12
This course is a guided work experience in an 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 communication studies degree. A contract is required. Pass/no pass grading.
Prerequisite: junior or senior standing

COM 452
Communication Studies in Practice
Semester: Spring
Semester Hours: 3
Students will participate in an educational or professional platform and engage communication theory in practice, concept, and in written reflection. Students will engage theory in communication of self,

communication within professional contexts, and communication about the experience.
Prerequisite: any 200-level COM course

COM 490
Seminar in Communication
Semester: Spring
Semester Hours: 3
This course is a senior-level capstone, variable topic seminar for communication studies majors. Past topics have included gender, international political communication, and freedom of speech. Whatever the topic, students will engage in a substantial amount of academic reading and writing that reflects theoretical expertise, research acumen, and heightened critical-thinking skills.
Prerequisite: senior standing, two 300-level COM courses

COM 499
Directed Reading
Semester: Offered at discretion of department
Semester Hours: 1-3
This course allows a 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

***The Computer Science program is currently under moratorium and is not presently accepting new students.**

The computer science program combines the analysis of computing systems with the art and science of creating computer software. The program emphasizes the development of software solutions and the study of the hardware and software systems that provide the execution environment for those solutions. We firmly believe that the development of software has two distinct components: creation of programs to solve problems and the subsequent translation of those programs into code using an appropriate language.

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 through required internships and undergraduate research opportunities.

Major Learning Outcomes
Students who graduate with a major in computer science will be able to:
1. Apply computer science principles and practices to problems in a variety of disciplines;
2. Analyze a problem and identify and define the computing requirements appropriate to its solution;
3. Design problem-solving algorithms for problems of varying complexity;
4. Articulate and demonstrate the use of software development processes;
5. Use current techniques, skills, and common tools for software development;
6. Evaluate the tradeoffs involved in algorithm design and implementation choices in software development;
7. Utilize a protocol description to develop a program that communicates with another program, either on the same machine or another machine across the network as designated by the protocol description;
8. Communicate effectively in groups, with a range of audiences and using a variety of media;
9. Work effectively on teams to develop substantial software development projects;
10. Critique one's own work and the work of others to evaluate success of a software development project;
11. Analyze and articulate the local and global impact of computing on individuals, organizations, and society;
12. Understand and use appropriate ethical and normal business interactions.

Major in Computer Science
A minimum of 35 semester hours is required, including:
Choose either:
CSC 130: Fundamentals of Programming I
CSC 131: Fundamentals of Programming II
or
CSC 143: Programming Foundations

Also required:
CSC 214: Technology and Society
CSC 251: Data Structures
CSC 330: Computer Networking
CSC 344: Programming in C and Assembler Language
CSC 352: Programming Language Study I (Traditional Languages)
CSC 353: Programming Language Study II (Web Languages)

Choose one of the following:
CSC 351: Algorithms
CSC 360: Programming Paradigms

Choose one of the following (CSC 450 strongly preferred):
CSC 450: Internship
CSC 499: Directed Reading

An additional nine semester hours of elective computer science coursework is required to complete the major, of which at least six semester hours must be upper-division coursework.

A minimum grade of "C" is required in each of the non-elective computer science courses. Computer science prerequisite courses must have a minimum grade of "C" to continue to dependent coursework.

Notes:
• CSC 352 and CSC 353 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 CSC 352 and CSC 353 are required for completion of the major.
• No more than three semester hours of CSC 450 can be applied toward completion of the computer science major requirements.

Minor in Computer Science
A minimum of 20 semester hours is required, including:
Choose either:
CSC 130: Fundamentals of Programming I
CSC 131: Fundamentals of Programming II
or
CSC 143: Programming Foundations

Also required:
CSC 251: Data Structures

Choose two of the following:
CSC 344: Programming in C and Assembler Language
CSC 352: Programming Language Study I (Traditional Languages)
CSC 353: Programming Language Study II (Web Languages)

Six semester hours of upper-division computer science coursework are also required.

Computer Science courses

CSC 112
Principles of Computing for Non-CS Majors
Semester: Spring
Semester Hours: 3
Offered to non-computer science majors, this course provides a comprehensive introduction to computing for students seeking an overview of the discipline. Students acquire necessary concepts and skills to apply computing principles and resources effectively in their chosen profession. Topics include the history of computing, logical reasoning, problem solving, data representation, and the creation of "digital artifacts" including web pages and computer programs. The course also explores software development methodologies, software as part of a computing system, information technology careers, and ethical, legal, and contemporary social aspects of information technology.
Prerequisite: MAT 100

CSC 130
Fundamentals of Programming I
Semester: Fall
Semester Hours: 4
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.

CSC 131
Fundamentals of Programming II
Semester: Spring
Semester Hours: 4
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.
Prerequisite: CSC 130

CSC 143
Programming Foundations
Semester: Fall
Semester Hours: 5
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. Four hours of lecture and two hours of lab per week.
Prerequisite: permission of the department

CSC 214
Technology and Society
Semester: Fall
Semester Hours: 3
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 underappreciated 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 251
Data Structures
Semester: Fall
Semester Hours: 3
Data structures and their characteristic algorithms are studied, including analysis of performance predictions and "Big-O" characterizations inherent to the various data organizations. Lists, stacks, queues, trees, and elementary graphs are considered. Fundamental sorting algorithms are also treated.
Prerequisite: CSC 131 or CSC 143

CSC 256
Discrete Structures and Computability
Semester: Offered at discretion of department
Semester Hours: 3
The mathematical and theoretical underpinnings 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.

CSC 258
Topics in Computer Science
Semester: Offered at discretion of department
Semester Hours: 3
This occasional offering will study special areas of computer science not otherwise covered in the curriculum.
Prerequisite: permission of professor

CSC 299
Directed Reading
Semester: Offered at discretion of department
Semester Hours: 1-3
This course allows a 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.

CSC 313
Designing User Interaction
Semester: Spring; Alternate years
Semester Hours: 3
This course provides an introduction to designing and evaluating user interfaces for a variety of interactive systems, emphasizing the development of interfaces from the user (as opposed to a system-oriented) perspective. The course focuses on using real users to complete the specification, design, evaluation, and testing of a software interface. The course also presents human-computer interaction concepts

and theory, which involves computer science, psychology, social behavior, and other human factors associated with computer use. Students will work in teams and participate in thoughtful group critique sessions, experiment design, and usability experiments. This course has significant research, writing, and presentation components.
Prerequisite: sophomore, junior, or senior standing in any major

CSC 326
Graphics
Semester: Offered at discretion of department, Every third semester
Semester Hours: 3
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: CSC 344

CSC 330
Computer Networking
Semester: Fall
Semester Hours: 3
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: CSC 251; CSC 344 is recommended

CSC 333
Network Programming
Semester: Offered at discretion of department
Semester Hours: 3
Network Programming picks up where CSC 330 leaves off. The goal of the course 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.
Prerequisite: CSC 330

CSC 335
Database Systems
Semester: Offered at discretion of department
Semester Hours: 3
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: CSC 251

CSC 344
Programming in C and Assembler Language
Semester: Spring
Semester Hours: 4
This course introduces two of the most fundamental languages for computer programming: assembler language, the language most closely related to the hardware of the computer, and C, the language most commonly used for operating systems and whose syntax has influenced most modern programming languages. Students will study the representation of data and programs in the processor and memory of modern computers and be led to understand how the basic operations in high-level languages are implemented. Topics will include data structure definition and reference mechanisms and using libraries for I/O and operating system interfaces. This course has a substantial programming component.
Prerequisite: CSC 131 or CSC 143

CSC 351
Algorithms
Semester: Offered at discretion of department
Semester Hours: 3
This course of study extends the study of algorithms that began in CSC 251, focusing on algorithmic paradigms (backtracking, greedy, dynamic programming, branch and bound, etc.) and patterns that have general application in both theoretical and practical computer science. Solutions for classical optimization problems, P and NP characterization, and shortest path algorithms will be considered.
Prerequisite: MAT 110 and CSC 251

CSC 352
Programming Language Study I (Traditional Languages)
Semester: Fall
Semester Hours: 1
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 CSC 352 toward completion of the computer science major requirements.
Prerequisite: CSC 251

CSC 353
Programming Language Study II (Web Languages)
Semester: Fall
Semester Hours: 1
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 CSC 353 toward completion of the computer science major requirements.
Prerequisite: CSC 251

CSC 357
Software Engineering: Analysis and Design
Semester: Offered at discretion of department
Semester Hours: 3
This course will introduce the student to techniques for performing requirements analysis and design for software projects. Topics include requirements gathering techniques, prototyping, modeling, use cases, risk analysis, functional and non-functional requirements, and software development processes including user-centered design methodology, spiral model, and iterative design.
Prerequisite: CSC 251

CSC 360
Programming Paradigms
Semester: Fall
Semester Hours: 3
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: CSC 131, CSC 143, or CSC 251

CSC 410
Operating Systems
Semester: Offered at discretion of department
Semester Hours: 3
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.
Prerequisite: CSC 344

CSC 430
Advanced Networking and Security
Semester: Offered at discretion of department
Semester Hours: 3
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: CSC 330

CSC 433
Compiler Construction
Semester: Offered at discretion of department
Semester Hours: 4
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 expect to spend a minimum of 10 hours weekly on this course.
Prerequisite: CSC 344, CSC 360; senior standing is recommended

CSC 450
Internship
Semester: Fall, Spring, and Summer
Semester Hours: 1-12
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 three semester hours will be counted toward a computer science major. Contract is required. Pass/no pass grading.
Prerequisite: junior or senior standing or permission of the department

CSC 490
Computer Science Research Seminar
Semester: Offered at discretion of department
Semester Hours: 1-3
Students participate in ongoing 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 students are required to make both formal and informal 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
Directed Reading
Semester: Offered at discretion of department
Semester Hours: 1-3
This course allows a 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

Economics

For faculty, course listings, and the requirements for the economics minor, see the "Business Administration" section of the catalog.

Education

Jodi Carlson, Director of Education
Kevin Croff, Instructor
Deanne Gemmill, Instructor
Jeri Heard, Instructor

To address the educational needs of America's diverse student population, the professional preparation program in teacher education at Rocky Mountain College utilizes strong theoretical components and applies theory to the classroom via 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 education 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 lifelong 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.

Rocky Mountain College offers education majors in the following areas: elementary education, art, biology, English, health and human performance (physical education), history, mathematics, music (vocal and instrumental), psychology, science broadfield education biology, science broadfield education chemistry, and social studies education broadfield. Additionally, students who major in education may also complete an education minor in art, biology, English, history, mathematics, political science (government), psychology, health and human performance (physical education), or reading.

Career Paths:
Completion of the elementary, secondary, or P-12 program provides a strong base for students who wish to go directly into teaching or who wish to pursue advanced professional training in specialized educational programs such as special education, guidance and counseling, and school administration. Completion of the non-teaching endorsement education program provides a strong base for students who wish to work with children or youth in settings that do not require a teaching license.

Major Learning Outcomes (InTASC Standards)
Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Program Basics for Admittance to the Teacher Education Program
The competencies expected 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 P-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 the effective performance of a teacher.

Admission to the Teacher Education Program
To be admitted to the teacher education program, students must do the following (spring of freshman year or fall of sophomore year):
1. Successfully complete or be concurrently enrolled ENG 119 or an equivalent writing course, EDC 202, and PSY 205 or PSY 206 depending on their major, with at least a grade of "C" at the time of the program admission interview;
2. Successfully complete or be concurrently enrolled in the first required field practicum (EDC 291 or EDC 292);
3. Receive a passing score on the education department's supervised writing examination;
4. Conduct a satisfactory interview and mini-teaching presentation with representatives of the teacher education committee; and
5. Have an overall minimum GPA of 3.00 and with a minimum GPA of 3.00 in the education field and in the major courses.

Once admitted into the teacher education program, a copy of the official notification will be placed in the student's permanent record in the Office of Student Records. Also, the student will be registered for EDC 040: Acceptance into the Teacher Education Program for the current term with a final grade of "P," which will serve as a prerequisite for the core education courses.

Students who receive a grade lower than "C" in any required education course, even if that grade does not result in a GPA lower than the required 3.00 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. Students who fail to meet the program standards may elect to switch to the non-licensure track or withdraw 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. All education students are required to adhere to the requirements and guidelines in the handbook.

Education majors who fail to maintain a minimum 3.00 GPA may choose to remain in the education program as non-licensure education majors. Non-licensure education majors will take all required education courses except for EDC 452/453/454 (student teaching) and EDC 490/491 (student teaching seminar). Non-licensure majors must complete EDC 450 and will receive a BA in education but will not be eligible to be licensed. A student whose GPA falls below the 3.00 minimum should consult with his or her advisor to discuss the above-described non-licensure path or the option of an alternate major.

If a student subsequently achieves and maintains an overall GPA of 3.00 or higher prior to registering for his or her final semester at Rocky Mountain College, that student may register for EDC 452/453/454 and EDC 490/491 and thereby be eligible for licensure.

Praxis II Exam
All students must take and pass the appropriate Praxis II exam(s). Students should consult their academic advisor for the required portions before, or directly subsequent to, the student teaching semester. This is a program completion and licensure requirement.

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 3.00;

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 director of undergraduate education. An official transcript must be submitted to Rocky Mountain College 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 complete a minimum of 12 semester hours in the Rocky Mountain College teacher education program prior to student teaching.

Students with Degrees from Other Colleges
Students with degrees from other colleges:
1. Must complete a minimum of 12 semester hours at Rocky Mountain College before student teaching;
2. Must meet all Rocky Mountain College teacher education program 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 (P-8). Elementary education majors may also complete an education minor in P-12 reading or art, as well as in biology, English, history, mathematics, political science (government), health and human performance (physical education), or psychology. Candidates must be admitted to the teacher education program to pursue the elementary education degree.

The following courses are required:

EDC 202: Foundations of Education
EDC 291: Field Practicum I: Elementary School
ENG 119: College Writing I: Rhetoric and Writing
PSY 205: Human Development I
HST 211: American History I or HST 212: American History II
MAT 103: Mathematics for Elementary School Teachers I
MAT 104: Mathematics for Elementary School Teachers II
EDC 210: Classroom Management: Elementary
EDC 226: Educational Technology
EDC 260: Children’s Literature
EDC 302: Educational Psychology
EDC 327: Standards and Curriculum
EDC 330: Introduction to Teaching Exceptional Learners
EDC/ART 338: Methods and Materials: Teaching Art in the Elementary School
EDC/MUS 344: Methods and Materials: Teaching General Music in the Elementary School
EDC 346: Methods and Materials: Teaching Health and PE in the Elementary School
EDC 349: Methods and Materials: Teaching Mathematics in the Elementary School
EDC 350: Methods and Materials: Teaching Reading and Language Arts in the Elementary School
EDC 355: Methods and Materials: Teaching Social Studies in the Elementary School
EDC 356: Methods and Materials: Teaching Science in the Elementary School
EDC 365: American Indian Education: History and Best Practices
EDC 370: Student Health and Safety
EDC 391: Field Practicum II: Elementary School
EDC 427: Assessment and Pedagogy
EDC 436: Writing for P-12 Students
EDC 453: Student Teaching in the Elementary School
EDC 490: Seminar: Elementary Education

Content Knowledge Assessment
The assessment for content knowledge required for licensure by the Montana Office of Public Instruction for elementary education majors consists of the following multiple measures:
1. 30 semester hours 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: 163-200 = 3 points; 146-162 = 2 points; 130-145 = 1 point;130 = 0 points.
Rocky Mountain College'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 0-11. Students scoring lower than CKS = 7, or who score zero on any of the three multiple measures, shall not be recommended for licensure.

*A score of one (1) on any of the multiple measures will trigger an individualized review of the student's content knowledge and teaching skill by Rocky Mountain College'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).

The following courses are required:
ENG 119: College Writing I: Rhetoric and Writing
PSY 206: Human Development II
EDC 202: Foundations of Education
EDC 292: Field Practicum I: Secondary or P-12 School
EDC 211: Classroom Management: Secondary
EDC 226: Educational Technology
EDC 302: Educational Psychology
EDC 320: Teaching Content Courses in Secondary Education
EDC 327: Standards and Curriculum
EDC 330: Introduction to Teaching Exceptional Learners
EDC 353: Teaching Reading and Writing in the Content Areas
EDC 365: American Indian Education: History and Best Practices
EDC 370: Student Health and Safety
EDC 392: Field Practicum II: Secondary or P-12 School
EDC 427: Assessment and Pedagogy
EDC 436: Writing for P-12 Students
EDC 452: Student Teaching in the Secondary School
EDC 491: Seminar: Secondary/P-12 Education

Students must also complete an education major in biology, English, history (or social studies broadfield), mathematics, psychology, science broadfield–biology, or science broadfield–chemistry. Secondary education majors may complete an education minor in P-12 reading or art, as well as in biology, English, history, mathematics, political science (government), health and human performance (physical education) or psychology.

For content-area requirements and course listings, please refer to the corresponding program section of the catalog.

Content Knowledge Assessment
The assessment for content knowledge required for licensure by the Montana Office of Public Instruction consists of the following multiple measures:
1. A GPA of 30 semester hours of content coursework that will be calculated on a 0 to 4 point scale prior to program completion.
2. Assessment of content knowledge demonstrated during student teaching as rated on a 0 to 3 point scale by a highly qualified teacher and a college supervisor.
3. Score on the appropriate PRAXIS II content knowledge test as calculated on a 0 to 4 point scale.
Rocky Mountain College's licensing officer will use the above components to develop a Content Knowledge Verification Score (CKS) to be calculated as follows: CKS = Content GPA points + Student Teaching Assessment points + PRAXIS points. The possible range for the CKS is 0-11. Students scoring lower than CKS = 7, or who score zero on any of the three multiple measures, shall not be recommended for licensure.

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

Major in P-12 Education
To become a teacher of art, music, or health and human performance, the student must be prepared to teach at all levels, P-12. Students must complete an education major in one of the following fields: art, music, or health and human performance.

The following courses are required:
ENG 119: College Writing I: Rhetoric and Writing
EDC 202: Foundations of Education
PSY 205: Human Development I or PSY 206: Human Development II

Choose one:
EDC 291: Field Practicum I: Elementary School
EDC 292: Field Practicum I: Secondary or P-12 School

Also required:
EDC 210/211: Classroom Management
EDC 226: Educational Technology
EDC 302: Educational Psychology
EDC 327: Standards and Curriculum
EDC 330: Introduction to Teaching Exceptional Learners
EDC 353: Teaching Reading and Writing in the Content Areas
EDC 365: American Indian Education: History and Best Practices
EDC 370: Student Health and Safety

Choose one:
EDC 391: Field Practicum II: Elementary School
EDC 392: Field Practicum II: Secondary or P-12 School

Also required:
EDC 320: Teaching Content Courses in Secondary Education
EDC 427: Assessment and Pedagogy
EDC 436: Writing for P-12 Students
EDC 454: Student Teaching (Grades P-12)
EDC 491: Seminar: Secondary/P-12 Education

Note: P-12 majors must have one elementary-level practicum experience (EDC 291 or EDC 391) and one secondary-level practicum experience (EDC 292 or EDC 392).

Students who complete a P-12 education major may also complete any of the available education minors. For content-area requirements and course listings, please refer to the corresponding program section of the catalog.

Content Knowledge Assessment
The assessment for content knowledge required for licensure by the Montana Office of Public Instruction consists of the following multiple measures:
1. A GPA of 30 semester hours of content coursework that will be calculated on a 0 to 4 point scale prior to program completion.
2. Assessment of content knowledge demonstrated during student teaching as rated on a 0 to 3 point scale by a highly qualified teacher and a college supervisor.
3. Score on the appropriate PRAXIS II content knowledge test as calculated on a 0 to 4 point scale.
Rocky Mountain College's licensing officer will use the above components to develop a Content Knowledge Verification Score (CKS) to be calculated as follows: CKS = Content GPA points + Student Teaching Assessment points + PRAXIS points. The possible range for the CKS is 0-11. Students scoring lower than CKS = 7, or who score zero on any of the three multiple measures, shall not be recommended for licensure.

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

Non-teaching Major in Education
A student who wants to graduate in education, but does not plan to teach, must be admitted into the program and complete the requirements for the elementary, secondary, or P-12 major with the exception of student teaching. An educationally related internship is required. The courses required for the elementary, secondary, and P-12 majors are listed above. Nonteaching education majors do not need to take EDC 452, EDC 453, EDC 454, EDC 490, or EDC 491.

Minor Learning Outcomes

Reading
Students who graduate with a minor in reading will be able to:
1. Learn about the acquisition of language and literacy and how it correlates to reading and writing development;
2. Acquire knowledge about reading and writing instruction as it pertains to different developmental levels of learners as well as disciplinary literacy across content areas;
3. Purposefully select and use literacy resources for classroom use in accordance with developmental levels, state standards, and to promote equity;
4. Recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write;
5. Understand the importance of designing a physical environment to optimize reading and writing instruction and a social environment that is low risk, includes choice, motivation, scaffolding, and collaboration to support learning opportunities;
6. Demonstrate instructional practice that broadens understanding, integrates the literacy process, and supports reading and writing for students from diverse language learning backgrounds, with a special emphasis on American Indian reading and writing issues;
7. Align planning and instructional processes with the Montana content standards for the English Language Arts and reading;
8. Use appropriate and varied instructional approaches that develop with materials and an integrated comprehensive balanced curriculum to support student learning in reading and writing utilizing word recognition, language comprehension, strategic knowledge in the

literacy content areas, and reading/writing connections, including the use of technology and a wide range of texts;
9. Use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction using assessment data to reflect and adjust instruction as needed;
10. Administer numerous diagnostic reading and writing assessments to determine specific literacy needs, differentiate reading and writing instruction to meet student needs, and apply appropriate interventions to scaffold literacy growth.

Minor in Reading
The reading minor allows education majors to obtain a P-12 reading endorsement. Upon successful completion of the required courses, the candidate is eligible to apply for the State of Montana Reading Specialists P-12 endorsement. Following the completion of eight required courses, Rocky Mountain College students are eligible for the reading endorsement.

The following courses are required:
EDC 260: Children's Literature
EDC 305: Emergent Literacy
EDC 318: Diagnostic Assessment of Reading
EDC 350: Methods and Materials: Teaching Reading and Language Arts in the Elementary School
EDC 353: Teaching Reading and Writing in the Content Areas
EDC 357: Reading Clinic
EDC 362: Adolescent Readers
EDC 436: Writing for P-12 Students

Education courses

EDC 040
Acceptance into the Teacher Education Program
Semester: Fall and Spring
Semester Hours: 0
Once admitted to the teacher education program, the student will be registered by the Office of Student Records for this course, which will serve as a prerequisite for the core education courses.
Prerequisite: See Education Program Overview and the Education Department Handbook for program admission requirements.

EDC 202
Foundations of Education
Semester: Fall and Spring
Semester Hours: 2
This is an introductory course for students considering teaching as a career. Topics addressed include the purposes of education, the development of public education, the training of teachers, the job of the teacher, diversity issues and their implications for today’s classrooms, school-community relationships, partnering with parents and guardians, and other issues in education today.

EDC 210
Classroom Management: Elementary
Semester: Fall
Semester Hours: 2
This course reviews the fundamental skills of elementary 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: EDC 202

EDC 211
Classroom Management: Secondary
Semester: Fall
Semester Hours: 2
This course reviews the fundamental skills of secondary 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: EDC 202

EDC 226
Educational Technology
Semester: Fall
Semester Hours: 2
This course is designed to prepare pre-service elementary, secondary, and P-12 teachers in the appropriate use of instructional technology, thus fostering an intellectually active and technologically supportive classroom.

EDC 260
Children's Literature
Semester: Spring
Semester Hours: 3
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: EDC 040, admission to the teacher education program or permission of instructor

EDC 291
Field Practicum I: Elementary School
Semester: Fall and Spring
Semester Hours: 1
This course provides practical field experience in an elementary classroom. Each credit hour requires 40 hours of experience. Students must complete the practicum during the fall or spring semester over a period of 10-14 weeks. Students must complete a field practicum before they can be admitted to the teacher education program. Sophomore standing is required. Students must be able to schedule 2-3-hour blocks of time twice a week and provide their own transportation. Pass/no pass grading.
Prerequisite: EDC 202

EDC 292
Field Practicum I: Secondary and/or P-12 School
Semester: Fall and Spring
Semester Hours: 1
This course provides practical field experience in a 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 10-14 weeks. Students must complete a field practicum before they can be admitted to the teacher education program. Sophomore standing is required. Students must be able to schedule 2-3-hour blocks of time twice a week and provide their own transportation. Pass/no pass grading.
Prerequisite: EDC 202

EDC 299
Directed Reading
Semester: Offered at discretion of department
Semester Hours: 1-3

This course allows a 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: EDC 040

EDC 302
Educational Psychology
Semester: Spring
Semester Hours: 3
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. This course is cross-listed with PSY 302.
Prerequisite: PSY 205 or PSY 206

EDC 305
Emergent Literacy
Semester: Fall
Semester Hours: 3
This course will provide students with in-depth information regarding the acquisition of language as it pertains to the reading process. Primary focus will be on birth to age 5 and the importance of expressive and receptive language acquisition as it relates to the reading and writing process. Particular emphasis will be placed on key research relating to English as a second language, limited English proficiency, and bilingual learners as that research relates to overall reading and writing achievement. Students will be required to administer reading and writing assessments that will guide instruction for the emergent reader. The alphabetic principle and phonemic awareness will be of primary focus.
Prerequisite: EDC 040, admission to the teacher education program

EDC 318
Diagnostic Assessment of Reading
Semester: Spring
Semester Hours: 3
This course will provide students with extensive knowledge relating to reading assessment tools. Students will learn a variety of assessment techniques to specifically diagnose reading problems. Students will become skilled in the use of reading and writing assessments to drive reading and writing instruction. Students will also learn strategies to help these students, as well as appropriate reading instructions suitable for students at a variety of reading levels.
Prerequisite: EDC 040, admission to the teacher education program
Corequisite: EDC 357

EDC 320
Teaching Content Courses in Secondary Education
Semester: Fall and Spring
Semester Hours: 3
This course requires focused study and consultation with a practicing educator in the secondary field of study, blended with traditional coursework and exploration into the methods and materials specific to the content area. Students will also be required to explore the professional organization specific to their field of study. Music education students are exempt from this course.
Prerequisite: EDC 040, admission to the teacher education program; junior or senior standing required

EDC 327
Standards and Curriculum
Semester: Spring
Semester Hours: 3
This course blends theory and practice to provide a comprehensive overview of the principles and practical application of curriculum. The historical, psychological, ethical, and theoretical foundations of curriculum will be explored as well as current issues, trends, and pedagogical practices. Students will be immersed in opportunities to develop, explore, and evaluate curriculum with ongoing focus on keeping student learning at the forefront of our work; this includes discussion and evaluation of assessment practices, differentiation, and personalized learning strategies.
Prerequisite: EDC 040, admission to the teacher education program

EDC 330
Introduction to Teaching Exceptional Learners
Semester: Fall
Semester Hours: 3
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: EDC 040, admission to teacher education program

EDC 338
Methods and Materials: Teaching Art in the Elementary and Secondary
Schools
Semester: Spring
Semester Hours: 3
This course focuses on the methods and materials for teaching art in the elementary, middle, and secondary schools.
Prerequisite: EDC 040, admission to the teacher education program

EDC 344
Methods and Materials: Teaching General Music in the Elementary School
Semester: Fall
Semester Hours: 2
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. This course is cross-listed with MUS 344.
Prerequisite: EDC 040, admission to the teacher education program

EDC 346
Methods and Materials: Teaching Health and PE in the Elementary School
Semester: Fall
Semester Hours: 4
This course introduces students to the methods and materials fundamental to teaching health enhancement and physical education to elementary school-age children. Content will include concepts of teaching health and physical education, National Standards, and curriculum organization. Content will emphasize the inclusion of all children actively involved, and a multicultural approach. Planning for an overlap of teaching within all subject areas will be emphasized.
Prerequisite: EDC 040, admission to the teacher education program

EDC 349
Methods and Materials: Teaching Mathematics in the Elementary School
Semester: Spring
Semester Hours: 4
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. Work in elementary classrooms will provide opportunities to apply theory and best practices.
Prerequisite: MAT 103 or MAT 104, EDC 040, admission to the teacher education program

EDC 350
Methods and Materials: Teaching Reading and Language Arts in the
Elementary School
Semester: Fall
Semester Hours: 4
This course provides an integrated approach to the language arts curriculum of reading, writing, speaking, listening, and language. Students will explore the methods of teaching reading and writing, the methods of assessing and evaluating achievement, the ways to organize the curriculum, the skills and strategies to support literacy growth among all learners including ELL and special education students, and learn best practices for teaching reading and writing.
Prerequisite: EDC 040, admission to the teacher education program

EDC 353
Teaching Reading and Writing in the Content Areas
Semester: Spring
Semester Hours: 2
This course provides P-12 music, art, and health and human performance pre-service teachers as well as secondary (5-12) pre-service 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 Writing Workshop techniques across disciplines.
Prerequisite: EDC 040, admission to the teacher education program

EDC 355
Methods and Materials: Teaching Social Studies in the Elementary School
Semester: Fall
Semester Hours: 3
This course provides an integrated approach to the social studies P-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: EDC 040, admission to the teacher education program

EDC 356
Methods and Materials: Teaching Science in the Elementary School
Semester: Spring
Semester Hours: 3
This course is designed to provide an integrated approach to the science P-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: EDC 040, admission to the teacher education program

EDC 357
Reading Clinic I
Semester: Spring
Semester Hours: 2
This course will provide students the opportunity to work with off-level readers in a clinical setting. Students will complete 40 hours of clinical instruction for a reluctant or underachieving reader or writer. Individualized prescriptive plans will be developed based on reading and writing assessments given in the clinical setting. Special attention will be placed on reading and writing assessment driving reading and writing instruction through the use of one-to-one instruction. Students will become familiar with P-12 reading/writing curriculum to use for instruction. A written clinical report will be the culminating project for the reading clinic course. This course may be taken more than once.
Prerequisite: EDC 040, admission to the teacher education program
Corequisite: EDC 318

EDC 358
Reading Clinic II
Semester: Spring, As needed
Semester Hours: 2
Reading Clinic II will provide students additional opportunities to work with off-level readers in a clinical setting. Individualized prescriptive plans will be developed based on reading and writing assessments. Special attention will be placed on these assessments, which must drive instruction. RMC students will become familiar with P-12 reading/writing curricula. Remedial instruction will be implemented in after-school programs, summer programs, or during the reading course opportunities available in a P-12 school setting.
Prerequisite: EDC 040, admission to the teacher education program, EDC 318, EDC 357

EDC 362
Adolescent Readers
Semester: Fall
Semester Hours: 3
This course will provide information on how to work with struggling readers at the middle and high school level. Students will become familiar with high interest/low vocabulary literature and how to infuse this tool as part of a remediation plan. Students will engage in literary practices that develop awareness, understanding, respect, and a valuing of differences in our society. This course will also provide exposure to literature that builds knowledge of the distinct and unique cultural heritage of American Indians and tribes in Montana.
Prerequisite: EDC 040, admission to the teacher education program

EDC 365
American Indian Education: History and Best Practices
Semester: Fall
Semester Hours: 3
This course examines the forms of traditional American Indian education, historic federal boarding schools, and sectarian and public school approaches to American Indian education. Federal educational policies are reviewed, including 1930's Indian school reform, 1960's community control, civil rights related developments, and 1970's tribal control of education. American Indian education best practices include approaches to language and culture issues, intergenerational learning, dropout prevention, American Indian student educational experiences, and pedagogical practice that works best with Indian students. Indian Education for All (IEFA) is fully explored in this course.
Prerequisite: EDC 040, admission to the teacher education program

EDC 370
Student Health and Safety
Semester: Spring
Semester Hours: 2
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,

nutritional deficiencies, physical and emotional abuse, psychological disorders, and school violence.
Prerequisite: EDC 040, admission to the teacher education program

EDC 391
Field Practicum II: Elementary School
Semester: Fall and Spring
Semester Hours: 2
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 by teaching a minimum of four full lessons. Students must complete the practicum during the fall or spring semester over a period of 10-14 weeks. Students must be able to schedule 2-3-hour blocks of time twice a week and provide their own transportation. Pass/no pass grading.
Prerequisite: EDC 040, admission to the teacher education program

EDC 392
Field Practicum II: Secondary or K-12 School
Semester: Fall and Spring
Semester Hours: 2
This course provides practical field experience in a middle or secondary school. Each credit hour requires 40 hours of experience. Students are required to take an active part in classroom activities by teaching a minimum of four full lessons. Students must complete the practicum during the fall or spring semester over a period of 10-14 weeks. Students must be able to schedule 2-3-hour blocks of time twice a week and provide their own transportation. Pass/no pass grading.
Prerequisite: EDC 040, admission to the teacher education program

EDC 427
Assessment and Pedagogy
Semester: Fall
Semester Hours: 3
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 will be discussed. This course blends assessment theory with instructional practice, exploring how educators respond to assessment outcomes. Refining practices and adjusting instructional strategies allows educators to better serve students and ensure learning for all.
Prerequisite: EDC 040, admission to the teacher education program; EDC 327

EDC 436
Writing for P-12 Students
Semester: Fall and Spring
Semester Hours: 3
This course will provide students with knowledge about the writing process starting from the emergent level to the advanced level. In addition, students will become knowledgeable about numerous researched based writing models, which implement both an analytical and holistic rubric for assessment. Focus will be on how writing assessment drives the writing instructional process. Using literature to teach writing will be a key component of this course. Components will include student conferencing, conducting a writing assessment, and the revision and editing process.
Prerequisite: EDC 040, admission to the teacher education program

EDC 450
Internship
Semester: Offered at discretion of department
Semester Hours: 6
This course serves as a capstone course for non-teaching education majors and will consist of a field experience for qualified senior students graduating with this major. Internships will take place in nontraditional educational settings and will be supervised by education faculty. Pass/no pass grading.
Prerequisite: EDC 040; completion of all required education courses in elementary education, secondary education, or P-12 education, except student teaching (EDC 452, EDC 453, or EDC 454, and EDC 490 or EDC 491); permission of the teacher education committee; and an internship contract

EDC 452
Student Teaching in the Secondary School
Semester: Fall and Spring
Semester Hours: 10
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: EDC 040; permission of the teacher education committee and completion of all required education coursework

EDC 453
Student Teaching in the Elementary School
Semester: Fall and Spring
Semester Hours: 10
This course requires a minimum or 15 weeks of practice teaching at the P-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: EDC 040; permission of the teacher education committee and completion of all required education coursework

EDC 454
Student Teaching (Grades P-12)
Semester: Fall and Spring
Semester Hours: 10
This course requires a minimum of 15 weeks of practice teaching at both the P-8 and 5-12 grade levels for health and human performance, 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: EDC 040; permission of the teacher education committee and completion of all required education coursework

EDC 490
Seminar: Elementary Education
Semester: Fall and Spring
Semester Hours: 2
This course examines selected topics in elementary education at regularly scheduled meetings. Registration in this seminar is mandatory for all elementary education student teachers.
Prerequisite: EDC 040, admission to the teacher education program
Corequisite: EDC 453

EDC 491
Seminar: Secondary/P-12 Education
Semester: Fall and Spring
Semester Hours: 2
This course examines selected topics in secondary and P-12 education at regularly scheduled meetings. Registration in this seminar is mandatory for all secondary and P-12 students.
Prerequisite: EDC 040, admission to the teacher education program
Corequisite: EDC 452 or EDC 454

EDC 499
Directed Reading
Semester: Offered at discretion of department
Semester Hours: 1-3
This course allows a 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: EDC 040, junior or senior standing

Educational Leadership

Jodi Carlson, Director of Education

The master's in educational leadership program at Rocky Mountain College is designed to prepare educational leaders for careers as principals or superintendents. This cohort-based program incorporates state and national standards for educational leadership and is based on Effective Schools Research. Blending theory and practice through coursework and intensive internship, candidates will be prepared to be instructional leaders at the P-12 level.

The principal-preparation program is 34 semester hours in length depending on previous coursework and has a minimal residence requirement. Graduates of this program will meet the education requirement for licensure as a principal in the state of Montana. Separate courses are also available for the superintendent endorsement. Candidates should check with the Montana Office of Public Instruction for other licensure requirements.

For additional program information, see www.rocky.edu/mel.

Learning Outcomes
1. PSEL Standard #1: Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.
2. PSEL Standard #2: Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being.
3. PSEL Standard #3: Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success.
4. PSEL Standard #4: Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being of each student.
5. PSEL Standard #5: Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.
6. PSEL Standard #6: Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.
7. PSEL Standard #7: Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being. Note: All candidates in this program will complete a minimum of 216 hours of internship with a licensed mentor in an accredited educational setting. In addition, students will participate in a reflective seminar regarding their internship experience. Logs and demonstrative outcomes will be a measurable component and will meet this Standard and will meet this PEPPS and PSEL Standard.
8. PSEL Standard #8: Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.
9. PSEL Standard #9: Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.
10. PSEL Standard #10: Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.

Principal Preparation Courses
The following courses are required:

EDL 500: Foundations of Leadership
EDL 505: Dimensions of Leadership I
EDL 510: Dimensions of Leadership II
EDL 520: Supervision of Educational Personnel
EDL 530: Montana School Law
EDL 554: Montana School Finance
EDL 560: Organizational Change
EDL 570: School Curriculum
EDL 575: Public School and Community Relationships
EDL 590: Leadership Seminar I and II
EDL 591E: Internship in the Elementary School
EDL 591S: Internship in the Secondary School
EDL 583: Educational Leadership Capstone

Superintendent Preparation Courses
Administrators who have served as a licensed principal for one year and who complete 12–18 semester hours beyond the master's degree in areas determined by the Montana Office of Public Instruction are eligible for a Class 3 Administrative Endorsement as a superintendent. A review of the student's transcript will result in a specific plan of study. EDL 691 and EDL 693 are required courses for all students.

The following courses for the superintendent endorsement are offered on demand:

EDL 662: District Superintendent Challenges: Boardrooms and Courtrooms
EDL 665: Getting District Results: The Role of the Superintendent
EDL 676: Superintendent as CEO
EDL 690: Superintendent Seminar
EDL 691: Superintendent Practicum (required of all students)
EDL 693: Education Personnel and Collective Bargaining in Montana (required of all students)
EDL 554: Montana School Finance
EDL 530: Montana School Law

Candidates should check with the Montana Office of Public Instruction for other endorsement requirements.

Educational Leadership courses

EDL 500
Foundations of Leadership
Semester: Fall
Semester Hours: 2
The focus of this course is on public school education – past, present, and future. Course content will include exploration of the roles of federal, state, and local governance systems as they pertain to leadership roles in public education. In addition, participants will be exploring the school culture, climate, and dynamics from the perspective of a school as a social organization. This experiential course invites class participation, team building and group activities, role-playing, guest lecturers, and group dynamics.

EDL 505
Dimensions of Leadership I
Semester: Fall
Semester Hours: 3
The focus of this course is on the roles and responsibilities of P-12 school administrators including leadership styles and behaviors. Additionally, the influence leadership has on the overall operation of a school building will be explored. Participants will discuss such topics as defining school climate and culture, sustaining partnerships and building collegial teams, and sharing leadership.

EDL 510
Dimensions of Leadership II
Semester: Spring
Semester Hours: 3
The focus of this course is to build on the knowledge and understanding of how leadership influences instruction and teacher practice. Participants will explore the leadership skills required to nurture instructional improvement in schools.

EDL 520
Supervision of Educational Personnel
Semester: Spring
Semester Hours: 3
The focus of this course is on improving, coordinating, and evaluating modern trends of supervisory practice. Students will evaluate and develop instruments for use in the formative and summative evaluation of teaching, as well as for support roles within the school environment. Participants will explore best practice instructional models from which to base the evaluation instrument or process. Participants will become familiar with the evaluation process as it pertains to marginal staff. Students will be required to recommend specific staff development options aligned to improvement of instruction.

EDL 530
Montana School Law
Semester: Spring
Semester Hours: 3
This course will study the legal framework of public education (Constitutional law, case law, and Montana law) with emphasis on Montana and national legislation and case law pertaining to public education and the rights of board members, administrators, students, and parents.

EDL 554
Montana School Finance
Semester: Spring
Semester Hours: 3
This course will focus on the development of educational budgets within the confines of available revenue. Taxation, policy analysis, applicable case law, and reporting will be covered.

EDL 560
Organizational Change
Semester: Fall
Semester Hours: 3
The focus of this course is on topics such as the theory of management, communication, human relations, social systems, motivation, decision making, and change. A particular focus in this course is on the role of the building administrator in improving student achievement in a school reform effort. Practical application of analyzing school data followed by program intervention will be explored. Participants will explore how today's leaders must create and nurture a culture of collaboration, collegiality, and continuous improvement.

EDL 570
School Curriculum
Semester: Fall
Semester Hours: 3
The focus of this course is on the role of leadership in curriculum planning and development with topics including educational and cultural foundations; curricular outcomes; P-12 alignment; standards and community values; developing, managing, and evaluating curriculum; multicultural education; equal access; differentiated instruction; academic freedom; technology; scheduling; censorship; and curriculum associated with various student populations.

EDL 575
Public School and Community Relationships
Semester: Fall
Semester Hours: 3
This course will focus on the interdependence of school and community; identifying and defining societal expectations of schools and the effects of those expectations on educational policy; and the impact of social, political, economic, and demographic changes on public school policy.

EDL 583
Educational Leadership Capstone
Semester: Spring
Semester Hours: 2
This course will be the culminating experience for students in the educational leadership program. A comprehensive review of material covered, as well as an exit interview, will be components of this experience. Theories and principles of advanced leadership practiced in educational settings will be explored within the context of the overall program.

EDL 590E
Leadership Seminar (Elementary)
Semester: Fall
Semester Hours: 1
The focus of this course will be reflection and inquiry regarding the administrative practicum. Problem solving and best practices will be a component of this course. Discussions will revolve around the PSEL and PEPP standards. Initial development of the administrative portfolio will be completed during this course.
Corequisite: EDL 591

EDL 590S
Leadership Seminar (Secondary)
Semester: Spring
Semester Hours: 1
The focus of this course will be reflection and inquiry regarding the administrative practicum. Problem solving and best practices will be a component of this course. Discussions will revolve around the PSEL and PEPP standards. Initial development of the administrative portfolio will be completed during this course.
Corequisite: EDL 591

EDL 591E
Practicum for Elementary School
Semester: Fall
Semester Hours: 2
A directed internship experience designed to relate theories and concepts explored in coursework to educational settings is the primary focus of the field experience. Practical application of theories will be implemented in fieldwork.
Corequisite: EDL 590

EDL 591S
Practicum for Secondary School
Semester: Spring
Semester Hours: 2
A directed internship experience designed to relate theories and concepts explored in coursework to educational settings is the primary focus of the field experience. Practical application of theories will be implemented in fieldwork.
Prerequisite: EDL 590

EDL 662
The School Superintendent Challenges – Boardrooms and Courtrooms
Semester: Offered at discretion of department
Semester Hours: 3
Members of the superintendent cohort will apply course content to the actual superintendent internship experience. The overall purpose of the course is to reflect on and demonstrate competency pertaining to the national AASA standards as it relates to school board governance and legal issues. Students will explore the role of the superintendent as it relates to board relations, creating district policy, and legal issues ranging from personnel issues.
Prerequisite: Students must have earned a master's degree in educational leadership or education.

EDL 665
Getting District Results: The Role of the Superintendent
Semester: Offered at discretion of department
Semester Hours: 3
Members of the superintendent cohort will apply course content to the actual superintendent internship experience. The overall purpose of the course is to reflect on and demonstrate competency pertaining to the national AASA standards as it relates to leading an organizational change and increasing overall student achievement. Particular focus will be on the clarification of essential learning assessments such as common, formative assessments. Additionally, focus will be on how superintendents prioritize establishing a systematic intervention and enrichment delivery throughout daily instruction. Finally, the importance of the superintendent's roles and responsibilities sustaining the change initiative will be identified.
Prerequisite: Students must have earned a master's degree in educational leadership or education.

EDL 676
The Superintendent as CEO
Semester: Offered at discretion of department
Semester Hours: 3
Members of the superintendent cohort will apply course content to the actual superintendent internship experience. The overall purpose of the course is to reflect on and demonstrate competency pertaining to the national AASA standards (i.e., leadership and school culture; policy and governance; communications and community relations; organizational management; curriculum planning and development; instructional management; human resources management; and values and ethics of leadership).
Prerequisite: Students must have earned a master's degree in educational leadership or education.

EDL 690
Superintendent Seminar
Semester: Spring
Semester Hours: 1
This course will focus on problem solving and best practices in the administrative practicum. Practical application of theories will be implemented in fieldwork. Discussions will revolve around the PSEL and PEPPS standards.
Corequisite: EDL 691

EDL 691
Superintendent Practicum
Semester: Spring
Semester Hours: 2
A directed internship experience designed to relate theories and concepts explored in coursework to educational settings are the primary focus of the field experience. Practical application of theories will be implemented in fieldwork.
Corequisite: EDL 690

EDL 693
Education Personnel and Collective Bargaining in Montana
Semester: Offered at discretion of department
Semester Hours: 3
This course prepares district level educational leaders to demonstrate competency in facilitating and implementing policies and procedures which effectively recruit, train, supervise and evaluate educational personnel including certified and classified employees; demonstrate competency in developing and implementing policies and procedures which create and monitor professional growth plans; demonstrate competency and overall knowledge related to the district level negotiation process resulting in union agreements through collective bargaining and create and implement policies for successful educational programming and delivery.
Prerequisite: principal's license

English

Nicholas Plunkey, Professor
Ashley Kunsa, Associate Professor
Gayle Fallon, Assistant Professor
Henrietta Goodman, Assistant Professor
Maclain Scott, Assistant Professor
Jeremy Wolf, Instructor

The English program offers major concentrations in literary studies and creative writing along with a major in English education. Students who focus on literary studies will immerse themselves in principal works of the Western and non-Western traditions. Whether analyzing themes, characters, styles, or synthesizing ideas, students develop the analytical and communication skills that are exceptional preparation for rich and rewarding personal and professional lives. Students who pursue creative writing will discover and refine their own voices in poetry, fiction, creative nonfiction, and playwriting. Studying both literature and the complex craft of writing, they learn to view texts as a bridge to self-discovery and creative engagement with the world and its rich literary traditions. English education students take extensive coursework in English and education curricula to prepare them for careers as middle school and/or high school English teachers. We are pleased to say that our English education program has an excellent record of placing students in teaching jobs.

Major Learning Outcomes

Literary Studies
Students who graduate with a concentration in literary studies will be able to:
1. Demonstrate a thorough understanding of the major authors and movements of British and American literature;
2. Interpret literary texts, employing appropriate techniques and terms of literary analysis;

3. Demonstrate an understanding of multiple theoretical perspectives of literary analysis, including feminist, formalist, psychoanalytic, and historicist perspectives; and
4. Demonstrate well-developed skills in reading closely, thinking critically, and communicating effectively in writing.

Creative Writing
Students who graduate with a concentration in creative writing will be able to:
1. Apply effective writing processes to creative work, including brainstorming, invention, drafting, revision, and editing;
2. Utilize close reading, critical thinking, and analytical writing skills;
3. Display the professional habits of active creative writers: participate in workshop, give public readings, review literary magazines, and submit work for publication according to professional standards of manuscript preparation;
4. Articulate a thorough knowledge of important figures, movements, and genres of contemporary and historical literature;
5. Demonstrate a command of grammar and conventions of Standard Written English; and
6. Employ craft techniques in a substantial body of fiction, creative nonfiction, and/or poetry.

English Education
Students who graduate with a concentration in English education will be able to:
1. Demonstrate a thorough understanding of the major authors and movements of British and American literature;
2. Interpret literary texts, employing appropriate techniques and terms of literary analysis;
3. Demonstrate an understanding of multiple theoretical perspectives of literary analysis, including feminist, formalist, psychoanalytic, and historicist perspectives;
4. Demonstrate well-developed skills in reading closely, thinking critically, and communicating effectively in writing;
5. Understand how students differ in their approaches to learning and create instructional opportunities that are adapted to learners from diverse cultural backgrounds and with exceptions;
6. Understand and use a variety of instructional strategies to encourage students in the development of critical-thinking, problem-solving, and performance skills;
7. Use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation;
8. Use knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Literary Studies Concentration
A minimum of 33 semester hours is required, including:
ENG 252: Close Reading of Poetry
ENG 331: Literary Criticism
ENG 359: History and Grammar of English
ENG 471: Studies in Shakespeare
ENG 490: Literary Studies Capstone

Choose one of the following courses:
ENG 272: British Literature: 800 to 1800
ENG 273: British Literature: 1800 to Present

Choose one of the following courses:
ENG 282: American Literature: Origins to 1865
ENG 283: American Literature: 1865 to Present

Choose two of the following courses:
ENG 204: Introductory Poetry Writing
ENG 205: Introductory Creative Nonfiction Writing
ENG 206: Introductory Fiction Writing
ENG 325: Professional Writing
ENG 365: Journalism

Choose one of the following courses:
ENG 223: Introduction to Native American Literature
ENG 224: Introduction to African-American Literature
ENG 246: Contemporary World Fiction

Also required: three additional credits in 300-level English or higher.

Creative Writing Concentration
A minimum of 36 semester hours is required, including:
ENG 122: Introduction to Creative Writing
ENG 482: Creative Writing Capstone
ENG 491: Literary Journal I
ENG 493: Literary Journal II

Choose two of the following:
ENG 204: Introductory Poetry Writing
ENG 205: Introductory Creative Nonfiction Writing
ENG 206: Introductory Fiction Writing

Choose one of the following: (offered on a two-year rotation)
ENG 374: Advanced Poetry Writing
ENG 375: Advanced Creative Nonfiction Writing
ENG 376: Advanced Fiction Writing

Choose one of the following:
ENG 325: Professional Writing
ENG 365: Journalism

Choose one of the following: (offered on a three-year rotation)
ENG 343: Readings in Contemporary Poetry
ENG 345: Readings in Contemporary Creative Nonfiction
ENG 346: Readings in Contemporary Fiction

Choose one of the following:
ENG 272: British Literature: 800 to 1800
ENG 273: British Literature: 1800 to Present
ENG 471: Studies in Shakespeare

Choose one of the following:
ENG 282: American Literature: Origins to 1865
ENG 283: American Literature: 1865 to Present
ENG 445: The American Novel
ENG 447: The American Short Story
ENG 452: American Poetry in the 20th Century

Choose one of the following:
ENG 223: Introduction to Native American Literature
ENG 224: Introduction to African-American Literature
ENG 246: Contemporary World Fiction

Major in English Education
A minimum of 36 semester hours is required, including:
ENG 252: Close Reading of Poetry
ENG 331: Literary Criticism
ENG 354: Writing Consultant Practicum
ENG 359: History and Grammar of English
ENG 471: Studies in Shakespeare
EDC 320: Teaching Content Courses in Secondary Education

Choose one of the following courses:
ENG 272: British Literature: 800 to 1800

ENG 273: British Literature: 1800 to Present

Choose one of the following courses:
ENG 282: American Literature: Origins to 1865
ENG 283: American Literature: 1865 to Present

Choose two of the following courses:
ENG 204: Introductory Poetry Writing
ENG 205: Introductory Creative Nonfiction Writing
ENG 206: Introductory Fiction Writing
ENG 325: Professional Writing
ENG 365: Journalism

Choose one of the following courses:
ENG 223: Introduction to Native American Literature
ENG 224: Introduction to African American Literature
ENG 246: Contemporary World Fiction

Also required: three additional credits in 300-level English or higher.

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 Learning Outcomes

Literary Studies
Students who graduate with a minor in literary studies will be able to:
1. Demonstrate a foundational understanding of the major authors and movements of British and American literature;
2. Apply skills in close reading and writing;
3. Synthesize information from literary texts and apply the major perspectives of literary analysis to the text(s).

Creative Writing
Students who graduate with a minor in creative writing will be able to:
1. Utilize craft fundamentals of creative writing;
2. Evaluate the creative work of peers using knowledge of writing craft; and
3. Approach creative writing as a multi-stage process.

English Education
Students who graduate with a minor in English education will be able to:
1. Demonstrate and apply the understanding of language, including structure, history, conventions, oral discourse, reading processes, writing processes, and literature in a variety of literary modalities (print, digital, and non-print examples);
2. Read closely, think critically, solve problems, and communicate effectively in writing and speaking in relation to writing and literature;
3. Empathize with various cultural backgrounds and perspectives, including American Indians;
4. Participate in positive social interaction, active engagement, and self-motivation to contribute to a community of learners;
5. Employ verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom;
6. Exhibit command of correct English grammar and appropriate disciplinary formats.

Minor in Literary Studies
A minimum of 18 semester hours is required, including:
ENG 252: Close Reading of Poetry
ENG 331: Literary Criticism

Choose one of the following:
ENG 272: British Literature: 800 to 1800
ENG 273: British Literature: 1800 to Present

Choose one of the following:
ENG 282: American Literature: Origins to 1865
ENG 283: American Literature: 1865 to Present

Also required: six additional credits in 300-level literature or higher.

Minor in Creative Writing
A minimum of 18 semester hours is required, including:
ENG 122: Introduction to Creative Writing
ENG 204: Introductory Poetry Writing
ENG 205: Introductory Creative Nonfiction Writing
ENG 206: Introductory Fiction Writing

Choose one of the following: (offered on a two-year rotation)
ENG 374: Advanced Poetry Writing
ENG 375: Advanced Creative Nonfiction Writing
ENG 376: Advanced Fiction Writing

Choose one of the following: (if a specific-genre course, genre may not overlap with course chosen from previous list)
ENG 343: Readings in Contemporary Poetry
ENG 345: Readings in Contemporary Creative Nonfiction
ENG 346: Readings in Contemporary Fiction
ENG 374: Advanced Poetry Writing
ENG 375: Advanced Creative Nonfiction Writing
ENG 376: Advanced Fiction Writing
ENG 491: Literary Journal I

*Note: No repeated courses will be counted toward the 18 required semester hours.

Minor in English Education
A minimum of 27 semester hours is required, including:
ENG 205: Introductory Creative Nonfiction Writing
ENG 252: Close Reading of Poetry
ENG 331: Literary Criticism
ENG 354: Writing Consultant Practicum
ENG 471: Studies in Shakespeare
EDC 320: Teaching Content Courses in Secondary Education

Choose one of the following:
ENG 223: Introduction to Native American Literature
ENG 224: Introduction to African-American Literature
ENG 246: Contemporary World Fiction

Choose one of the following:
ENG 272: British Literature: 800 to 1800
ENG 273: British Literature: 1800 to Present

Choose one of the following:
ENG 282: American Literature: Origins to 1865
ENG 283: American Literature: 1865 to Present

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.

English courses

EDC 320
Teaching Content Courses in Secondary Education
Semester: Fall and Spring
Semester Hours: 3

This course requires focused study and consultation with a practicing educator in the secondary field of study, blending with traditional coursework and exploration into the methods and materials specific to the content area. Students will also be required to explore the professional organization specific to their field of study. Music education students are exempt from this course.
Prerequisite: EDC 040, admission to the teacher education program; junior or senior standing required

ENG 090
Support ESL I
Semester: Offered at discretion of department
Semester Hours: 3
These credits will count for the semester in which the course is taken but will not be counted toward the 120 credits needed for graduation. 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
Semester: Offered at discretion of department
Semester Hours: 3
These credits will count for the semester in which the course is taken but will not be counted toward the 120 credits needed for graduation. 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
Semester: Offered at discretion of department
Semester Hours: 3
These credits will count for the semester in which it is taken but will not be counted toward the 120 credits needed for graduation. 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
Semester: Offered at discretion of department
Semester Hours: 3
These credits will count for the semester in which the course is taken but will not be counted toward the 120 credits needed for graduation. 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
Foundations of Academic Writing
Semester: Fall
Semester Hours: 3
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 course emphasizes writing as a process, the importance of revising, and the value of peer editing and evaluating. This course may not be taken to satisfy core curriculum requirements.

ENG 119
College Writing I: Rhetoric and Writing
Semester: Fall and Spring
Semester Hours: 3
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. Students keep a portfolio of their work, which includes a self-evaluation of their writing progress. This course fulfills a core curriculum requirement. It cannot be used to fulfill any major or minor requirement.

ENG 120
College Writing II: Research and Argumentation
Semester: Fall and Spring
Semester Hours: 3
Designed to follow ENG 119, students analyze texts and create effective writing based on their insights. Students practice generating questions that lead to the formation of complex theses 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. This course fulfills a core curriculum requirement. It cannot be used to fulfill any major or minor requirement.
Prerequisite: ENG 119

ENG 122
Introduction to Creative Writing
Semester: Fall
Semester Hours: 3
This workshop course introduces students to the writing of fiction, poetry, and creative nonfiction. We will discuss a range of fundamentals, including image, voice, character, form, conflict, and metaphor. Utilizing all stages of the writing process—invention, drafting, revision, and editing—students will produce original work in each of the three genres. Students will also become familiar with the process of workshopping their peers' writing.

ENG 204
Introductory Poetry Writing
Semester: Spring
Semester Hours: 3
This workshop course introduces students to formal and free verse and focuses on the basic elements of poetry writing, including image, sound, rhythm, line break, and metaphor. Students will read the work of accomplished authors, complete numerous and varied writing exercises, read and critique the work of their peers, and weekly write and revise poems.
Prerequisite: ENG 119

ENG 205
Introductory Creative Nonfiction Writing
Semester: Fall
Semester Hours: 3
This workshop course focuses on the conventions and forms of creative nonfiction. Topics include scene, reflection, character, metaphor, and other fundamentals; specific forms include flash, lyric essay, and memoir. Students will read the work of accomplished authors, complete numerous and varied writing exercises, read and critique the work of their peers, and write and revise several graded assignments.
Prerequisite: ENG 119

ENG 206
Introductory Fiction Writing
Semester: Spring
Semester Hours: 3
This workshop course focuses on the basic elements of fiction writing, including character, point of view, conflict, plot, and setting. Students will read the work of accomplished authors, complete numerous and varied writing exercises, read and critique the work of their peers, and write and revise several short stories.
Prerequisite: ENG 119

ENG 223
Introduction to Native American Literature
Semester: Fall; Alternate years
Semester Hours: 3
This course is 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
Semester: Fall; Alternate years
Semester Hours: 3
This course is a study of selected topics in African American literature and criticism. Topics 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 242
Modern Dramatic Literature
Semester: Fall; Alternate years
Semester Hours: 3
Focusing on script analysis, students consider diverse trends in playwriting and theatrical performances over the past 100 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 244
Literature and the Environment
Semester: Spring; Alternate years
Semester Hours: 3
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 timeless and more urgent questions, such as “What is nature?”; “What is our responsibility to the environment?”; and “How do various cultures express their relation to the natural world?”.

ENG 245
Travel Literature
Semester: Alternate years
Semester Hours: 3
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 246
Contemporary World Fiction
Semester: Spring
Semester Hours: 3
This course introduces students to recent prose fiction, with special attention paid to non-Western and non-American works.

ENG 247
War Literature
Semester: Spring; Alternate years
Semester Hours: 3
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 literary periods as well as genres such as epic and lyric poetry, romance, and drama.

ENG 252
Close Reading of Poetry
Semester: Fall
Semester Hours: 3
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. The course addresses the basics of prosody, poetic devices such as diction, metaphor, image, and tone, and major verse forms such as the sonnet, elegy, ode, ballad, dramatic monologue, and free verse. The texts reflect the continuity and variation in the history of British and American poetry and provide a sample of works from the 16th century to the present.

ENG 270
Literature of Montana and the American West
Semester: Spring; Alternate years
Semester Hours: 3
This course examines literature written by and about people living in Montana and the western United States, including American Indians, women, and immigrants.

ENG 272
British Literature: 800 to 1800
Semester: Fall
Semester Hours: 3
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 18th century periods against their literary, historical, linguistic, and philosophical backgrounds.

ENG 273
British Literature: 1800 to Present
Semester: Spring
Semester Hours: 3
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
Semester: Fall
Semester Hours: 3
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
Semester: Spring
Semester Hours: 3
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 299
Directed Reading
Semester: Offered at discretion of department
Semester Hours: 1-3
This course allows a 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.

ENG 322
Renaissance Literature
Semester: Fall; Alternate years
Semester Hours: 3
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
Semester: Fall and Spring
Semester Hours: 3
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: ENG 119

ENG 331
Literary Criticism
Semester: Fall
Semester Hours: 3
This course introduces students to current controversies in literary criticism. The course discusses approaches to literary analysis such as deconstruction, cultural criticism, and postcolonialism. 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 333
British Romantic Literature
Semester: Fall; Alternate years
Semester Hours: 3
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 18th and early 19th century England. Representative authors include Blake, Radcliffe, Wordsworth, Wollstonecraft, Coleridge, Byron, Shelley, Keats, and DeQuincy.

ENG 334
The British Novel
Semester: Spring; Alternate years
Semester Hours: 3
This course surveys the rise and development of the British novel. It includes an analysis of such 18th century writers as Defoe, Sterne, Fielding, Radcliffe, and Burney; early 19th-century writers such as Austen, Shelley, and Scott; such Victorian novelists as Dickens, the Brontë sisters, Eliot, Thackeray, Trollope, and Hardy; and such Modernists as Conrad, Woolf, Joyce, Forster, and Lawrence.

ENG 338
Literature, Film, and Media
Semester: Spring; Alternate years
Semester Hours: 3
This course investigates interrelations among literature, film, and other forms of non-print media. Subject matter will include literary works, films, television, web-content, and emerging technologies through which cultural narratives are increasingly transmitted and developed. Theories of audience reception, textual production, and modes of critical interpretation will be emphasized.

ENG 343
Readings in Contemporary Poetry
Semester: Spring; Offered at discretion of department
Semester Hours: 3
This course familiarizes students with various forms of and approaches to contemporary poetry. With a focus on both tradition and innovation, we will read widely from recent works of poetry, and students will experiment with numerous poetry-writing techniques and styles drawn from our readings. The class emphasizes students' dual roles as creative writers and critics/reviewers, and coursework includes critical as well as creative assignments. This course does not fulfill a core requirement in literature.
Prerequisite: ENG 204

ENG 345
Readings in Contemporary Creative Nonfiction
Semester: Fall; Offered at discretion of department
Semester Hours: 3
This course familiarizes students with various forms of and approaches to contemporary creative nonfiction. With a focus on both tradition and innovation, we will read widely from recent works of creative nonfiction, and students will experiment with numerous nonfiction writing techniques and styles drawn from our readings. The class emphasizes students' dual roles as creative writers and critics/reviewers, and coursework includes critical as well as creative assignments. This course does not fulfill a core requirement in literature.
Prerequisite: ENG 205

ENG 346
Readings in Contemporary Fiction
Semester: Fall; Offered at discretion of department
Semester Hours: 3
This course familiarizes students with various forms of and approaches to contemporary fiction. With a focus on both tradition and innovation, we will read widely from recent works of fiction, and students will experiment with numerous fiction-writing techniques and styles drawn from our readings. The class emphasizes students' dual roles as creative writers and critics/reviewers, and coursework includes critical as well as creative assignments. This course does not fulfill a core requirement in literature.
Prerequisite: ENG 206

ENG 354
Writing Consultant Practicum
Semester: Spring
Semester Hours: 3

Students examine current scholarship in writing center theory and practice and develop instructional approaches to collaborative learning. Course discussions stemming from these readings, subsequent research that students conduct, and students' routine observations of writing consultants inform several writing projects.
Prerequisite: ENG 119, ENG 120, and official endorsement from faculty member

ENG 359
History and Grammar of English
Semester: Fall; Alternate years
Semester Hours: 3
Students are introduced to the linguistic and theoretic approaches to the study of English, including phonology and morphology. Students pursue an in-depth study of syntax, focusing on the grammar of words, phrases, clauses, and sentences. Students also review the history of English from proto-Germanic to the development of regional dialects, cultural variations, and “global” English.

ENG 362
Literary Modernism
Semester: Fall; Alternate years
Semester Hours: 3
Students examine the major movement in Western art in the first half of the 20th century as reflected in representative literary texts. Attention is 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
Semester: Fall
Semester Hours: 3
Students will explore journalism’s cultural, social, and political roles while also practicing the craft itself. From studying journalism’s critical role in an open society, the law and ethics of journalism, and convergence—to skillful interviewing, writing, reporting, and editing techniques—students will apply basic principles of style and story organization for print, broadcast, and multimedia articles. This course is available to all RMC students and is recommended for all students participating on the student newspaper.

ENG 370
Religion and Literature
Semester: Offered at discretion of department
Semester Hours: 3
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 374
Advanced Poetry Writing
Semester: Fall; Alternate years
Semester Hours: 3
This workshop is an extension and intensification of ENG 204. This course will further investigate the conventions of poetry writing (e.g., image, rhythm, metaphor) and introduce additional poetic forms, including the sestina, villanelle, and prose poem. Students will produce and revise a wide range of poems, culminating in a chapbook of poems. In addition, students will memorize and recite several poems, identify suitable print and online markets for their work, and submit for publication.
Prerequisite: ENG 204

ENG 375
Advanced Creative Nonfiction Writing
Semester: Spring; Alternate years
Semester Hours: 3
This workshop course is an extension and intensification of ENG 205. The course will further investigate the conventions of creative nonfiction (e.g., complex characterization, setting, reflection/interpretation) and introduce additional forms of narrative nonfiction, such as travel writing and profile. In addition to numerous short writing samples, students will produce and revise a feature-length piece of narrative nonfiction. Students will also learn how to conduct and incorporate research and interviews into their writing and how to pitch projects to editors for publication.
Prerequisite: ENG 205

ENG 376
Advanced Fiction Writing
Semester: Fall; Alternate years
Semester Hours: 3
This workshop course is an extension and intensification of ENG 206. This course will further investigate the conventions of fiction writing (e.g., voice, point of view, complex characterization) and introduce additional forms of fiction writing, such as linked short stories and flash fiction. In addition to numerous exercises, students will produce and revise 25+ pages of original work. Students will also identify suitable print and online markets for their work and submit for publication.
Prerequisite: ENG 206

ENG 418
Writing and Publishing in New York City
Semester: Spring; Offered at discretion of department
Semester Hours: 3
Students will meet regularly throughout the term and spend eight days in New York City attending workshops and seminars on publishing, editing, and freelance writing. They meet professional writers, editors, and agents who introduce them to all aspects of the writing and publishing professions. Students also visit museums and attend cultural and literary events.
Prerequisite: ENG 120

ENG 445
The American Novel
Semester: Spring; Alternate years
Semester Hours: 3
Students examine American novels from the 19th 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
Semester: Spring; Alternate years
Semester Hours: 3
Students are introduced to the genre of the short story, emphasizing major American writers from the 19th 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
Semester: Offered at discretion of department

Semester Hours: 1-12
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. Pass/no pass grading.
Prerequisite: junior or senior standing

ENG 452
American Poetry in the 20th Century
Semester: Fall; Alternate years
Semester Hours: 3
An in-depth study of American poetry in the 20th century, focusing on representative poets in the context of literary and cultural history. Representative poets include Pound, Lowell, H.D., 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
Semester: Fall; Alternate years
Semester Hours: 3
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 471
Studies in Shakespeare
Semester: Spring
Semester Hours: 3
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 at the secondary level.
Prerequisite: ENG 272 recommended

ENG 482
Capstone in Creative Writing
Semester: Spring
Semester Hours: 3
This course is the capstone for the creative writing concentration. In this course, the students will produce advanced creative writing work, put together their final portfolios (including both writing new work and revised previous works), and organize a public reading.
Prerequisite: ENG 122 and one of the following: ENG 204, ENG 205, or ENG 206

ENG 490
Literary Studies Capstone
Semester: Spring
Semester Hours: 3
In this course, students will design, develop, and research an independent literary project in a selected area of literary studies, culminating in a major research essay that demonstrates mastery of the critical, analytical, theoretical, and writing skills essential to the advanced study of literature. Students will work independently and collaboratively under the supervision of an English faculty member.
Prerequisite: senior standing

ENG 491
Literary Journal I
Semester: Fall
Semester Hours: 3
This course focuses on the production of The Rocky Mountain Review, the undergraduate literary journal. In this course, we will read other literary journals and review submissions to The Rocky Mountain Review, hold meetings to determine what pieces will be accepted, and design the journal itself.
Prerequisite: ENG 122, ENG 204, ENG 205, ENG 206, or permission of the instructor

ENG 493
Literary Journal II
Semester: Spring
Semester Hours: 3
This is a continuation of ENG 491: Literary Journal I. In this course, we will bring the annual issue of The Rocky Mountain Review to completion. Editors will meet to complete submission review, complete correspondence with rejected and accepted authors, and finish journal design and production.
Prerequisite: ENG 122, ENG 204, ENG 205, ENG 206, or permission of the instructor

ENG 499
Directed Reading
Semester: Offered at discretion of department
Semester Hours: 1-3
This course allows a 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 Science

Kayhan Ostovar, Professor
Megan Poulette, Associate Professor

The environmental science 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.

The environmental science program provides an education of multiple dimensions uniquely characterized in two general ways: through specialty and interdisciplinary courses in the environment ranging from the natural and social sciences to the humanities and arts and through an intensive hands-on approach to our great outdoor classroom, Yellowstone County.

Upon graduation, students are prepared for a wide and rapidly evolving range of careers concerned with the interface between human beings and their environment. For those students whose career choices require graduate or professional study, the environmental science program provides the training and discipline necessary for the pursuit of an advanced degree.

Major Learning Outcomes
Students who graduate with a major in environmental science will be able to:
1. Understand the principles of ecology and environmental issues that apply to air, land, and water issues on a global scale;
2. Develop critical thinking and/or observation skills and apply them to the analysis of a problem or question related to the environment;
3. Demonstrate ecology knowledge of a complex relationship between predators, prey, and the plant community;

4. Apply their ecological knowledge to illustrate and graph a problem and describe the realities that managers face when dealing with a complex issue;
5. Understand how politics and management have ecological consequences.

Major in Environmental Science
The major requires a minimum of 62 total semester hours. A minimum of 31 semester hours must be in ESC courses. A total of seven semester hours must be 300-level or above from ESC or BIO electives (3 semester hours may be through the Yellowstone Association Institute agreement with RMC).

The following courses are required:
ESC 105 and ESC 106: Environmental Science: Sustainable Communities with Laboratory
ESC 118: Great Plains River Lab
ESC 209: Field Survey Techniques in Zoology
ESC 223: Organismal Biology
ESC 321: Introduction to Geographic Information Systems
ESC 330: Wildlife Ecology and Conservation
ESC 436: Yellowstone Winter Ecology

Also required:
CHM 101: General Chemistry I
EST 103: Introduction to Environmental Studies
GEO 101 and GEO 104: Fundamentals of Geology with Laboratory
GPY 102: World Regional Geography
MAT 210: Probability and Statistics

Choose one of the following:
ESC 314: Range Ecology
ESC 325: Wetlands and Riparian Ecology
ESC 347: Forest Ecology

Choose one of the following:
CHM 102: General Chemistry II
ESC 316: Geochemistry

Choose three of the following:
ART 313: Art and Ecology
COM 319: Environmental Communication
ECO 354: Environmental Economics
ENG 244: Literature and the Environment
ESC 251: Environmental Document Writing and Review
ESC 322: Remote Sensing
GPY 224: Environment and Society
GPY 226: Energy and Society
GPY 302: Sustainable Development
HST 365: American Environmental History
PHR 304: Environmental Ethics
PHR 378: Philosophy of Technology and Modern Culture
POL 313: Environmental Politics

An internship (1-4 credits) is required; internship can be used for up to four semester hours of science electives with permission from faculty.

Also required: 7 credits of upper-division ESC or BIO (with approval of advisor); 3 of these credits may be through the Yellowstone Association Institute agreement with RMC.

Minor Learning Outcomes
Students who graduate with a minor in environmental science will be able to:
1. Understand the core principles and methods of the ecological and physical sciences that apply to environmental problem solving;
2. Develop critical thinking and/or observation skills and apply them to the analysis of a problem or question related to the environment.

Minor in Environmental Science
A minimum of 28 semester hours is required, including:
ESC 105 and ESC 106: Environmental Science: Sustainable Communities with laboratory
ESC 209: Field Survey Techniques in Zoology
ESC 321: Introduction to Geographic Information Systems

Choose one of the following:
ESC 223: Organismal Biology
CHM 101: General Chemistry I
GEO 101 and GEO 104: Fundamentals of Geology with Laboratory

In addition, 12 semester hours in upper-division ESC courses are required.

Environmental Science courses

CHM 101
General Chemistry I
Semester: Fall
Semester Hours: 4
This course introduces students to the science of chemistry. The concepts of atoms, molecules, bonding, and energy successfully explain the properties of matter and how reactions happen. Goals of this course include introducing students to representative materials and reactions, to important models and theories of the science, and to the symbols and language of chemists. The laboratory will involve observations of elements, compounds and their reactions (including synthesis), and quantitative measurements of properties or amounts of matter. Three hours of lecture, one two-hour laboratory session, and one hour of recitation per week.
Prerequisite: MAT 100 with a grade of C- or higher, or placement into higher mathematics course

CHM 102
General Chemistry II
Semester: Spring
Semester Hours: 4
This course builds upon the principles introduced in CHM 101 to introduce topics of thermodynamics, solution-phase chemistry, chemical kinetics, equilibrium, acid-base chemistry, electrochemistry, and nuclear chemistry. The laboratory experiments for this course will emphasize quantitative data collection and analysis. Three hours of lecture, one two-hour laboratory session, and one hour of recitation per week.
Prerequisite: CHM 101 with a grade of C- or higher

COM 319
Environmental Communication
Semester: Spring
Semester Hours: 3
This course investigates how symbols are used to construct and reflect nature and its relationship with humans. It examines intersections between the environment and humanity through a variety of communicative lenses, including theories of social-symbolic discourse, mass media, rhetoric, and public advocacy.
Prerequisite: any 200-level COM course

ECO 354
Environmental Economics
Semester: Fall; Odd years
Semester Hours: 3

This course introduces the multidisciplinary field of environmental economics. Students will employ a critical geographic framework to examine the basic implications of economic theory related to ecosystems and environmental problems involving water, air pollution, energy, climate change, natural resources, and human health and development.

ENG 244
Literature and the Environment
Semester: Spring; Alternate years
Semester Hours: 3
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 timeless and more urgent questions, such as "What is nature?"; "What is our responsibility to the environment?"; and "How do various cultures express their relation to the natural world?".

ESC 105
Environmental Science: Sustainable Communities
Semester: Fall and Spring
Semester Hours: 3
An introductory course designed for students entering the environmental sciences and studies program and for other students who would like to take an ecology 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. Three hours of lecture per week. This course fulfills a natural science core curriculum requirement, and if taken concurrently with ESC 106, may fulfill the natural science with lab requirement.

ESC 106
Environmental Science: Sustainable Communities Laboratory
Semester: Fall and Spring
Semester Hours: 1
In the laboratory, students will apply environmental science concepts to ecological studies in the natural environment and learn how to present their results in a scientific report. One two-hour laboratory session per week.
Corequisite: ESC 105

ESC 118
Great Plains River Lab
Semester: Fall
Semester Hours: 3
This integrative, field-based course introduces students to the environmental programs at Rocky Mountain College and is a required course for geography, environmental science, and environmental studies. Through hands-on experiences in the outdoor classrooms of the Yellowstone and Missouri River watersheds, students will gain a geographic perspective on key regional environmental issues. Activities include a multi-day canoe trip on the Missouri River or Yellowstone River and outdoor service learning activities, such as the annual Yellowstone River Cleanup. Students will read and keep journals, write papers, examine basic ecology and geology, analyze and communicate effectively about patterns of landscape change and management, and work as part of a team of outdoor professionals. Students will learn basic GPS and mapping (GIS) skills.
Corequisite: EST 103, ESC 105, and 106; or permission of instructor

ESC 209
Field Survey Techniques in Zoology
Semester: Spring; Even years
Semester Hours: 4
A field and laboratory course covering basic field techniques to survey and inventory areas to assess biodiversity, with an emphasis on Montana mammal, bird, reptile, amphibian, and fish fauna. Topics include species identification, survey and trapping, experimental design, data analysis, and report completion. Once identification and survey skills are learned, field teams will be formed and assigned to survey and inventory local habitats of concern with the goal of helping guide local management and restoration of these habitats. An additional fee is required.
Prerequisite: ESC 105 and 106, or BIO 120

ESC 223
Organismal Biology
Semester: Spring
Semester Hours: 4
This course provides students with an overview of general evolutionary principles, systematics, and biological diversity, primarily in multicellular organisms. Topics include evolution and biodiversity, the structure and function of plant and animal forms, and the physiology of plant and animal systems. Weekly laboratory sections will provide a hands-on introduction to the major groups of living organisms, evolution, and systematics. Students will also design and conduct a semester-long independent research project. Three hours of lecture and one two-hour laboratory session per week.
Prerequisite: BIO 120 or ESC 105

ESC 243
Tropical Ecology
Semester: Fall and Spring; Offered at discretion of department
Semester Hours: 4
This field course takes place in a tropical ecosystem over a break or during two weeks in the summer. In lectures and in the field, students will learn about the complexity and diversity of tropical ecosystems. Lectures and field activities focus on those ecological concepts particular to the tropics, natural history walks, bird studies, field activities that explore adaptation of plants and animals to tropical ecosystems, and examination of issues of tropical conservation. Students stay at field stations in different tropical environments. Additional travel fees required. This course is taught concurrently with ESC 343.

ESC 244
Island Biogeography in the Galapagos
Semester: Spring
Semester Hours: 4
This field course takes place in the Galapagos Islands over spring break. Students will have the opportunity to examine various islands and their associated species in the Galapagos from a small sleep-aboard boat. Lectures and readings will cover the theory of island biogeography, unique flora and fauna of the islands, speciation of Darwin's Finches, conservation in developing countries, ecotourism, and marine ecosystems. Opportunities will exist for nature hikes, bird watching, and snorkeling. Additional travel fees are required. This course is taught concurrently with ESC 344.

ESC 251
Environmental Document Writing and Review
Semester: Spring
Semester Hours: 3
This course will help participants learn to identify the writing and editing requirements unique to environmental and National Environmental Policy Act (NEPA) documents, including making graphics, writing chapters, and reviewing documents for accuracy. Participants will also practice interdisciplinary team skills as they relate to each phase of the analysis and documentation process. Students will also learn how to review the full range of NEPA documents including Environmental Impact Statements (EISs), Environmental Assessments (EAs), Findings of No Significant Impacts (FONSIs), and Records of

Decisions (RODs). We will also review documents in support of NEPA such as Biological Survey Reports. Participants will concentrate on setting review priorities and reviewing for compliance with the law and for quality and clarity.
Prerequisite: ESC 105 or EST 103

ESC 262
Ethnobotany
Semester: Spring
Semester Hours: 3
Life on earth is sustained by plants and we are enriched daily by our interactions with them in the form of food, medicine, fuel, fibers, building materials, and other resources. Plants have significantly shaped the human societies growing in their midst, and this course will examine the relationship between plants and human culture. We will explore the role of plants in material culture, religion and ritual, nutrition, local and global economies, medicine and pharmaceuticals, and recreational drug culture. We will also discuss basic plant biology: what is a plant, how are they related to other organisms, how do we identify them, and why do plants look the way they do. Finally, we will use the primary literature to compare cultural and scientific evaluations of plants and their utility.

ESC 299
Directed Reading
Semester: Offered at discretion of department
Semester Hours: 1-3
This course allows a 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.

ESC 307
Plant Taxonomy
Semester: Spring; Offered at discretion of department
Semester Hours: 2
Students receive an intensive introduction to the evolutionary relationships of vascular plants and their classification. The course 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 will collect, identify, and prepare a prescribed number of plants for the herbarium. Additional lab sections are available for students working on larger plant collections.
Prerequisite: BIO 120 or ESC 223

ESC 308
Plant Taxonomy Lab I
Semester: Spring; Offered at discretion of department
Semester Hours: 1
Students in this lab will collect, identify, and prepare plants for the herbarium.
Prerequisite: Instructor permission
Corequisite: ESC 307

ESC 309
Plant Taxonomy Lab II
Semester: Spring; Offered at discretion of department
Semester Hours: 1
Students in this lab will collect, identify, and prepare a prescribed number of plants for the herbarium.
Prerequisite: Instructor permission
Corequisite: ESC 308

ESC 314
Range Ecology
Semester: Fall; Alternate years
Semester Hours: 4
This course 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.
Prerequisite: BIO 120 or ESC 223

ESC 316
Geochemistry
Semester: Spring; Even years
Semester Hours: 4
Scientific literature and other resources will be used to illustrate the current ideas about the mechanisms that control water quality and chemistry in aqueous systems. Lecture topics will include hydrogeology, acid-base and reduction-oxidation reactions in natural systems, the geochemistry of metals, stable isotope geochemistry, and case studies of contaminated sites in Montana and throughout the West. Laboratory exercises will include basic sample collection, measurement of major ion concentration, and geochemical modeling with several field exercises. Three hours of lecture and two hours of laboratory per week. This course is cross-listed with GEO 316 and CHM 316.
Prerequisite: CHM 101; GEO 101 is recommended

ESC 321
Introduction to Geographic Information Systems
Semester: Fall
Semester Hours: 4
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.

ESC 322
Remote Sensing
Semester: Spring
Semester Hours: 4
This course introduces the principles of remote sensing to students who are new to the field but who have experience with GIS (particularly with ArcMap). The focus is on hands-on application of remote sensing data and workflows to natural resource management, earth science, and environmental systems monitoring.

ESC 325
Wetlands and Riparian Ecology
Semester: Fall; Alternate years
Semester Hours: 4
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 course 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.
Prerequisite: BIO 120 or ESC 223, and CHM 101

ESC 330
Wildlife Management and Conservation
Semester: Fall
Semester Hours: 4
A multidisciplinary approach to conservation and management issues encompassing genetics to ethics. Topics include population genetics, evolutionary mechanisms, biodiversity, reserve design, and re-introduction strategies. Written reports and oral presentations are required. An additional lab fee is required.
Prerequisite: BIO 120 or ESC 223; and ESC 105 and ESC 106

ESC 333
Research Development
Semester: Spring
Semester Hours: 1
This course is designed to help independent student researchers design and develop an undergraduate research project. Students will meet weekly to discuss hypothesis development, literature searches, scientific article analysis, permitting, data collection, and proposal development. Students will also work with individual faculty mentors to develop their projects.

ESC 343
Tropical Ecology
Semester: Fall and Spring; Offered at discretion of department
Semester Hours: 4
This field course takes place in a tropical ecosystem over a break or during two weeks in the summer. In lectures and in the field, students will learn about the complexity and diversity of tropical ecosystems. Lectures and field activities focus on those ecological concepts particular to the tropics, natural history walks, bird studies, field activities that explore adaptation of plants and animals to tropical ecosystems, and examination of issues of tropical conservation. Students stay at field stations in different tropical environments. Additional travel fees required. This course is taught concurrently with ESC 243.

ESC 344
Island Biogeography in the Galapagos
Semester: Spring
Semester Hours: 4
This field course takes place in the Galapagos Islands over spring break. Students will have the opportunity to examine various islands and their associated species in the Galapagos from a small sleep-aboard boat. Lectures and readings will cover the theory of island biogeography, unique flora and fauna of the islands, speciation of Darwin's Finches, conservation in developing countries, ecotourism, and marine ecosystems. Opportunities will exist for nature hikes, bird watching, and snorkeling. Additional travel fees are required. This course is taught concurrently with ESC 244.
Prerequisite: ESC 105 or BIO 120

ESC 345
Soil Science
Semester: Spring; Alternate years
Semester Hours: 3
This course provides an introduction to the physical, chemical, and biological properties of soils. Lectures, in-class lab activities, and field work will provide students with an overview of soil formation and classification, nutrient cycling, and land resource planning and protection. Students will also have the opportunity to interact with soil science professionals in the classroom and field.
Prerequisite: CHM 101, GEO 101, and GEO 104

ESC 347
Forest Ecology
Semester: Spring; Alternate years
Semester Hours: 4
This course is designed to introduce students to the forest ecosystems of the West. Topics include the forest environment, biotic and abiotic components of a forest, forest composition, tree physiology, forest production, patterns across space and time, disturbance, urban ecology, forest ecosystem services, and the role and impact of humans on forest communities. The laboratory focuses on identification of common Montana tree species, forest ecosystems in Montana, and the importance of these species and systems. Three hours of lecture and one two-hour laboratory session per week.
Prerequisite: ESC 223 or BIO 120

ESC 401
Application of Geographic Information Systems
Semester: Spring
Semester Hours: 4
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.
Prerequisite: ESC 321

ESC 436
Yellowstone Winter Ecology
Semester: Spring; Alternate years
Semester Hours: 4
This course focuses on the ecology of Yellowstone National Park, 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. An additional fee is required.
Prerequisite: ESC 330; and ESC 314 or ESC 325 or ESC 347; or permission of the instructor

ESC 450
Internship
Semester: Offered at discretion of department
Semester Hours: 1-12
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. Pass/no pass grading.
Prerequisite: junior or senior standing

ESC 490
Seminar
Semester: Offered at discretion of department
Semester Hours: 1-3
Selected topics in environmental sciences or environmental studies are explored.

ESC 495
Advanced Field Research Techniques
Semester: Fall or Spring; Offered at discretion of department
Semester Hours: 2
Students will develop and design independent or team projects in collaboration with a local partner (e.g., City of Billings, FWP, DNRC, YRPA). Sample projects include invasive species monitoring, radio-telemetry and tracking, development of a recreation survey, and forest inventory and monitoring. Students will have the opportunity to learn and incorporate advanced plant and/or wildlife survey skills into their project. This course is repeatable.
Prerequisite: ESC 209 or BIO 306

ESC 496
Research Analysis
Semester: Fall
Semester Hours: 3
This course is designed to help independent student researchers complete the analysis and dissemination portions of their research projects. This is an advanced course for students who have gathered data during a research project or other similar independent student research. Class exercises and lab assignments will be carried out with the data collected by students and focus on data analysis, presentation completion, and a final written document appropriate to the student's area of study.
Prerequisite: By permission of the instructor

ESC 499
Directed Reading
Semester: Offered at discretion of department
Semester Hours: 1-3
This course allows a 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

EST 103
Introduction to Environmental Studies
Semester: Fall
Semester Hours: 4
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. The laboratory portion of this course introduces students through field experience to some of the landscape and environmental issues in our region. Students will be involved in some combination of various activities, such as backpacks, a river cleanup, a film festival, special speaker events, among other activities. They will be expected to keep journals, write papers, take exams, and learn basic photography and watercolor techniques.

GEO 101
Fundamentals of Geology
Semester: Fall and Spring
Semester Hours: 3
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 recommended two-hour laboratory per week, plus field trips. This course fulfills a natural science core curriculum requirement, and if taken concurrently with GEO 104, may fulfill the natural science with lab requirement.

GEO 104
Fundamentals of Geology Laboratory
Semester: Fall and Spring
Semester Hours: 1
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: GEO 101 or GEO 218

GPY 102
World Regional Geography
Semester: Spring
Semester Hours: 3
This introductory geography course is a requirement for students in the environmental programs and may be used to satisfy a core curriculum requirement for the social sciences. The course provides students with tools and knowledge from the social and physical sciences that will help them to think critically about how global systems work and how they connect and transform social activity and bio-geophysical landscapes around the world. Students will learn the cultural, political-economic, and bio-geophysical characteristics that distinguish the world's diverse regions; how place-specific characteristics shape and are shaped by global processes; and the role of policy in shaping global flows and their local expressions.

GPY 224
Environment & Society
Semester: Spring; Odd years
Semester Hours: 3
This course presents a geographic perspective on environmental problems and introduces students to the core ideas, terminology, major controversies, complexities, and scholarly context surrounding contemporary socio-environmental problems. Topics include landscape as a dynamic artifact of human-environment interaction; roots of (mostly American) political ecology thinking; social, environmental, and political-economic factors shaping human environment interaction and environmental problems; and the roles of consumers, markets, governments, policies, science, and collective action in use and conservation of ecosystem resources. This course may be used to satisfy a core curriculum requirement for the social sciences.

GPY 226
Energy and Society
Semester: Spring; Even years
Semester Hours: 3
This course introduces students to knowledge, theories, and analytical techniques that will help them better understand and communicate effectively about the scientific, technical, economic, social, political, and environmental dimensions of Earth-Energy-Society interactions. While other energy sources will be discussed, the course focuses primarily on human use of energy from hydrocarbons (fossil fuels). Particular attention will be given to policy tools and technical options for addressing problematic or unsustainable patterns of energy production. Patterns of Earth-Energy-Society interactions will be examined from a historical-geographic perspective.

GPY 302
Sustainable Development Policy and Practice
Semester: Fall; Even years
Semester Hours: 3
This course provides students with an understanding of key themes of sustainable development policy and practice. Course materials and activities will track the theory and practice of development as it has evolved from the empire-building focus of the colonial period of human history to the present era of "sustainable development," which, in theory, proposes to meet the needs of the current generation without jeopardizing the ability of future generations to meet their own needs. Students will critically examine common assumptions regarding sustainable development, and study the effects of particular development theorizations as well as the spatial processes and linkages leading to development outcomes. Students will consider whose needs are best met by orthodox approaches to sustainable development, how to define development success, and how development success can be achieved through policy and practice.

HST 365
American Environmental History
Semester: Fall; Odd years
Semester Hours: 3
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.

MAT 210
Probability and Statistics
Semester: Fall, Spring, and Summer
Semester Hours: 3
This course provides a non-calculus-based study of discrete probability theory and its statistical applications. Distribution theory and its applications in hypothesis testing and setting confidence intervals are discussed.
Prerequisite: MAT 100 or satisfactory score on a placement exam

PHR 304
Environmental Ethics
Semester: Fall; Even years
Semester Hours: 3
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 378
Philosophy of Technology and Modern Culture
Semester: Spring; Even years
Semester Hours: 3
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.

POL 313
Environmental Politics
Semester: Spring; Even years
Semester Hours: 3
This course explores the political problems associated with the human impact on the natural environment: pollution, natural resources, public lands, land use, energy, cultural/social justice, and population.

Environmental Studies

David Strong, Professor
Tim Lehman, Professor
Kayhan Ostovar, Professor
Megan Poulette, Associate Professor

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 Learning Outcomes
Students who graduate with a major in environmental studies will be able to:
1. Demonstrate environmental literacy through studying, from an interdisciplinary perspective, social issues that underlie contemporary environmental problems;
2. Demonstrate effective communication and critical thinking skills regarding environmental issues;
3. Demonstrate an understanding of ethical dimensions of environmental issues.

Major in Environmental Studies
A minimum of 44 semester hours is required, including:
ESC 105 and ESC 106: Environmental Science: Sustainable Communities with Laboratory
ESC 118: Great Plains River Lab
EST 103: Introduction to Environmental Studies
EST 490: Seminar
GPY 102: World Regional Geography
GPY 226: Energy and Society

Also required:
COM 319: Environmental Communication
HST 365: American Environmental History
PHR 304: Environmental Ethics
PHR 378: Philosophy of Technology and Modern Culture
POL 313: Environmental Politics

Choose two of the following:
ART 222: Renaissance to Pre-Modern Art History
ART 243: Photography
ART 313: Art and Ecology
ART 322: Topics in Art History II
ART 323: Topics in Art History III
ENG 244: Literature and the Environment
HST 260: Montana and the West
HST 311: History of Western America
PHR 303: Ethics

Choose one of the following:
BIO 410: Conservation Biology
ECO 354: Environmental Economics
ESC 209: Field Survey Techniques in Zoology
ESC 314: Range Ecology
ESC 321: Introduction to Geographic Information Systems
ESC 330: Wildlife Management and Conservation
ESC 436: Yellowstone Winter Ecology
GPY 224: Environment and Society
GPY 302: Sustainable Development Policy and Practice
GPY 491 and 492: Geography Capstone with laboratory

Minor Learning Outcomes
Students who graduate with a minor in environmental studies will be able to:
1. Demonstrate environmental literacy through studying, from an interdisciplinary perspective, social issues that underlie contemporary environmental problems;
2. Demonstrate effective communication and critical thinking skills regarding environmental issues; and
3. Demonstrate an understanding of ethical dimensions of environmental issues.

Minor in Environmental Studies
A minimum of 20 semester hours is required, including:
EST 103: Introduction to Environmental Studies
ESC 105 and ESC 106: Environmental Science: Sustainable Communities with Laboratory
HST 365: American Environmental History
POL 313: Environmental Politics

Choose two of the following:
PHR 304: Environmental Ethics
PHR 378: Philosophy of Technology and Modern Culture
ECO 354: Environmental Economics
COM 319: Environmental Communication

Environmental Studies courses

ART 222
Renaissance to Pre-Modern Art History
Semester: Fall
Semester Hours: 3
This global art history survey course includes Renaissance art; art of the Ottoman Empire; art made during the colonial eras of the Americas, Africa, Asia, and Oceania; Baroque Art; Impressionism; and other periods at the discretion of the instructor. Study focuses on the materials, techniques, style, historical context, aesthetics, and criticism of this wide variety of art. Though sequential in time, ART 220, ART 221, ART 222, and ART 223 may be taken in any order.

ART 243
Photography
Semester: Fall and Spring
Semester Hours: 3
This course explores the conceptual and practical principles of photography through lectures, readings, lab, and hands-on assignments. Technical focus is on camera operation, composition, and editing. The class also considers the history of aesthetic and ethical photographic issues around the world. Adobe Lightroom and Photoshop are used to explore possibilities for processing and manipulating photographs.

ART 313
Art and Ecology
Semester: Fall
Semester Hours: 3
This studio art course explores the relationship between artistic production and ecological issues through a series of visual projects that develop knowledge, skills, and critical thinking on this topic. The range of ecological artistic practices is diverse, from the production of physical objects to performance, environmental intervention, and social practice. Topics examined may include plein-air painting, land art, bonsai trees, photography, and data design. Students conduct interdisciplinary research, field work, and community engagement and participate in a series of field trips to important regional ecological sites.

ART 322
Topics in Art History II
Semester: Fall and Spring; Alternate years
Semester Hours: 3
The topic for this course is chosen from Western art traditions ranging from the Renaissance, Baroque, Rococo, the 19th, or the 20th centuries. Study focuses on art materials, techniques, styles, historical contexts, aesthetics, and criticism. While traditional methods of studying art history are used (e.g., slide lectures, discussion, written exams, and papers), students are expected, as a research project, to authentically replicate an objet d'art from a historical period or produce an original work of art done "in the style of" a major period of art history. This course (same number, different topic) may be taken twice, with up to six credits counting toward the art or art education major or minor requirements.

ART 323
Topics in Art History III
Semester: Fall and Spring; Alternate years
Semester Hours: 3
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, prehistoric 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 with presentation. This course (same number, different topic) may be taken twice, with up to six credits counting toward the art or art education major or minor requirements.

BIO 410
Conservation Biology
Semester: Spring; Even years
Semester Hours: 2-3
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: BIO 306

COM 319
Environmental Communication
Semester: Spring
Semester Hours: 3
This course investigates how symbols are used to construct and reflect nature and its relationship with humans. It examines intersections between the environment and humanity through a variety of communicative lenses, including theories of social-symbolic discourse, mass media, rhetoric, and public advocacy.
Prerequisite: any 200-level COM course

ECO 354
Environmental Economics
Semester: Fall; Odd years
Semester Hours: 3
This course introduces the multidisciplinary field of environmental economics. Students will employ a critical geographic framework to examine the basic implications of economic theory related to ecosystems and environmental problems involving water, air pollution, energy, climate change, natural resources, and human health and development.

ENG 244
Literature and the Environment
Semester: Spring; Alternate years
Semester Hours: 3
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 timeless and more urgent questions, such as "What is nature?"; "What is our responsibility to the environment?"; "How do various cultures express their relation to the natural world?".

ESC 105
Environmental Science: Sustainable Communities
Semester: Fall and Spring
Semester Hours: 3
An introductory course designed for students entering the environmental sciences and studies program and for other students who would like to take an ecology 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. Three hours of lecture per week.

This course may fulfill a natural lab science core curriculum requirement if taken concurrently with ESC 106.

ESC 106
Environmental Science: Sustainable Communities Laboratory
Semester: Fall and Spring
Semester Hours: 1
In the laboratory, students will apply environmental science concepts to ecological studies in the natural environment and learn how to present their results in a scientific report. One two-hour laboratory session per week.
Corequisite: ESC 105

ESC 118
Great Plains River Lab
Semester: Fall
Semester Hours: 3
This integrative, field-based course introduces students to the environmental programs at Rocky Mountain College and is a required course for geography, environmental science, and environmental studies. Through hands-on experiences in the outdoor classrooms of the Yellowstone and Missouri River watersheds, students will gain a geographic perspective on key regional environmental issues. Activities include a multi-day canoe trip on the Missouri River or Yellowstone River and outdoor service learning activities, such as the annual Yellowstone River Cleanup. Students will read and keep journals, write papers, examine basic ecology and geology, analyze and communicate effectively about patterns of landscape change and management, and work as part of a team of outdoor professionals. Students will learn basic GPS and mapping (GIS) skills.
Corequisite: EST 103, ESC 105, and 106; or permission of instructor

ESC 209
Field Survey Techniques in Zoology
Semester: Spring; Even years
Semester Hours: 4
A field and laboratory course covering basic field techniques to survey and inventory areas to assess biodiversity, with an emphasis on Montana mammal, bird, reptile, amphibian, and fish fauna. Topics include species identification, survey and trapping, experimental design, data analysis, and report completion. Once identification and survey skills are learned, field teams will be formed and assigned to survey and inventory local habitats of concern with the goal of helping guide local management and restoration of these habitats. An additional fee is required.
Prerequisite: ESC 105 and 106, or BIO 120

ESC 314
Range Ecology
Semester: Fall; Alternate years
Semester Hours: 4
This course 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.
Prerequisite: BIO 120 or ESC 223

ESC 321
Introduction to Geographic Information Systems
Semester: Fall
Semester Hours: 4
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.

ESC 330
Wildlife Management and Conservation
Semester: Fall
Semester Hours: 4
A multidisciplinary approach to conservation and management issues encompassing genetics to ethics. Topics include population genetics, evolutionary mechanisms, biodiversity, reserve design, and re-introduction strategies. Written reports and oral presentations are required. An additional lab fee is required.
Prerequisite: BIO 120 or ESC 223; and ESC 105 and ESC 106

ESC 436
Yellowstone Winter Ecology
Semester: Spring; Alternate Years
Semester Hours: 4
This course focuses on the ecology of Yellowstone National Park, 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. An additional fee is required.
Prerequisite: ESC 330; and ESC 314 or ESC 325 or ESC 347; or permission of the instructor

ESC 490
Seminar
Semester: Offered at discretion of department
Semester Hours: 2-3
Selected topics in environmental sciences or environmental studies are explored.

EST 103
Introduction to Environmental Studies
Semester: Fall
Semester Hours: 4
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. The laboratory portion of this course introduces students through field experience to some of the landscape and environmental issues in our region. Students will be involved in some combination of various activities, such as backpacks, a river cleanup, a film festival, special speaker events, among other activities. They will be expected to keep journals, write papers, take exams, and learn basic photography and watercolor techniques.

EST 299
Directed Reading
Semester: Offered at discretion of department
Semester Hours: 1-3
This course allows a 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.

EST 490
Seminar
Semester: Offered at discretion of department
Semester Hours: 2-3
This capstone course for environmental studies majors will explore selected topics in environmental humanities through common readings and student research projects.

EST 499
Directed Reading
Semester: Offered at discretion of department
Semester Hours: 1-3
This course allows a 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

GPY 102
World Regional Geography
Semester: Spring
Semester Hours: 3
This introductory geography course is a requirement for students in the environmental programs and may be used to satisfy a core curriculum requirement for the social sciences. The course provides students with tools and knowledge from the social and physical sciences that will help them to think critically about how global systems work and how they connect and transform social activity and bio-geophysical landscapes around the world. Students will learn the cultural, political-economic, and bio-geophysical characteristics that distinguish the world's diverse regions; how place-specific characteristics shape and are shaped by global processes; and the role of policy in shaping global flows and their local expressions.

GPY 224
Environment & Society
Semester: Spring; Odd years
Semester Hours: 3
This course presents a geographic perspective on environmental problems and introduces students to the core ideas, terminology, major controversies, complexities, and scholarly context surrounding contemporary socio-environmental problems. Topics include landscape as a dynamic artifact of human-environment interaction; roots of (mostly American) political ecology thinking; social, environmental, and political-economic factors shaping human environment interaction and environmental problems; and the roles of consumers, markets, governments, policies, science, and collective action in use and conservation of ecosystem resources. This course may be used to satisfy a core curriculum requirement for the social sciences.

GPY 226
Energy & Society
Semester: Spring; Even years
Semester Hours: 3
This course introduces students to knowledge, theories, and analytical techniques that will help them better understand and communicate effectively about the scientific, technical, economic, social, political, and environmental dimensions of Earth-Energy-Society interactions. While other energy sources will be discussed, the course focuses primarily on human use of energy from hydrocarbons (fossil fuels). Particular attention will be given to policy tools and technical options for addressing problematic or unsustainable patterns of energy production. Patterns of Earth-Energy-Society interactions will be examined from a historical-geographic perspective.

GPY 302
Sustainable Development Policy and Practice
Semester: Fall; Even years
Semester Hours: 3
This course provides students with an understanding of key themes of sustainable development policy and practice. Course materials and activities will track the theory and practice of development as it has evolved from the empire-building focus of the colonial period of human history to the present era of "sustainable development," which, in theory, proposes to meet the needs of the current generation without jeopardizing the ability of future generations to meet their own needs. Students will critically examine common assumptions regarding sustainable development, and study the effects of particular development theorizations as well as the spatial processes and linkages leading to development outcomes. Students will consider whose needs are best met by orthodox approaches to sustainable development, how to define development success, and how development success can be achieved through policy and practice.

GPY 491
Geography Capstone
Semester: Spring; Even years
Semester Hours: 3
This is a seminar-style capstone course for geography majors in their last year at Rocky Mountain College. Course discussions will explore production and contestation of environmental knowledge; the use of environmental (particularly spatial) knowledge in decision-making; and understanding the historical, scientific, and policy contexts that shape responses to local and global environmental problems. The theme of the seminar may vary depending on research or service-learning projects chosen.
Prerequisite: senior standing
Corequisite: GPY 492

GPY 492
Geography Capstone Laboratory
Semester: Spring; Even years
Semester Hours: 1
In this laboratory-style course, students will participate in long-term research or service learning projects facilitated by geography faculty. Students will critically analyze qualitative and quantitative data, apply appropriate geographic research tools and techniques in order to investigate problems and research questions from a spatial perspective, and communicate information in oral and written formats.
Prerequisite: senior standing
Corequisite: GPY 491

HST 260
Montana and the West
Semester: Spring; Odd years
Semester Hours: 3
Students survey the history of Montana in its regional context, focusing on the 19th and 20th centuries.

HST 311
History of Western America
Semester: Spring; Even years
Semester Hours: 3
The development of the American West from the first explorations to the 20th century is examined.

HST 365
American Environmental History
Semester: Fall; Odd years
Semester Hours: 3

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.

PHR 303
Ethics
Semester: Spring; Odd years
Semester Hours: 3
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
Semester: Fall; Even years
Semester Hours: 3
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 378
Philosophy of Technology and Modern Culture
Semester: Spring; Even years
Semester Hours: 3
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.

POL 313
Environmental Politics
Semester: Spring; Even years
Semester Hours: 3
This course explores the political problems associated with the human impact on the natural environment: pollution, natural resources, public lands, land use, energy, cultural/social justice, and population.

Equestrian Studies

Emily Brester, Interim Director of Equestrian Studies, Instructor
Amy Neuman, Associate Professor
Christi Brown, Associate Professor

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, to 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, business, therapeutic riding, or technology implementation. Combined with Rocky Mountain College's traditional liberal arts program, students are provided a variety of experiences promoting lifelong 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.

Equestrian facility fees are not included in basic tuition and are charged in addition to tuition, fees, and other incidental expenses normally charged during registration (see the "Tuition and Fees" section).

Major Learning Outcomes

Equine Management Concentration
Students who graduate with a concentration in equine management will be able to:
1. Demonstrate key elements in equine business planning, marketing, and development;
2. Articulate economic factors impacting the equine industry;
3. Identify equine revenue sources and track both fixed and variable costs in the equine industry;
4. Exhibit practical knowledge relating to the management of an equine facility;
5. Demonstrate proactive, safe, efficient stable management skills relating to horse maintenance, nutrition, and health care;
6. Demonstrate a clear understanding of safe, humane handling practices;
7. Identify ideal conformation as it relates to equine form and function; and
8. Demonstrate the characteristics of an equestrian professional in appearance, language, and conduct.

Equine Science Concentration
Students who graduate with a concentration in equine science will be able to:
1. Demonstrate proactive, safe, efficient stable management skills relating to horse maintenance, nutrition, and health care;
2. Demonstrate a clear understanding of safe, humane handling practices;
3. Communicate ideal conformation as it relates to equine form and function;
4. Demonstrate the characteristics of an equestrian professional in appearance, language, and conduct; and
5. Demonstrate technical riding competency.

Equine Science Pre-Vet Concentration
Students who graduate with a concentration in equine science pre-vet will be able to:
1. Demonstrate proactive, safe, efficient stable management skills relating to horse maintenance, nutrition, and health care;
2. Demonstrate a clear understanding of safe, humane handling practices;
3. Identify ideal conformation as it relates to equine form and function;
4. Demonstrate the characteristics of an equestrian professional in appearance, language, and conduct; and
5. Effectively communicate scientific ideas and the results of scientific inquiry.

Equitation, Training, and Riding Instruction Concentration
Students who graduate with a concentration in equitation, training, and riding instruction will be able to:
1. Demonstrate proactive, safe, efficient stable management skills related to horse maintenance, nutrition, and health care;
2. Demonstrate technical riding proficiency within a chosen riding discipline;
3. Demonstrate a clear understanding of safe, humane training practices;
4. Identify ideal conformation as it relates to equine form and function;

5. Demonstrate the characteristics of an equestrian professional in appearance, language, and conduct;
6. Demonstrate a chronological training methodology as it pertains to various disciplines; and
7. Demonstrate effective equestrian instructional techniques.

Therapeutic Riding Concentration
Students who graduate with a concentration in therapeutic riding will be able to:
1. Demonstrate an applied understanding of therapeutic horsemanship teaching techniques for a broad spectrum of disorders and disabilities;
2. Demonstrate relevant skills for PATH certification;
3. Demonstrate proactive, safe, efficient stable management skills related to horse maintenance, nutrition, and health care;
4. Demonstrate technical riding proficiency within a chosen riding discipline;
5. Demonstrate a clear understanding of safe, humane training practices;
6. Identify ideal conformation as it relates to equine form and function and the therapeutic need of clients with disabilities;
7. Demonstrate the characteristics of an equestrian professional in appearance, language, and conduct; and
8. Demonstrate the application of a chronological training method as it pertains to various disciplines.

Major in Equestrian Studies
Students have a choice of one of five concentrations in the equestrian studies major:
Equine Management
Equine Science
Equine Science with Pre-Vet
Equitation, Training, and Riding Instruction
Therapeutic Riding

Equine Management Concentration
A minimum of 59 semester hours is required, including:
EQS 101: Introduction to Equestrian Studies
EQS 102: Equine Conformation and Selection
EQS 201: Equine Preventive Medicine
EQS 300: Reproduction and Growth
EQS 308: Ranch and Stable Management
EQS 318: Equine Nutrition
EQS 402: Equine Marketing
EQS 450: Internship (3 semester hours)
EQS 482: Equestrian Capstone

Also required:
ACC 210: Foundations of Accounting
BIO 120: Principles of Biology
BSA 101: Introduction to Business
BSA 218: New Venture Creation
BSA 303: Principles of Management
COM 201: Interpersonal Communication
COM 306: Organizational Communication
ECO 205: Principles of Economics
ESC 314: Range Ecology

Complete either:
EQS 111 Basic Horsemanship I and EQS 112 Basic Horsemanship II
or
EQS 121: Fundamental Horsemanship I and EQS 122: Fundamental Horsemanship II

Note: All courses in the major must be completed with a grade of at least "C-."

Equine Science Concentration
A minimum of 54 semester hours is required, including:
EQS 100: Volunteer Experience in Therapeutic Riding
EQS 101: Introduction to Equestrian Studies
EQS 102: Equine Conformation and Selection
EQS 201: Equine Preventive Medicine
EQS 214: Equine Judging
EQS 300: Reproduction and Growth
EQS 308: Ranch and Stable Management
EQS 315: Intermediate Equine Judging
EQS 318: Equine Nutrition
EQS 402: Equine Marketing
EQS 415: Advanced Equine Judging
EQS 450: Internship (3 semester hours)
EQS 482: Equestrian Capstone

Also required:
ENG 325: Professional Writing

Complete either:
EQS 111/112: Basic Horsemanship I / Basic Horsemanship II
or
EQS 121/122: Fundamental Horsemanship I / Fundamental Horsemanship II

And complete either:
EQS 229/230: Basic Hunter Seat Equitation I / Basic Hunter Seat Equitation II
or
EQS 231/232: Hunter Seat Equitation I / Hunter Seat Equitation II

Note: All courses in the major must be completed with a grade of at least "C-."

Equine Science with Pre-Vet Concentration
A minimum of 66 semester hours is required, including:
Equestrian: 18 semester hours
EQS 102: Equine Conformation and Selection
EQS 121: Fundamental Horsemanship I
EQS 201: Equine Preventive Medicine
EQS 300: Reproduction and Growth
EQS 318: Equine Nutrition
EQS 482: Equestrian Capstone

Sciences and Mathematics: 48 semester hours
Biology (21 semester hours):
BIO 120: Principles of Biology
BIO 203: Genetics
BIO 321: Human Anatomy and Physiology I
BIO 350: Microbiology
BIO 452: Biochemistry

Chemistry (16 semester hours):
CHM 101: General Chemistry I
CHM 102: General Chemistry II
CHM 251: Organic Chemistry I
CHM 252: Organic Chemistry II

Physics (8 semester hours):
Either
PHS 101: Fundamental Physics I and PHS 102: Fundamental Physics II
or
PHS 201: General Physics I and PHS 202: General Physics II

Mathematics (3 semester hours):
MAT 210: Probability and Statistics

Recommended Courses:
BIO 322: Human Anatomy and Physiology II
BIO 347: Animal Behavior
MAT 175: Calculus I

Note: All courses in the major must be completed with a grade of at least "C-."

Equitation, Training, and Riding Instruction Concentration
A minimum of 60 semester hours is required, including:
EQS 101: Introduction to Equestrian Studies
EQS 102: Equine Conformation and Selection
EQS 121: Fundamental Horsemanship I
EQS 122: Fundamental Horsemanship II
EQS 201: Equine Preventive Medicine
EQS 214: Equine Judging
EQS 231: Hunter Seat Equitation I
EQS 232: Hunter Seat Equitation II
EQS 300: Reproduction and Growth
EQS 308: Ranch and Stable Management
EQS 318: Equine Nutrition
EQS 325: Basic Colt Training I
EQS 326: Basic Colt Training II
EQS 401: Techniques of Teaching Riding
EQS 402: Equine Marketing
EQS 405: Advanced Techniques of Teaching Riding
EQS 421/423: Advanced Western Horse Training I/Advanced English Horse Training I
EQS 422/424: Advanced Western Horse Training II/Advanced English Horse Training II
EQS 450: Internship (3 semester hours)
EQS 482: Equestrian Capstone

Note: All courses in the major must be completed with a grade of at least "C-."
Therapeutic Riding Concentration
A minimum of 56 semester hours in EQS and HHP courses is required, plus 21 credits for the minor in psychology, including:

EQS 100: Volunteer Experience in Therapeutic Riding
EQS 101: Introduction to Equestrian Studies
EQS 102: Equine Conformation and Selection
EQS 201: Equine Preventive Medicine
EQS 209: Principles of Therapeutic Riding
EQS 309: Advanced Therapeutic Riding Instructor Training
EQS 318: Equine Nutrition
EQS 401: Techniques of Teaching Riding
EQS 405: Advanced Techniques of Teaching Riding
EQS 410: Therapeutic Riding, Issues and Ethics
EQS 450: Internship (3 credits)
EQS 482: Equestrian Capstone

Also required:
HHP 161: Foundations of Human Structure and Function
HHP 316: Motor Learning

Complete either:
EQS 111 Basic Horsemanship I and EQS 112 Basic Horsemanship II
or
EQS 121: Fundamental Horsemanship I and EQS 122: Fundamental Horsemanship II

And complete either:
EQS 229 and EQS 230: Basic Hunter Seat Equitation I and Basic Hunter Seat Equitation II
or
EQS 231 and EQS 232: Hunter Seat Equitation I and Hunter Seat Equitation II

Also required:
A minor in psychology must be completed. See the "Psychology" section of the catalog for requirements.

Note: All courses in the major must be completed with a grade of at least "C-."

Minor Learning Outcomes
Students who graduate with a minor in equestrian studies will be able to:
1. Develop the fundamental knowledge of the conformation, health, and functional structure of a horse necessary to establish effective and human horse management models;
2. Develop effective preventative medicine practices in order to identify, prevent, and manage disease and lameness in horses;
3. Identify and appreciate diverse equestrian concepts in order to establish an informed citizenship of the equestrian global community.

Minor in Equestrian Studies
A minimum of 21 semester hours is required, including:
EQS 101: Introduction to Equestrian Studies
EQS 102: Equine Conformation and Selection
EQS 201: Equine Preventive Medicine

The additional 12 semester hours (minimum of six credits of upper-division courses) are to be chosen in consultation with an equestrian faculty advisor. At least one equestrian skills class is recommended.

Equestrian Studies courses

ACC 210
Foundations of Accounting
Semester: Fall and Spring
Semester Hours: 3
This course is designed to give students a basic understanding of the uses and limitations of accounting information, particularly from financial statements. Students will understand how to take information from the financial statements and make informed business decisions. A grade of C- or better is required in order for this course to count as a prerequisite for upper division accounting courses.

BIO 120
Principles of Biology
Semester: Fall and Spring
Semester Hours: 4
An introductory survey course that covers cell structure and metabolism, patterns of inheritance, molecular genetics, evolutionary mechanisms, and diversity. The weekly laboratory sessions teach basic laboratory skills, experimental design, application of statistics, and communication of results via laboratory reports. This course is appropriate for both majors and nonmajors. Three hours of lecture and one two-hour laboratory period per week.

BIO 203
Genetics
Semester: Fall
Semester Hours: 4
The course provides a detailed overview of the mechanisms of heredity. Topics include Mendelian, quantitative, and molecular genetics. Three hours of lecture and one two-hour laboratory session per week.
Prerequisite: BIO 120

BIO 321
Human Anatomy and Physiology I
Semester: Fall
Semester Hours: 4
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, 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.
Prerequisite: BIO 120 and CHM 101 and CHM 102 with a grade of C- or higher. CHM 251 and CHM 252 and PHS 102 or PHS 202 are highly recommended.

BIO 322
Human Anatomy and Physiology II
Semester: Spring
Semester Hours: 4
In this continuation of BIO 321, 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: BIO 321 with a grade of C- or higher

BIO 347
Animal Behavior
Semester: Spring; Even years
Semester Hours: 3
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.
Prerequisite: BIO 306

BIO 350
Microbiology
Semester: Fall
Semester Hours: 4
This course is an investigation of the structure, metabolism, and reproduction of microorganisms. The course will emphasize understanding microbiology as it pertains to human health, including normal flora, disease mechanisms, immunology and immunity, and a sampling of major microbial diseases. In the laboratory, students will detect, isolate, and identify both harmless and pathogenic microbes.
Prerequisite: BIO 203 and CHM 102, both passed with a grade of C- or higher

BIO 452
Biochemistry
Semester: Spring
Semester Hours: 5
Biochemistry focuses on the study of the molecules and chemical reactions of life, bringing together principles learned in biology and chemistry. 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 several projects that focus on proteins including kinetics, isolation, purification, and characterization. These projects incorporate different types of instrumentation, including low pressure chromatography, electrophoresis, UV-visible spectroscopy, and ultrafiltration. Three lecture hours plus one three-hour laboratory per week. Significant time working independently in the laboratory is required.
Prerequisite: CHM 102, and either CHM 220 or both CHM 251 and CHM 252. In addition: BIO 312 (preferred) or BIO 350 or permission of the instructor. All prerequisite courses must be completed with a grade of C or higher. Junior or senior standing is required.

BSA 101
Introduction to Business
Semester: Fall
Semester Hours: 3
A beginning business course designed to introduce students to the areas of business study, including 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 218
New Venture Creation
Semester: Spring
Semester Hours: 3
This course is an introduction to entrepreneurship and new venture creation. Topics include idea generation, initial strategic planning, sources of start-up capital, procuring merchandise, and developing an operational plan.
Prerequisite: ACC 210, ECO 205

BSA 303
Principles of Management
Semester: Fall and Spring
Semester Hours: 3
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: ACC 210, ECO 205

CHM 101
General Chemistry I
Semester: Fall
Semester Hours: 4
This course introduces students to the science of chemistry. The concepts of atoms, molecules, bonding, and energy successfully explain the properties of matter and how reactions happen. Goals of this course include introducing students to representative materials and reactions, to important models and theories of the science, and to the symbols and language of chemists. The laboratory will involve observations of elements, compounds and their reactions (including synthesis), and quantitative measurements of properties or amounts of matter. Three hours of lecture, one two-hour laboratory session, and one hour of recitation per week.
Prerequisite: MAT 100 with a grade of C- or higher, or placement into higher mathematics course

CHM 102
General Chemistry II
Semester: Spring
Semester Hours: 4
This course builds upon the principles introduced in CHM 101 to introduce the topics of thermodynamics, solution-phase chemistry, chemical kinetics, equilibrium, acid-base chemistry, electrochemistry, and nuclear chemistry. The laboratory experiments for this course will emphasize quantitative data collection and analysis. Three hours of lecture, one two-hour laboratory session, and one hour of recitation per week.
Prerequisite: CHM 101 with a grade of C- or higher

CHM 251
Organic Chemistry I
Semester: Fall
Semester Hours: 4
This course is 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 techniques for the isolation and preparation of compounds. Three hours of lecture and one three-hour laboratory session per week.
Prerequisite: CHM 102 with a grade of C- or higher

CHM 252
Organic Chemistry II
Semester: Spring
Semester Hours: 4
This course, a continuation of CHM 251, concentrates on the chemistry of additional important families of organic compounds, emphasizing reaction mechanisms, synthesis, stereochemistry, and spectroscopy. The laboratory experiments include the synthesis and analysis of compounds with biological and industrial importance and qualitative analysis.
Prerequisite: CHM 251 with a grade of C- or higher. CHM 220 will not be accepted as a prerequisite for this course.

COM 201
Interpersonal Communication
Semester: Fall and Spring
Semester Hours: 3
This course examines how intimate, personal, and professional relationships are created and maintained. Students develop an increased awareness of and sensitivity to communication that facilitates interpersonal relationships, as well as communication that creates obstacles to building relationships. Topics discussed include perception, self-concept, listening, and conflict.

COM 306
Organizational Communication
Semester: Fall; Odd years
Semester Hours: 3
This course examines how communication occurs in large cooperative networks, especially in professional work settings. It focuses on the roles leadership, management, and conflict resolution play in larger organizations. By the end of the course, students will understand how the values and cultures of any organization emerge through communication.
Prerequisite: any 200-level COM course

ECO 205
Principles of Economics
Semester: Fall and Spring
Semester Hours: 3
This course will introduce the principles of firm-level decision making, consumer choices and their rationale, differing forms of industry competition, and how market-clearing prices and quantities are determined in a market environment. Additionally, the students will gain an understanding of how the major participants in the economy interact and what drives economic growth, interest rates, and inflation. The possible impacts of a variety of fiscal and monetary policy choices will be presented to assist the student in understanding how those policies will impact incomes, employment, and trade for a country. At the completion of the course, the student should have a basic understanding of both the microeconomic and macroeconomic environments and their impacts on businesses and the general population.

ENG 325
Professional Writing
Semester: Fall and Spring
Semester Hours: 3
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: ENG 119

EQS 100
Volunteer Experience in Therapeutic Riding
Semester: Fall
Semester Hours: 3
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
Semester: Fall
Semester Hours: 3
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
Semester: Spring
Semester Hours: 3
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: EQS 101

EQS 111
Basic Horsemanship I
Semester: Fall
Semester Hours: 3
This course introduces horse behavior, correct handling of the horse, riding in a balanced body position, and effective body control of the horse. Focal topics include safety, rider aid coordination, rider strength, and practical horse management in a stabled environment.
Prerequisite: Acceptance into equestrian program

EQS 112
Basic Horsemanship II
Semester: Spring
Semester Hours: 3
This course continues from EQS 111. Students will extend body control of the horse through lateral movements, riding in a collected frame, and the collection/extension of gaits. Building upon the riding position gained in EQS 111, students will ride with and without stirrups to gain balance, strength, and an independent seat. Focal topics include rider aid coordination through all gaits and lateral maneuvers, rider strength, rider equitation, and increased independence of horse management in a stabled environment.
Prerequisite: EQS 111 with a grade of C- or better

EQS 121
Fundamental Horsemanship I
Semester: Fall

Semester Hours: 3
This class introduces the fundamental 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.
Prerequisite: Acceptance into equestrian program and permission of instructor

EQS 122
Fundamental Horsemanship II
Semester: Spring
Semester Hours: 3
This class is a continuation of EQS 121 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: EQS 121 with a grade of C- or better

EQS 150
Intercollegiate Equestrian Team
Semester: Fall and Spring
Semester Hours: 1
Students practice for and participate in intercollegiate riding competitions as a member of the Rocky Mountain College Equestrian Team. Competitions are organized and regulated by the Intercollegiate Horse Show Association (IHSA). A course fee is required.
Prerequisite: permission of the instructor

EQS 201
Equine Preventive Medicine
Semester: Fall
Semester Hours: 3
Students study common equine health practices including parasitology, diseases, pre-purchase examinations, lameness, first-aid measures, and the establishment of horse health programs.
Prerequisite: EQS 102

EQS 209
Principles of Therapeutic Riding
Semester: Spring
Semester Hours: 3
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.
Prerequisite: EQS 100

EQS 214
Equine Judging
Semester: Fall
Semester Hours: 3
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 course as students learn to develop oral reasons for defending class placement.
Prerequisite: EQS 102

EQS 229
Basic Hunter Seat Equitation I
Semester: Fall
Semester Hours: 3
This course introduces students to equitation fundamentals required for riding the hunter type horse. Introductory training skills revisit advanced body control maneuvers with hunter type horses. Students will gain in equitation, riding strength, balance, and aid coordination.
Prerequisite: EQS 112 or EQS 122 with a grade of C- or better

EQS 230
Basic Hunter Seat Equitation II
Semester: Spring
Semester Hours: 3
This course further develops equitation fundamentals required for riding the hunter type horse. Introductory training skills continue to develop advanced body control maneuvers with hunter type horses. Students will negotiate obstacles in a jumping grid and a basic working hunter pattern.
Prerequisite: EQS 229 with a grade of C- or better

EQS 231
Hunter Seat Equitation I
Semester: Fall
Semester Hours: 3
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: EQS 122 with a grade of C- or better

EQS 232
Hunter Seat Equitation II
Semester: Spring
Semester Hours: 3
This course is a continuation of EQS 231. By furthering the skills necessary to show a hunter over fences, students gain in strength, balance, and control.
Prerequisite: EQS 231 with a grade of C- or better

EQS 299
Directed Reading
Semester: Offered at discretion of department
Semester Hours: 1-3
This course allows a 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.

EQS 300
Reproduction and Growth
Semester: Spring
Semester Hours: 3
This course examines anatomy and physiology of reproduction in the horse, endocrinology, principles of artificial insemination, embryo transfer, genetics, breeding systems, application of the scientific method, and care and management of breeding stock. This course will be accepted as a biology elective, provided students have completed BIO 120, CHM 101, and CHM 102. This course is highly recommended for students pursuing veterinary school or graduate studies in animal science.
Prerequisite: EQS 201

EQS 308
Ranch and Stable Management
Semester: Fall
Semester Hours: 3
This course will provide an overview of the business essentials of the equine enterprise. This information will be applied by the students in the

ranch project. Students will tour area facilities and survey industry professionals to gain insight into the business practices of the equine industry.
Prerequisite: EQS 201

EQS 309
Advanced Therapeutic Riding Instructor Training
Semester: Fall
Semester Hours: 3
This course covers 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 contraindications 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. This course will go through phase one of PATH certification.
Prerequisite: EQS 209

EQS 315
Intermediate Equine Judging
Semester: Fall
Semester Hours: 3
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: EQS 214

EQS 318
Equine Nutrition
Semester: Fall
Semester Hours: 3
Through examination of the gastrointestinal system of the horse, the student will be presented with best practices in the management of dental arcade, the digestive system, and the nutrient content of horse feeds.
Prerequisite: EQS 201

EQS 321
Horse Training Methods I
Semester: Fall
Semester Hours: 3
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.
Prerequisite: junior standing, EQS 121, EQS 122, EQS 231, EQS 232, EQS 325, and EQS 326

EQS 322
Horse Training Methods II
Semester: Spring
Semester Hours: 3
This course is a continuation of EQS 321 with a higher level of skill and expertise employed.
Prerequisite: EQS 321 with a grade of C- or better

EQS 325
Basic Colt Training I
Semester: Fall
Semester Hours: 3
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.
Prerequisite: junior standing, EQS 232 or EQS 230 with a grade of C- or better

EQS 326
Basic Colt Training II
Semester: Spring
Semester Hours: 3
This course, a continuation of EQS 325, will cover the assessment of a colt's capabilities and begin advanced training techniques.
Prerequisite: junior standing and EQS 325 with a grade of C- or better

EQS 343
Therapeutic Riding Professional Development
Semester: Fall and Spring
Semester Hours: 3
This class will encourage professional development in therapeutic riding. In this class the focus will be on the therapy horse and its humane training practices and will offer a more comprehensive look into running a program. The student will be involved in weekly training of the therapy horses and assist in therapy lessons.
Prerequisite: EQS 100

EQS 400
Advanced Reproduction
Semester: Offered at discretion of department
Semester Hours: 3
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: EQS 300

EQS 401
Techniques of Teaching Riding
Semester: Fall
Semester Hours: 3
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.
Prerequisite: EQS 121, EQS 122, EQS 231, and EQS 232; EQS 325 and EQS 326 also recommended

EQS 402
Equine Marketing
Semester: Spring
Semester Hours: 3
This course features the promotion of the horse and individual as well as equine-related business ventures through the introduction and refinement of the student's performance in industry specific marketing skills. The skills covered in the course include photography and videography of the horse, still image and video editing, video reproduction and publishing, image branding, written and verbal skills for promotion, and advertisement creation for various channels from web-based marketing to print. Additionally, students will research current market trends for pricing and create and implement a marketing plan for a horse. This is a capstone class for equine business majors. Students must have ready access to equipment for both still and moving image capture and editing.
Prerequisite: junior standing

EQS 405
Advanced Techniques of Teaching Riding

Semester: Spring
Semester Hours: 3
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 course.
Prerequisite: EQS 401

EQS 410
Therapeutic Riding, Issues, and Ethics
Semester: Spring
Semester Hours: 3
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 organizations including those for corporations and 501(c)3s as well as the standards for PATH centers. Students with the required amount of instructional hours will be prepared to take the PATH national registered instructor examination during this course.
Prerequisite: EQS 309 and First aid and CPR certified

EQS 415
Advanced Equine Judging
Semester: Fall
Semester Hours: 3
Students review the principles learned in EQS 214 and EQS 315 and broaden their knowledge of competition rules. They further develop oral and thinking skills for the presentation of reasons at the intercollegiate competitive level. There may be opportunities for intercollegiate judge competition.
Prerequisite: EQS 214 and EQS 315

EQS 421
Advanced Western Horse Training I
Semester: Fall
Semester Hours: 3
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 321 or EQS 326 with a grade of C- or better

EQS 422
Advanced Western Horse Training II
Semester: Offered at discretion of department
Semester Hours: 3
This course is a continuation of EQS 421.
Prerequisite: senior standing and EQS 421 with a grade of C- or better

EQS 423
Advanced English Horse Training I
Semester: Fall
Semester Hours: 3
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 321 or EQS 326 with a grade of C- or better

EQS 424
Advanced English Horse Training II
Semester: Offered at discretion of department
Semester Hours: 3
This course is a continuation of EQS 423.
Prerequisite: senior standing and EQS 423 with a grade of C- or better

EQS 450
Internship
Semester: Offered at discretion of department
Semester Hours: 1-12
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. Pass/no pass grading.
Prerequisite: junior or senior standing

EQS 482
Equestrian Capstone
Semester: Spring
Semester Hours: 3
Required by all majors, this capstone course will survey advanced professional skills pertinent to the equine industry. Content includes: legal horse transportation through the examination of local, state, and federal regulations for horses, a survey of topics relating to current global industry trends, and professional engagement within the equine community. Students will be required to perform community service as an equine professional, fulfill capstone portfolio assignments, complete major specific exit exams, and perform a juried demonstration specific to their major course of study. Double majors are required to perform a demonstration of their skills in each content area.
Prerequisite: senior standing and permission of instructor

EQS 499
Directed Reading
Semester: Offered at discretion of department
Semester Hours: 1-3
This course allows a 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

ESC 314
Range Ecology
Semester: Fall; Alternate years
Semester Hours: 4
This course 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.
Prerequisite: BIO 120 or ESC 223

HHP 161
Foundations of Human Structure and Function
Semester: Fall
Semester Hours: 3
Students examine the basic foundations and functions of the human body, including the skeletal, muscular, nervous, cardiovascular, digestive, and respiratory systems. Laboratory experiences focus on the nomenclature, structure, and function of these systems.

HHP 316
Motor Development and Learning
Semester: Fall and Spring
Semester Hours: 4
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.

MAT 175
Calculus I
Semester: Fall
Semester Hours: 4
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 MAT 110

MAT 210
Probability and Statistics
Semester: Fall, Spring, and Summer
Semester Hours: 3
This course provides a non-calculus-based study of discrete probability theory and its statistical applications. Distribution theory and its applications in hypothesis testing and setting confidence intervals are discussed.
Prerequisite: MAT 100 or satisfactory score on a placement exam

PHS 101
Fundamental Physics I
Semester: Fall; Alternate years
Semester Hours: 4
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 to have 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 PHS 201 and PHS 202 instead. Three lecture periods and one two-hour laboratory per week.

PHS 102
Fundamental Physics II
Semester: Spring; Alternate years
Semester Hours: 4
Students examine a survey of the laws and phenomena of classical and modern physics, including light, electricity, magnetism, and atomic and nuclear physics. This course is suitable for non-science majors who have a strong background in high school algebra and who wish to have a more rigorous understanding of physics than provided in most courses for nonscience majors. This course will satisfy the requirements of geology and biology majors. Students considering graduate work in these areas should take PHS 201 and PHS 202 instead. Three lecture periods and one two-hour laboratory per week.
Prerequisite: PHS 101

PHS 201
General Physics I
Semester: Fall
Semester Hours: 4
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.
Corequisite: MAT 175

PHS 202
General Physics II
Semester: Spring
Semester Hours: 4
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: PHS 201
Corequisite: MAT 176

Geography

Thomas Kalakay, Professor
Kayhan Ostovar, Professor
Derek Sjostrom, Professor
Megan Poulette, Associate Professor

****The Geography program is currently under moratorium and is not presently accepting new students.****

The geography program at Rocky Mountain College integrates a human geography perspective rooted in historical political ecology, economic geography, and development geography; geological and environmental science perspectives on landforms, climate, water, soils, vegetation, and ecosystems; and geographic information systems (GIS) training and practice in a way that fosters student engagement with the multifaceted character of development, conservation, and planning problems.

Through interdisciplinary courses, unique field-work, service-learning, and internship opportunities in the Yellowstone River watershed (and beyond), students learn to use appropriate theoretical frameworks, research techniques, and technology—including spatial statistics, cartography, GIS and GPS, and remote sensing—to extract, analyze, and communicate information about socio-environmental topics from a spatial perspective.

Major Learning Outcomes
Students who graduate with a major in geography will be able to:
1. Explain how social, cultural, and environmental systems develop in response to varying geographical, environmental, and historical circumstances;
2. Demonstrate knowledge of physical geographic processes and the global distribution of landforms and ecosystems as well as the mutually constitutive relationship between physical and human systems;
3. Demonstrate a capacity to think critically and communicate effectively about the relationships between global processes and regional and sub-regional scale patterns of socio-environmental change;
4. Identify and use appropriate geographic research tools and techniques-- including spatial statistics, cartography, GIS and GPS, and Remote Sensing -- to extract, analyze, and present information from a spatial perspective;
5. Demonstrate a capacity to develop research questions, explain methodology and scholarly literature, conduct research, critically analyze qualitative and quantitative data, and communicate research findings in oral and written formats.

Major in Geography
A minimum of 49 semester hours is required, including:
GPY 102: World Regional Geography
GPY 302: Sustainable Development Policy and Practice
GEO 101: Fundamentals of Geology
GEO 104: Fundamentals of Geology Laboratory
GEO 120: Earth's Weather & Climate
ESC 105: Environmental Science: Sustainable Communities
ESC 106: Environmental Science: Sustainable Communities Laboratory
ESC 118: Great Plains River Lab
ESC 321: Introduction to Geographic Information Systems
ESC 322: Remote Sensing
ECO 354: Environmental Economics
GPY 491: Geography Capstone
GPY 492: Geography Capstone Laboratory

Choose one of the following:
GEO 218: Evolution of the Earth
GEO 220: Natural Hazards & Disasters
GEO 330: Paleoclimate and Global Change
Choose one of the following:
GPY 224: Environment and Society
GPY 226: Energy & Society

Choose one of the following:
ESC 209: Field Survey Techniques in Zoology
GEO 343: Field Methods of Geoscientists
MAT 210: Probability and Statistics
SOC 408: Introduction to Social Research

Choose one of the following:
ESC 354: Soil Science
GEO 310: Geomorphology
GEO 318: Geology of the National Parks & Monuments
GEO 320: The Geology of Natural Resources
HST 365: American Environmental History
PHR 304: Environmental Ethics
PHR 378: Philosophy of Technology & Modern Culture
POL 313: Environmental Politics
SOC 324: Sociocultural Theory
Elective: Geography-related upper-division elective (300-level) from ESC, GPY, or GEO, approved by GPY faculty

Minor Student Learning Outcomes
Students who graduate with a minor in geography will be able to:
1. Explain how social, cultural, and environmental systems develop in response to varying geographical, environmental, and historical circumstances;
2. Identify and use appropriate geographic research tools and techniques – including spatial statistics, cartography, GIS and GPA, and Remote Sensing – to extract, analyze, and present information from a spatial perspective.

Minor in Geography
A minimum of 24 semester hours, including:
ESC 321: Introduction to Geographic Information Systems
ESC 322: Remote Sensing
GPY 102: World Regional Geography
GEO 101: Fundamentals of Geology
GEO 104: Fundamentals of Geology Laboratory

Choose one of the following:
GPY 215: Fast Food Nation
GPY 224: Environment and Society
GPY 226: Energy & Society

Choose one of the following:
GPY 302: Sustainable Development Policy & Practice
ECO 354: Environmental Economics

Also required: three semester hours of upper-division GPY or GEO electives, approved by geography faculty.

Geography courses

ECO 354
Environmental Economics
Semester: Fall; Odd years
Semester Hours: 3
This course introduces the multidisciplinary field of environmental economics. Students will employ a critical geographic framework to examine the basic implications of economic theory related to ecosystems and environmental problems involving water, air pollution, energy, climate change, natural resources, and human health and development.

ESC 105
Environmental Science: Sustainable Communities
Semester: Fall and Spring
Semester Hours: 3
An introductory course designed for students entering the environmental sciences and studies program and for other students who would like to take an ecology 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. Three hours of lecture per week. This course may fulfill a natural lab science core curriculum requirement if taken concurrently with ESC 106.

ESC 106
Environmental Science: Sustainable Communities Laboratory
Semester: Fall and Spring
Semester Hours: 1
In the laboratory, students will apply environmental science concepts to ecological studies in the natural environment and learn how to present their results in a scientific report. One two-hour laboratory session per week.
Corequisite: ESC 105

ESC 118
Great Plains River Lab
Semester: Fall
Semester Hours: 3
This integrative, field-based course introduces students to the environmental programs at Rocky Mountain College and is a required course for geography, environmental science, and environmental studies. Through hands-on experiences in the outdoor classrooms of the Yellowstone and Missouri River watersheds, students will gain a geographic perspective on key regional environmental issues. Activities include a multi-day canoe trip on the Missouri River or Yellowstone River and outdoor service learning activities, such as the annual Yellowstone River Cleanup. Students will read and keep journals, write papers, examine basic ecology and geology, analyze and communicate effectively about patterns of landscape change and management, and work as part of a team of outdoor professionals. Students will learn basic GPS and mapping (GIS) skills.
Corequisite: Enrollment in EST 103, ESC 105, and 106; or permission of instructor

ESC 209
Field Survey Techniques in Zoology

Semester: Spring; Even years
Semester Hours: 4
A field and laboratory course covering basic field techniques to survey and inventory areas to assess biodiversity, with an emphasis on Montana mammal, bird, reptile, amphibian, and fish fauna. Topics include species identification, survey and trapping, experimental design, data analysis, and report completion. Once identification and survey skills are learned, field teams will be formed and assigned to survey and inventory local habitats of concern with the goal of helping guide local management and restoration of these habitats. An additional fee is required.
Prerequisite: ESC 105 and 106, or BIO 120

ESC 321
Introduction to Geographic Information Systems
Semester: Fall
Semester Hours: 4
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.

ESC 322
Remote Sensing
Semester: Spring
Semester Hours: 4
This course introduces the principles of remote sensing to students who are new to the field but who have experience with GIS (particularly with ArcMap). The focus is on hands-on application of remote sensing data and workflows to natural resource management, earth science, and environmental systems monitoring.

ESC 345
Soil Science
Semester: Spring; Alternate years
Semester Hours: 3
This course provides an introduction to the physical, chemical, and biological properties of soil. Lectures, in-class lab activities, and field work will provide students with an overview of soil formation and classification, nutrient cycling, and land resource planning and protection. Students will also have the opportunity to interact with soil science professionals in the classroom and field.
Prerequisite: CHM 101, GEO 101, and GEO 104

GEO 101
Fundamentals of Geology
Semester: Fall and Spring
Semester Hours: 3
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 recommended two-hour laboratory per week, plus field trips. This course fulfills a natural science core curriculum requirement, and if taken with GEO 104, may fulfill the natural science with lab requirement.

GEO 104
Fundamentals of Geology Laboratory
Semester: Fall and Spring
Semester Hours: 1
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: GEO 101 or GEO 218

GEO 120
Earth's Weather and Climate
Semester: Fall
Semester Hours: 3
This course introduces students to weather and climate patterns and phenomena from across the globe. Students will be exposed to the forcing mechanisms that drive weather and climate systems including the sources of energy and the interactions among the atmosphere, the behavior of air masses and atmospheric circulation, severe weather, and climate change including human-induced climate modification. Activities will include regular discussions about relevant topics drawing on the scientific literature.

GEO 218
Evolution of the Earth
Semester: Spring
Semester Hours: 3
A survey of the major geologic events that have shaped the Earth through time, techniques for telling time geologically, and the connections between the evolution of life and geologic processes and/or events will be covered in this course. Special attention will be given to the regional geologic and environmental history of Montana and the surrounding area. Three hours of lecture per week and several day- or weekend-long field trips to examine local geologic features will be required. This course fulfills a natural science core curriculum requirement, and if taken with GEO 104, may fulfill the natural science with lab requirement. Additionally, this course will provide a temporal context for many geologic features and concepts for geology majors and minors.

GEO 310
Geomorphology
Semester: Fall; Alternate years
Semester Hours: 4
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 are required. Three hours of lecture and one two-hour laboratory per week.
Prerequisite: GEO 218 and GEO 343

GEO 318
Geology of the National Parks and Monuments
Semester: Spring; Alternate years
Semester Hours: 3
This course introduces the geology of the national parks of the western United States. Preference is given to the parks and monuments of Montana, Wyoming, and North and South Dakota, given their proximity to the College. The lecture class is structured such that each week a new feature of the geology of the selected park is introduced. Students will choose a topic of interest to investigate for class presentations. There is a required multi-day field trip. This course may be offered during either the fall or the spring semester, depending on the field locale.
Prerequisite: GEO 101, GEO 104, and GEO 218; or permission of the instructor

GEO 320
The Geology of Natural Resources
Semester: Spring
Semester Hours: 4
This course involves the study of geologic processes that produce metal ores (e.g., rare earth elements, precious metals), fossil fuels (coal, oil, and natural gas), and renewable energy (e.g., geothermal energy). The course will also investigate the environmental issues associated with resource extraction and use. Emphasis is placed on regional deposits

with field trips to appropriate sites. Three hours of lecture with two-hour lab.
Prerequisite: GEO 101, GEO 104, and GEO 218

GEO 330
Paleoclimate and Global Change
Semester: Spring; Alternate years
Semester Hours: 3
This course is designed for geology majors, geology minors, upper-level environmental science majors, and other upper-level science majors with interest in the climate of the Earth throughout its history. Scientific literature and other resources will be used to illustrate the current ideas about the mechanisms that drive Earth's climate system on the plate tectonic timescale, glacial timescale, and short-term timescale. Topics will include Earth's climate system, paleoclimate proxies and paleothermometers, atmospheric chemistry and climate, controls and effects of oceanic circulation on climate, the effects of geologic features on climate (volcanoes, supercontinents, ice sheets, etc.), and the effects of biologic organisms on climate and vice versa. Three hours of lecture per week.
Prerequisite: GEO 101, CHM 101

GEO 343
Field Methods for Geoscientists
Semester: Fall
Semester Hours: 4
This practical course in basic field techniques focuses on the use of the fundamental tools of geologic field work including topographic and geologic maps, air photos, the Brunton compass, hand-held GPS, and Jacob's staff. Students draft cross-sections, geologic maps, and stratigraphic columns, and prepare geologic reports using proper scientific writing and data analysis techniques. This course should be taken during sophomore or junior year. One hour of lecture and a two-hour laboratory per week. This course does not serve as a substitute for GEO 350 or equivalent. Students should expect several mandatory field trips. Some will require camping and strenuous hiking in mountain settings.
Prerequisite: GEO 101, GEO 104, and MAT 110 or satisfactory score on a math placement exam

GPY 101
Spatial Thinking and Technology
Semester: Spring; Odd years
Semester Hours: 3
This course introduces students to geographic perspectives on spatial thinking and technology, with an emphasis on how geography and related disciplines think about, analyze, and map different physical and social patterns and processes on the Earth's surface. Emphasis is on learning to use no-fee Geographic Information System platforms and apps to integrate information, ideas, and data from multiple disciplines in support of project definitions and research projects in the natural (and social) sciences. Students who complete this class will learn:
• Concepts and theoretical frameworks that geographers employ to understand the world around them;
• To search for, evaluate, acquire, and explore spatial data and map products maintained by municipal, state, federal, and international agencies;
• To use web-based interactive mapping interfaces maintained by city, state, federal, and international agencies to study spatial patterns evident in vector data;
• To use web-based interfaces to explore and communicate patterns evident in multispectral and other remotely sensed data;
• Basic cartographic literacy and best practices for making and sharing static and online maps projects;
• To use spatial thinking and technology to design, execute, and communicate the results of a research project rooted in the scientific method.

GPY 102
World Regional Geography
Semester: Spring
Semester Hours: 3
This introductory geography course is a requirement for students in the environmental programs and may be used to satisfy a core curriculum requirement for the social sciences. The course provides students with tools and knowledge from the social and physical sciences that will help them to think critically about how global systems work and how they connect and transform social activity and bio-geophysical landscapes around the world. Students will learn the cultural, political-economic, and bio-geophysical characteristics that distinguish the world's diverse regions; how place-specific characteristics shape and are shaped by global processes; and the role of policy in shaping global flows and their local expressions.

GPY 215
Fast Food Nation
Semester: Fall; Even years
Semester Hours: 3
Through food – its production and consumption – humans produce the world. Food mediates human relationships to the environment, other humans, and other living beings. This course integrates concepts and methods from ecology, physical geography, and Geographic Information Systems (GIS) with a historical geographic perspective to explore how these relationships overlap and intersect to shape food systems and consumption patterns as well as landscapes, health, and development prospects.

GPY 224
Environment and Society
Semester: Spring; Odd years
Semester Hours: 3
This course presents a geographic perspective on environmental problems and introduces students to the core ideas, terminology, major controversies, complexities, and scholarly context surrounding contemporary socio-environmental problems. Topics include landscape as a dynamic artifact of human-environment interaction; roots of (mostly American) political ecology thinking; social, environmental, and political-economic factors shaping human environment interaction and environmental problems; and the roles of consumers, markets, governments, policies, science, and collective action in use and conservation of ecosystem resources. This course may be used to satisfy a core curriculum requirement for the social sciences.

GPY 226
Energy and Society
Semester: Spring; Even years
Semester Hours: 3
This course introduces students to knowledge, theories, and analytical techniques that will help them better understand and communicate effectively about the scientific, technical, economic, social, political, and environmental dimensions of Earth-Energy-Society interactions. While other energy sources will be discussed, the course focuses primarily on human use of energy from hydrocarbons (fossil fuels). Particular attention will be given to policy tools and technical options for addressing problematic or unsustainable patterns of energy production. Patterns of Earth-Energy-Society interactions will be examined from a historical-geographic perspective.

GPY 299
Directed Reading

Semester: Offered at discretion of department
Semester Hours: 1-3
This course allows a 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.

GPY 302
Sustainable Development Policy and Practice
Semester: Fall; Even years
Semester Hours: 3
This course provides students with an understanding of key themes of sustainable development policy and practice. Course materials and activities will track the theory and practice of development as it has evolved from the empire-building focus of the colonial period of human history to the present era of "sustainable development," which, in theory, proposes to meet the needs of the current generation without jeopardizing the ability of future generations to meet their own needs. Students will critically examine common assumptions regarding sustainable development, and study the effects of particular development theorizations as well as the spatial processes and linkages leading to development outcomes. Students will consider whose needs are best met by orthodox approaches to sustainable development, how to define development success, and how development success can be achieved through policy and practice.

GPY 350
Case Studies in International Political Ecology
Semester: Spring; Offered at discretion of department
Semester Hours: 3
This combination lecture and field study course features travel outside the United States to study a specific landscape (e.g. the Pantanal Wetlands in Paraguay) that is the focus of development or conservation projects. Through lectures, research projects, and in-class and field activities, students will explore political and ecological concepts specific to the case study landscape and development and conservation planning in general. Field activities may include stay at remote field stations, ecological short courses, nature walks, bird watching excursions, and community meetings in local communities. Additional travel fees are required.
Prerequisite: permission of instructor

GPY 450
Internship
Semester: Offered at discretion of department
Semester Hours: 1-12
This course is a guided work experience in an already established place of business. The student must arrange the internship in agreement with a geography advisor and the Office of Career Services. The internship should relate to the student's major area of study. Contract is required. Pass/no pass grading.
Prerequisite: junior or senior standing

GPY 491
Geography Capstone
Semester: Spring; Even years
Semester Hours: 3
This is a seminar-style capstone course for geography majors in their second-to-last semester at Rocky Mountain College. Course discussions will explore production and contestation of environmental knowledge; the use of environmental (particularly spatial) knowledge in decision-making; and understanding the historical, scientific, and policy contexts that shape responses to local and global environmental problems. The theme of the seminar may vary depending on research or service-learning projects chosen.
Prerequisite: senior standing
Corequisite: GPY 492

GPY 492
Geography Capstone Laboratory
Semester: Spring
Semester Hours: 1
In this laboratory-style course, students will participate in long-term research or service learning projects facilitated by geography faculty. Students will critically analyze qualitative and quantitative data, apply appropriate geographic research tools and techniques in order to investigate problems and research questions from a spatial perspective, and communicate information in oral and written formats.
Prerequisite: senior standing
Corequisite: GPY 491

GPY 499
Directed Reading
Semester: Offered at discretion of department
Semester Hours: 1-3
This course allows a 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

HST 365
American Environmental History
Semester: Fall; Odd years
Semester Hours: 3
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.

MAT 210
Probability and Statistics
Semester: Fall, Spring, and Summer
Semester Hours: 3
This course provides a non-calculus-based study of discrete probability theory and its statistical applications. Distribution theory and its applications in hypothesis testing and setting confidence intervals are discussed.
Prerequisite: MAT 100 or satisfactory score on a placement exam

PHR 304
Environmental Ethics
Semester: Fall; Even years
Semester Hours: 3
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 378
Philosophy of Technology and Culture
Semester: Spring; Even years
Semester Hours: 3
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.

POL 204
Political Geography
Semester: Fall; Even years
Semester Hours: 3
This course introduces students to political geography as a field of inquiry, including the scholarly context, core ideas, terminology, major controversies, and complexities associated with taking a geographical perspective on political issues. Students will develop tools to think critically about the mutually constitutive relationship between politics and places, as well as the conflict-laden politics of human-environment relations. The readings, videos, music, and other materials used in the course are drawn from political geography, political science, the humanities, government and multilateral agencies, and substantive news and media outlets (e.g., Economist, National Geographic, and The World Bank). Course topics include the changing relationships between territory, sovereignty, and identity; globalization and environmental governance; and the paradoxes and contradictions of post-9/11 geopolitics.

POL 313
Environmental Politics
Semester: Spring; Even years
Semester Hours: 3
This course explores the political problems associated with the human impact on the natural environment: pollution, natural resources, public lands, land use, energy, cultural/social justice, and population.

SOC 324
Sociocultural Theory
Semester: Fall
Semester Hours: 3
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: SOC 101 or SOC 225

SOC 408
Introduction to Social Research
Semester: Spring
Semester Hours: 3
Students will complete the tasks necessary for conducting sociological research prior to the collection of data. Students will write a research proposal to include the development of a research question (hypothesis), a literature review of existing research on this topic, identification of a population for study, choice of two research methodologies for data collection, choice of analytical tools, and a statement of expected results. After successful completion of this course students will be prepared for SOC 409: Practicing Social Research.
Prerequisite: SOC 324

Geology

Thomas Kalakay, Professor
Derek Sjostrom, Professor

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 both a major and a minor in geology.

The geology program is broadly based in the traditional geologic disciplines with an emphasis on field studies in the Rocky Mountains. Students participate in numerous field trips, and many students work on independent study/research projects with individual faculty. Students have access to state-of-the-art laboratories and analytical equipment within the geology department and through collaboration with other academic institutions.

Major Learning Outcomes
Students who graduate with a major in geology will be able to:
1. Describe geologic relationships using qualitative and quantitative data;
2. Develop and test geologic hypotheses using designed data collection;
3. Analyze data and use concepts to interpret the order and nature of geologic events;
4. Synthesize geologic data and communicate results in oral and written form;
5. Apply quantitative skills to solve geologic problems.

Major in Geology
A minimum of 56 semester hours is required, including:
Geology core courses:
GEO 101 and 104: Fundamentals of Geology with Laboratory
GEO 204: Earth Materials I
GEO 218: Evolution of the Earth
GEO 302: Stratigraphy and Sedimentology
GEO 310: Geomorphology
GEO 343: Field Methods for Geoscientists
GEO 350: Applied Field Geology (3 credits)
GEO 411: Structural Geology and Tectonics
GEO 490: Geology Capstone Seminar: Regional Tectonics

Also required:
CHM 101: General Chemistry I

Choose one of the following:
PHS 101: Fundamental Physics I
PHS 201: General Physics I

Choose one of the following:
MAT 175: Calculus I
MAT 210: Probability and Statistics
Choose 12 semester hours from the following:
ESC 321: Introduction to Geographic Information Systems
ESC 322: Remote Sensing
ESC 345: Soil Science
GEO 245: Geoscience Research Methods
GEO 305: Earth Materials II
GEO 316: Geochemistry
GEO 318: Geology of the National Parks and Monuments
GEO 320: The Geology of Natural Resources
GEO 330: Paleoclimate and Global Change
GEO 345: Practical Geoscience Research I
GEO 349: Geomechanics
GEO 354: Sedimentary Basin Analysis
GEO 445: Practical Geoscience Research II
GEO 450: Internship
GEO 483: Thesis in Geology
or other courses approved by the geology faculty.

Minor Student Learning Outcomes
Students who graduate with a minor in geology will be able to:

1. Describe the physical and chemical properties of the solid Earth, geologic time and Earth history, and geologic processes in the context of plate tectonics theory;
2. Demonstrate competence in fundamental geological skills and quantitative analysis including mineral and rock identification, interpretation of topographic and geologic maps and cross-sections, and the ability to collect and interpret field and laboratory observations;
3. Effectively communicate geologic knowledge and interpretations using written, oral, and graphical skills.

Geology Minor
A minimum of 23 semester hours is required, including:
GEO 101 and 104: Fundamentals of Geology with Laboratory
GEO 204: Earth Materials I
GEO 218: Evolution of the Earth
GEO 343: Field Methods for Geoscientists

Also required:
Eight semester hours of geology electives approved by the geology faculty, of which at least six semester hours must be upper-division.

Geology courses

CHM 101
General Chemistry I
Semester: Fall
Semester Hours: 4
This course introduces students to the science of chemistry. The concepts of atoms, molecules, bonding, and energy successfully explain the properties of matter and how reactions happen. Goals of this course include introducing students to representative materials and reactions, to important models and theories of the science, and to the symbols and language of chemists. The laboratory will involve observations of elements, compounds and their reactions (including synthesis), and quantitative measurements of properties or amounts of matter. Three hours of lecture, one two-hour laboratory session, and one hour of recitation per week.
Prerequisite: MAT 100 with a grade of C- or higher, or placement into higher mathematics course

ESC 321
Introduction to Geographic Information Systems
Semester: Fall
Semester Hours: 4
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.

ESC 322
Remote Sensing
Semester: Spring
Semester Hours: 4
This course introduces the principles of remote sensing to students who are new to the field but who have experience with GIS (particularly with ArcMap). The focus is on hands-on application of remote sensing data and workflows to natural resource management, earth science, and environmental systems monitoring.

ESC 345
Soil Science
Semester: Spring; Alternate years
Semester Hours: 3
This course provides an introduction to the physical, chemical, and biological properties of soils. Lectures, in-class lab activities, and field work will provide students with an overview of soil formation and classification, nutrient cycling, and land resource planning and protection. Students will also have the opportunity to interact with soil science professionals in the classroom and field.
Prerequisite: CHM 101, GEO 101, and GEO 104

GEO 101
Fundamentals of Geology
Semester: Fall and Spring
Semester Hours: 3
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 recommended two-hour laboratory per week, plus field trips. This course fulfills a natural science core curriculum requirement, and if taken with GEO 104, may fulfill the natural science with lab requirement.

GEO 104
Fundamentals of Geology Laboratory
Semester: Fall and Spring
Semester Hours: 1
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: GEO 101 or GEO 218

GEO 120
Earth's Weather and Climate
Semester: Fall
Semester Hours: 3
This course introduces students to weather and climate patterns and phenomena from across the globe. Students will be exposed to the forcing mechanisms that drive weather and climate systems including the sources of energy and the interactions among the atmosphere, the behavior of air masses and atmospheric circulation, severe weather, and climate change including human-induced climate modification. Activities will include regular discussions about relevant topics drawing on the scientific literature.

GEO 204
Earth Materials I
Semester: Fall
Semester Hours: 4
This course involves a detailed study of rocks and minerals and the environments in which they form. The course is very hands-on with emphasis placed on the identification of minerals and rocks in hand specimens and under the optical microscope. Three hours of lecture, one two-hour laboratory per week, and occasional all-afternoon field trips.
Prerequisite: GEO 101 and GEO 104
Corequisite: CHM 101

GEO 218
Evolution of the Earth
Semester: Spring
Semester Hours: 3
A survey of the major geologic events that have shaped the Earth through time, techniques for telling time geologically, and the connections between the evolution of life and geologic processes and/or events will be covered in this course. Special attention will be given to the regional geologic and environmental history of Montana and the

surrounding area. Three hours of lecture per week and several day- or weekend-long field trips to examine local geologic features will be required. This course fulfills a natural science core curriculum requirement, and if taken with GEO 104, may fulfill the natural science with lab requirement. Additionally, this course will provide a temporal context for many geologic features and concepts for geology majors and minors.

GEO 220
Natural Hazards and Disasters
Semester: Spring
Semester Hours: 3
This course is a survey of Earth processes through an examination of natural hazards including causes and effects of earthquakes, tsunamis, volcanoes, floods, landslides, hurricanes, tornadoes, wildfires, climate change, and impacts of extraterrestrial objects. Each of these phenomena are studied in the context of geology and earth-system processes (e.g., earth materials and plate tectonic theory) that contribute to and control them. For each topic, there is focus on personal and societal adjustments to these hazards.

GEO 240
Regional Geology
Semester: Fall and Spring; Offered at discretion of department
Semester Hours: 1
The geology of a location within the United States or abroad that emphasizes the area's geologic history, petrology, stratigraphy, structure, tectonics and/or geomorphology. Lectures on the geology and other aspects of the area will precede field trips that take place during vacations or on long weekends. May be repeated once for credit. Fee required.
Prerequisite: GEO 101

GEO 245
Geoscience Research Methods
Semester: Fall and Spring
Semester Hours: 2
This is a sophomore-level course intended for geology majors that plan to conduct an undergraduate research project. Students will be exposed to the fundamentals of geoscience research. Topics will include research hypothesis generation, literature searches, scientific literature interpretation, data collection, and the basics of presenting findings in written and oral formats. Students must apply for acceptance to the course. Students who complete this course are eligible to enroll in GEO 345: Practical Geoscience Research I.
Prerequisite: sophomore standing; GEO 101, GEO 104, GEO 218, and permission of the instructor

GEO 299
Directed Reading
Semester: Offered at discretion of department
Semester Hours: 1-3
This course allows a 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. A maximum of three credits will count toward the student's major requirements.

GEO 302
Stratigraphy and Sedimentology
Semester: Fall; Alternate years
Semester Hours: 4
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 are required. Three hours of lecture and one two-hour laboratory per week.
Prerequisite: GEO 204 and GEO 343

GEO 305
Earth Materials II
Semester: Spring; Alternate years
Semester Hours: 4
In this course, students build on skills learned in GEO 204 with emphasis on origin and makeup of igneous and metamorphic rocks. This course covers recognition, description, and classification using hand specimen and optical microscopy. Textures, occurrences, and processes are emphasized in practical exercises. The course provides an introduction to geochemical data and field occurrences of igneous and metamorphic rocks. Three hours of lecture, one two-hour laboratory per week, and occasional all-afternoon field trips. The final project is a poster presentation involving a literature review and synthesis of a major igneous or metamorphic region (e.g., Yellowstone, Hawaii, Beartooth Mountain Range).
Prerequisite: GEO 204

GEO 310
Geomorphology
Semester: Fall; Alternate years
Semester Hours: 4
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 are required. Three hours of lecture and one two-hour laboratory per week.
Prerequisite: GEO 218 and GEO 343

GEO 316
Geochemistry
Semester: Spring; Even years
Semester Hours: 4
Scientific literature and other resources will be used to illustrate the current ideas about the mechanisms that control water quality and chemistry in aqueous systems. Lecture topics will include hydrogeology, acid-base and reduction-oxidation reactions in natural systems, the geochemistry of metals, stable isotope geochemistry, and case studies of contaminated sites in Montana and throughout the West. Laboratory exercises will include basic sample collection, measurement of major ion concentration, and geochemical modeling with several field exercises. Three hours of lecture and two hours of laboratory per week. This course is cross-listed with CHM 316 and ESC 316.
Prerequisite: CHM 101; GEO 101 is recommended

GEO 318
Geology of the National Parks and Monuments
Semester: Spring; Alternate years
Semester Hours: 3
This course introduces the geology of the national parks of the western United States. Preference is given to the parks and monuments of Montana, Wyoming, and North and South Dakota, given their proximity to the College. The lecture class is structured such that each week a new feature of the geology of the selected park is introduced. Students will choose a topic of interest to investigate for class presentations. There is a required multi-day field trip. This course may be offered during either the fall or the spring semester, depending on the field locale.
Prerequisite: GEO 101, GEO 104, and GEO 218; or permission of the instructor

GEO 320
The Geology of Natural Resources
Semester: Spring
Semester Hours: 4

This course involves the study of geologic processes that produce metal ores (e.g., rare earth elements, precious metals), fossil fuels (coal, oil, and natural gas), and renewable energy (e.g., geothermal energy). The course will also investigate the environmental issues associated with resource extraction and use. Emphasis is placed on regional deposits with field trips to appropriate sites. Three hours of lecture with two-hour lab.
Prerequisite: GEO 101, GEO 104, and GEO 218

GEO 330
Paleoclimate and Global Change
Semester: Spring; Alternate years
Semester Hours: 3
This course is designed for geology majors, geology minors, upper-level environmental science majors, and other upper-level science majors with interest in the climate of the Earth throughout its history. Scientific literature and other resources will be used to illustrate the current ideas about the mechanisms that drive Earth's climate system on the plate tectonic timescale, glacial timescale, and short-term timescale. Topics will include Earth's climate system, paleoclimate proxies and paleothermometers, atmospheric chemistry and climate, controls and effects of oceanic circulation on climate, the effects of geologic features on climate (volcanoes, supercontinents, ice sheets, etc.), and the effects of biologic organisms on climate and vice versa. Three hours of lecture per week.
Prerequisite: GEO 101, CHM 101

GEO 343
Field Methods for Geoscientists
Semester: Fall
Semester Hours: 4
This practical course in basic field techniques focuses on the use of the fundamental tools of geologic field work including topographic and geologic maps, air photos, the Brunton compass, hand-held GPS, and Jacob's staff. Students draft cross-sections, geologic maps, and stratigraphic columns, and prepare geologic reports using proper scientific writing and data analysis techniques. This course should be taken during sophomore or junior year. One hour of lecture and a two-hour laboratory per week. This course does not serve as a substitute for GEO 350 or equivalent. Students should expect several mandatory field trips. Some will require camping and strenuous hiking in mountain settings.
Prerequisite: GEO 101, GEO 104, and MAT 110 or satisfactory score on a math placement exam

GEO 345
Practical Geoscience Research I
Semester: Fall and Spring
Semester Hours: 2
This is a junior-level course for students that have completed GEO 245: Geoscience Research Methods and have initiated an undergraduate research project. Topics will include a continuation of the concepts introduced in GEO 245 tailored to the student's specific research project. Emphasis will be on identifying appropriate methods of data collection, manipulation, and presentation. Students will meet regularly as a group for discussion and literature review and one-on-one with a faculty mentor.
Prerequisite: GEO 245

GEO 349
Geomechanics
Semester: Fall; Alternate years
Semester Hours: 3
This course is a non-laboratory course that will provide an introduction to evaluating rock strength and the mechanical criteria used to predict and analyze rock failure at a variety of scales. In this course, we will discuss the mechanical laws that help us quantify rock deformation under the influence of stress. Concepts such as force and stress will be discussed through the lens of elasticity theory. Through problem sets and field exercises, students will investigate stress-strain relationships, the distribution of stress within the crust, and the associated failure characteristics (e.g., joints, fractures, and faults). This analysis of brittle structures has important implications for reservoir evaluation and petroleum extraction. One required multi-day field trip.
Prerequisite: GEO 101, MAT 175 or MAT 210, PHS 101 or PHS 201; or permission of the instructor

GEO 350
Applied Field Geology
Semester: Summer; Offered at discretion of department
Semester Hours: 3-6
This course must be taken through another academic institution and approved by the student's RMC academic advisor prior to enrollment in the course. An approved course must have the following components: geologic mapping on topographic and aerial photograph bases, use of the geologic compass as a mapping and field surveying tool, coverage of a wide variety of rock types and geologic settings, and use of hand-held GPS. Students will also 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. This course typically lasts five or six weeks. An additional field fee is required.
Prerequisite: GEO 302, GEO 305, GEO 343, GEO 411

GEO 354
Sedimentary Basin Analysis
Semester: Spring; Alternate years
Semester Hours: 3
A synthesis of sedimentology, stratigraphy, geophysics, and tectonics related to sedimentary basins is examined in this course. Emphasis will be on the genesis and architecture of modern and ancient examples of various basin settings and their relationship of petroleum generation and extraction. Topics will include a survey of deposystem types, the role of the Earth's crust in basin genesis, subsidence analysis, subsurface models, stratigraphic correlation, and basin models. Petroleum producing sedimentary basins of Montana, Wyoming, and the Dakotas will be studied in detail. Lectures and exercises will include interpretation of scientific literature, field trips, and computer modeling.
Prerequisite: GEO 204 and GEO 218

GEO 411
Structural Geology and Tectonics
Semester: Spring; Alternate years
Semester Hours: 4
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. Three hours of lecture, one two-hour laboratory per week, and occasional all-afternoon field trips. As a follow-up to the GEO 343 report, the final paper is a paper focused on synthesizing the structural and tectonic evolution of the northern Bighorn Basin.
Prerequisite: GEO 204, GEO 343, MAT 110 or satisfactory score on a math placement exam

GEO 445
Practical Geoscience Research II
Semester: Fall and Spring
Semester Hours: 2

This is a senior-level course for students that have completed GEO 345 and are in the final stages of an undergraduate research project. Topics will include written and oral presentation skills and strategies and research grant proposal preparation. Students will meet regularly as a group for discussion and literature review and one-on-one with a faculty mentor. Additionally, students will meet with and serve as mentors for students in GEO 245 and GEO 345.
Prerequisite: GEO 345

GEO 450
Internship
Semester: Offered at discretion of department
Semester Hours: 1-12
This course is a guided experience either in industry or governmental work. 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. Pass/no pass grading. Contract is required. A maximum of 3 credits will count toward the student's major requirement.
Prerequisite: junior or senior standing and permission of instructor

GEO 483
Thesis in Geology
Semester: Offered at discretion of department
Semester Hours: 3
This course provides research in geology resulting in a formal written paper, oral presentation, and approval by faculty.
Prerequisite: junior or senior standing and permission of professor

GEO 490
Geology Capstone Seminar: Regional Tectonics
Semester: Spring
Semester Hours: 3
This capstone course in the geology degree program combines literature reviews with local field research. The focus is on collection and synthesis of field data in order to solve tectonic problems. Field skills along with oral and/or written presentations are emphasized. All field trips are mandatory. These trips will involve hiking, camping, and other outdoor activities in mountainous terrain. The final paper covers the tectonic and stratigraphic evolution of the Western Cordillera.
Prerequisite: senior standing in geology or permission from instructor

GEO 499
Directed Reading
Semester: Offered at discretion of department
Semester Hours: 1-3
This course allows a 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. A maximum of three credits will count toward the student's major requirements.
Prerequisite: junior or senior standing

MAT 175
Calculus I
Semester: Fall
Semester Hours: 4
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 MAT 110

MAT 210
Probability and Statistics
Semester: Fall, Spring, and Summer
Semester Hours: 3
This course provides a non-calculus-based study of discrete probability theory and its statistical applications. Distribution theory and its applications in hypothesis testing and setting confidence intervals are discussed.
Prerequisite: MAT 100 or satisfactory score on a placement exam

PHS 101
Fundamental Physics I
Semester: Fall; Alternate years
Semester Hours: 4
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 to have 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 PHS 201 and PHS 202 instead. Three lecture periods and one two-hour laboratory per week.

PHS 201
General Physics I
Semester: Fall
Semester Hours: 4
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.
Corequisite: MAT 175

Health and Human Performance

Amanda Botnen, Professor
Mindie Clark, Assistant Professor
Patrick Hughes, Assistant Professor
Christopher Irvine, Assistant Professor

The health and human performance 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 health and human performance 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 multidisciplinary education by applying creative problem-solving and communication skills in professional settings.

Major Learning Outcomes
Human Performance
Students who graduate with a concentration in human performance will be able to:
1. Demonstrate proficiency in applying evidence-based principles and skills specific to health and human performance;
2. Ability to use written, oral, and digital communication formats to convey ideas and information to health and human performance professionals;
3. Apply critical thinking and evaluation strategies to real-world situations through research, laboratory experience, service learning, and field internships;
4. Accurately and ethically evaluate the health and human performance of various populations.

Health Sciences
Students who graduate with a concentration in health sciences will be able to:
1. Apply knowledge and skills of the self, others, and social systems to identify problems, create a plan, and implement solutions related to psychological, sociocultural, and biological factors that influence health and wellness;
2. Demonstrate proficiency in applying evidence-based principles and skills specific to health science;
3. Ability to communicate effectively through written, oral, and digital communication formats to convey ideas and information to diverse audiences;
4. Apply critical thinking and evaluation strategies to real-world situations through research, laboratory experience, service learning, and field internships;
5. Demonstrate innovative thinking by applying complex concepts, developing creative solutions, or use previous solutions in creative and adaptive ways for breakthrough thinking in the field;
6. Engage in meaningful reflection to identify, interpret, and evaluate personal, cultural, and professional values to guide ethical decision-making.

Major in Health and Human Performance
Two concentrations are offered under the health and human performance major:
Human Performance
Health Sciences

Human Performance Concentration
A minimum of 52 semester hours* is required, including:
HHP 101: Introduction to Health and Human Performance
HHP 161: Foundations of Human Structure and Function**
HHP 171: Nutrition
HHP 210: Health and Wellness Theories and Applications
HHP 221: Clinical Kinesiology
HHP 223: Prevention and Care of Athletic Injuries
HHP 316: Motor Development and Learning
HHP 321: Biomechanics
HHP 330: Psychology of Sport & Exercise
HHP 357: Physiology of Exercise
HHP 437: Exercise Testing and Prescription
HHP 442: Research Methods in Health and Human Performance
HHP 450: Internship (5 credits)
HHP 471: Sports Nutrition
HHP 490: Senior Seminar

Choose one of the following:
HHP 447: Advanced Theories of Strength Training and Conditioning
HHP 478: Therapeutic Exercise and Advanced Functional Training

*Additionally, First Aid/CPR certification is required before graduation. Verification of your certification should be submitted to the Human Performance Advisor prior to submission of your graduation application.
**May substitute BIO 321 Anatomy and Physiology for HHP 161 Foundations of Human Structure and Function.

Health Sciences Concentration
A minimum of 37 semester hours* in HHP courses and a minimum of 31 credits of related coursework, including:
HHP 101: Introduction to Health and Human Performance
HHP 171: Nutrition
HHP 221: Clinical Kinesiology
HHP 223: Prevention and Care of Athletic Injuries
HHP 316: Motor Development and Learning
HHP 321: Biomechanics
HHP 357: Physiology of Exercise
HHP 442: Research Methods in Health and Human Performance
HHP 450: Internship (5 credits)
HHP 478: Therapeutic Exercise and Advanced Functional Training
HHP 490: Senior Seminar
PHA 247: Medical Terminology
BIO 120: Principles of Biology
CHM 101: General Chemistry I
CHM 102: General Chemistry II
BIO 321: Human Anatomy and Physiology I
BIO 322: Human Anatomy and Physiology II
PSY 101: General Psychology
SOC 101/225: Introduction to Sociology/Sociology of Public Health
MAT 210: Probability and Statistics

*Minimum major GPA 3.00, recommended 3.50
**First Aid/CPR certification is required before graduation. Verification of your certification should be submitted to the Health Sciences advisor prior to submission of your graduation application.

Highly Recommended
HHP 437: Exercise Testing and Prescription
HHP 471: Sport Nutrition
PHS 101: Fundamental Physics I
PHS 102: Fundamental Physics II
BIO 203: Genetics
BIO 350: Microbiology
PSY 205: Human Development I
PSY 206: Human Development II
PSY 305: Abnormal Psychology
CHM 220: Fundamental Organic Chemistry
CHM 452: Biochemistry
CHM 251: Organic Chemistry I
CHM 252: Organic Chemistry II
IDS 160: Careers in Health Sciences
IDS 260: Investigating Careers in Health Sciences
IDS 360: Preparing for a Health Science Career

Major in Health and Human Performance K-12 Education
A minimum of 34 semester hours is required, including:
HHP 108: Professional Activities
HHP 171: Nutrition
HHP 210: Health and Wellness Theories and Applications
HHP 221: Clinical Kinesiology
HHP 223: Prevention and Care of Athletic Injuries
HHP 316: Motor Development and Learning
HHP 412: Management of Health Enhancement and Sport Programs
PAC 108: Swimming

Choose one of the following:
BIO 321: Human Anatomy and Physiology

HHP 161: Foundations of Human Structure and Function

Choose two of the following:
HHP 321: Biomechanics
HHP 357: Physiology of Exercise
HHP 471: Sport Nutrition
HHP 478: Therapeutic Exercise and Advanced Functional Training

*First aid/ CPR certification required before graduation

This option meets Montana's health certification requirements. In addition, students must complete the professional education program for K-12 education majors as described in the "Education" section of the catalog. Students seeking an endorsement in K-12 physical education must earn a minimum grade of "C" in all required HHP courses, including prerequisites.

Minor Learning Outcomes

Coaching
Students who graduate with a minor in coaching will be able to:
1. Develop and implement an athlete-centered coaching philosophy;
2. Design and implement coaching and skill-development strategies effectively;
3. Develop a plan to evaluate and treat basic athletic injuries;
4. Develop sound administrative coaching practices; and
5. Use written, oral, and digital communication formats to convey ideas and information to various populations.

Exercise Science
Students who graduate with a minor in exercise science will be able to:
1. Acquire a basic understanding of human movement science;
2. Effectively communicate evidence-based concepts in health and human performance; and
3. Demonstrate the ability to apply concepts of health and human performance to various constituencies.

K-12 Physical Education
Students who graduate with a minor in K-12 physical education will be able to:
1. Demonstrate a critical understanding and awareness of important concepts in health and human performance;
2. Demonstrate the ability to connect concepts of health and human performance to physical education; and
3. Demonstrate ethical reasoning in health, physical activity, nutrition, sport, and exercise sciences.

Minor in Coaching
A minimum of 24 semester hours is required, including:
HHP 161: Foundations of Human Structure and Function
HHP 171: Nutrition
HHP 221: Clinical Kinesiology
HHP 223: Prevention and Care of Athletic Injuries
HHP 330: Psychology of Sport & Exercise
HHP 412: Management of Health Enhancement and Sport Program
HHP 424: Contemporary and Ethical Issues in Sports

Choose two of the following:
HHP 301: Officiating High School Sports
HHP 302: Basketball Coaching
HHP 303: Football Coaching
HHP 305: Track and Field Coaching
HHP 306: Volleyball Coaching
HHP 307: Baseball and Softball Coaching
HHP 308: Strength and Conditioning Coaching
HHP 311: Soccer Coaching

*First aid/CPR certification required before graduation.

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.

Minor in Exercise Science
A minimum of 25 semester hours in HHP courses, with at least 6 semester hours in upper-division courses, including:
HHP 161: Foundations of Human Structure and Function
HHP 171: Nutrition
HHP 221: Clinical Kinesiology
HHP 316: Motor Development and Learning
HHP 321: Biomechanics
HHP 357: Physiology of Exercise

Choose one of the following:
HHP 330: Psychology of Sport & Exercise
HHP 471: Sport Nutrition
HHP 477: Advanced Theories of Strength Training and Conditioning
HHP 478: Therapeutic Exercise and Advanced Functional Training

Minor in K-12 Physical Education
A minimum of 24 semester hours is required, including:
HHP 108: Professional Activities
HHP 161: Foundations of Human Structure and Function
HHP 171: Nutrition
HHP 210: Health and Wellness Behavior Theories and Application
HHP 223: Prevention and Care of Athletic Injuries
HHP 316: Motor Development and Learning
PAC 108: Swimming
EDC 346: Methods and Materials: Teaching Health and PE in the Elementary School

Choose one of the following:
HHP 321: Biomechanics
HHP 357: Physiology of Exercise

*First aid/CPR certification required before graduation.

Students must also complete the professional education program as described in the "Education" section of the catalog. Students seeking an endorsement in K-12 physical education must earn a minimum grade of "C" in all required HHP courses, including prerequisites.

Health and Human Performance courses

BIO 120
Principles of Biology
Semester: Fall and Spring
Semester Hours: 4
An introductory course that covers cell structure and metabolism, patterns of inheritance, molecular genetics, evolutionary mechanisms, and diversity. The weekly laboratory sessions teach basic laboratory skills, experimental design, application of statistics, and communication of results via laboratory reports. This course is appropriate for both majors and non-majors. Three hours of lecture and one two-hour laboratory period per week.

BIO 321
Human Anatomy and Physiology I
Semester: Fall
Semester Hours: 4

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, 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.
Prerequisite: BIO 120 and CHM 101 and CHM 102 with a grade of C- or higher. CHM 251 and CHM 252 and PHS 102 or PHS 202 are highly recommended.

BIO 322
Human Anatomy and Physiology II
Semester: Spring
Semester Hours: 4
In this continuation of BIO 321, 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: BIO 321 with a grade of C- or higher

CHM 101
General Chemistry I
Semester: Fall
Semester Hours: 4
This course introduces students to the science of chemistry. The concepts of atoms, molecules, bonding, and energy successfully explain the properties of matter and how reactions happen. Goals of this course include introducing students to representative materials and reactions, to important models and theories of the science, and to the symbols and language of chemists. The laboratory will involve observations of elements, compounds and their reactions (including synthesis), and quantitative measurements of properties or amounts of matter. Three hours of lecture, one two-hour laboratory session, and one hour of recitation per week.
Prerequisite: MAT 100 with a grade of C- or higher, or placement into higher mathematics course

CHM 102
General Chemistry II
Semester: Spring
Semester Hours: 4
This course builds upon the principles introduced in CHM 101 to introduce the topics of thermodynamics, solution-phase chemistry, chemical kinetics, equilibrium, acid-base chemistry, electrochemistry, and nuclear chemistry. The laboratory experiments for this course will emphasize quantitative data collection and analysis. Three hours of lecture, one two-hour laboratory session, and one hour of recitation per week.
Prerequisite: CHM 101 with a grade of C- or higher

EDC 346
Methods and Materials: Teaching Health and PE in the Elementary School
Semester: Fall
Semester Hours: 4
This course introduces students to the methods and materials fundamental to teaching health enhancement and physical education to elementary school-age children. Content will include concepts of teaching health and physical education, National Standards, and curriculum organization. Content will emphasize the inclusion of all children actively involved, and a multi-cultural approach. Planning for an overlap of teaching within all subject areas will be emphasized.
Prerequisite: EDC 040, admission to the teacher education program

HHP 101
Introduction to Health and Human Performance
Semester: Fall
Semester Hours: 1
This course will introduce students to the Health and Human Performance curriculum and expected standards. Students will be introduced to a variety of future career options related to health and human performance through speakers and research. Students will also be introduced to scientific writing and the importance of communication of information through writing.

HHP 108
Professional Activities
Semester: Fall
Semester Hours: 3
This course is designed to introduce and direct students toward a level of proficiency in team-sports activities, individual sport activities, and in lifetime and fitness activities. Within each activity students will be assessed by their growth in skill level, rule knowledge, and strategic application. Activities include orienteering, ultimate frisbee, cooperative activities, American Indian and multicultural games, fitness testing, educational gymnastics, soccer, team handball, badminton, pickleball, and others.

HHP 122
First Aid/CPR/Safety Education
Semester: Offered at discretion of department
Semester Hours: 2
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.

HHP 161
Foundations of Human Structure and Function
Semester: Fall
Semester Hours: 3
Students examine the basic foundations and functions of the human body, including the skeletal, muscular, nervous, cardiovascular, digestive, and respiratory systems. Laboratory experiences focus on the nomenclature, structure, and function of these systems.

HHP 171
Nutrition
Semester: Fall and Spring
Semester Hours: 3
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.

HHP 210
Health and Wellness Theories and Applications
Semester: Spring
Semester Hours: 3
Topics covered in this course include community/environmental health, consumer issues, death and dying, healthy lifestyles, infectious diseases, medical ethics, psychological health, risk factor management, sexuality, and substance abuse.

HHP 221
Clinical Kinesiology
Semester: Fall and Spring
Semester Hours: 4

Explores the anatomical structures and mechanical aspects of human motion. Students will learn the processes by which neuromuscular functions are involved in movement and sport performance.
Prerequisite: HHP 161 or BIO 321

HHP 223
Prevention and Care of Athletic Injuries
Semester: Fall and Spring
Semester Hours: 4
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.

HHP 299
Directed Reading
Semester: Offered at discretion of department
Semester Hours: 1-3
This course allows a 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.

HHP 301
Officiating High School Sports
Semester: Fall
Semester Hours: 2
Students demonstrate knowledge and practical skills in officiating a minimum of three 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, or youth sports officials.

HHP 302
Basketball Coaching
Semester: Spring
Semester Hours: 2
Coaching theories of basketball are examined, including fundamentals, techniques, strategies, practice sessions, utilization of personnel, and the ethics of coaching.

HHP 303
Football Coaching
Semester: Spring; Even years
Semester Hours: 2
Coaching theories of football are examined, including skills, systems of play, practice sessions, strategies, conditioning, personnel utilization, offseason programs, and the ethics of coaching.

HHP 305
Track and Field Coaching
Semester: Offered at discretion of department
Semester Hours: 2
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.

HHP 306
Volleyball Coaching
Semester: Spring; Odd years
Semester Hours: 2
This course covers mechanical analysis and study of coaching theories, including but not limited to, skills, strategies, and systems of play.

HHP 307
Baseball and Softball Coaching
Semester: Offered at discretion of department
Semester Hours: 2
Theories of coaching baseball and softball are examined, including skills, strategies, practice sessions, conditioning, teaching, and coaching the young athlete.

HHP 308
Strength and Conditioning Coaching
Semester: Fall and Spring
Semester Hours: 2
This course allows for experiential learning of current concepts in strength and conditioning. Additionally, it allows the opportunity to apply scientific knowledge of how to properly train athletes and clients for the primary goals of improving athletic performance and fitness. This course assists students in preparing for a profession in personal training and/or strength and conditioning.

HHP 311
Soccer Coaching
Semester: Offered at discretion of department
Semester Hours: 2
Theories of coaching soccer are examined, including skills, strategies, practice sessions, conditioning, teaching, and coaching the young athlete.

HHP 316
Motor Development and Learning
Semester: Fall and Spring
Semester Hours: 4
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.

HHP 321
Biomechanics
Semester: Fall and Spring
Semester Hours: 4
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. Concepts of biological/mechanical aspects of musculoskeletal structures are also included.
Prerequisite: HHP 221

HHP 330
Psychology of Sport & Exercise
Semester: Fall and Spring
Semester Hours: 3
Students will explore, discuss, and critically evaluate psychology theory and behaviors observed in sport and exercise contexts. Through this process, students are expected to critically evaluate their own perspectives and experiences surrounding sport and exercise psychology, and develop their own opinions surrounding relevant topics including motivation, attributions, arousal, goal-setting, confidence, and group effects. To facilitate development of communication, critical thinking, collaboration, and problem-solving skills, these topics will be discussed across different scenarios and populations.

HHP 357
Physiology of Exercise
Semester: Fall and Spring
Semester Hours: 4

Students explore the effects of exercise on the cardiorespiratory and neuromuscular systems. Physiological aspects of various training methods are examined. Laboratory experience is included.
Prerequisite: HHP 161 and HHP 171

HHP 412
Management of Health Enhancement and Sport Programs
Semester: Spring
Semester Hours: 3
Students explore the organization, supervision, and administration of various health enhancement and sport programs.

HHP 424
Contemporary and Ethical Issues in Sports
Semester: Spring
Semester Hours: 3
This capstone course covers issues of concern in sports today, such as substance abuse, gender issues, Title IX's impact on college sports, sportsmanship, standards of morality, questions of value, and rightness and wrongness.
Prerequisite: junior or senior standing

HHP 437
Exercise Testing and Prescription
Semester: Spring
Semester Hours: 3
This course is focused on guiding students to understand the methodology and implementation of exercise testing and prescription for the general and special population. This course will also provide knowledge on exercise testing techniques for all components of physical fitness.
Prerequisite: HHP 357

HHP 442
Research Methods in Health and Human Performance
Semester: Fall
Semester Hours: 3
This course is designed to introduce students to, and engage them in, the process of developing, executing, and evaluating research in the field of health and human performance. This course will discuss quantitative and qualitative approaches to research and how this data is used in the measurement, evaluation, and assessment of human performance.

HHP 450
Internship
Semester: Offered at discretion of department
Semester Hours: 1-12
This is a 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. The student must arrange the internship in agreement with the instructor and the Office of Career Services. Contract is required. Pass/no pass grading.
Prerequisite: junior or senior standing

HHP 471
Sport Nutrition
Semester: Fall and Spring
Semester Hours: 3
This course will cover the critical components of nutrition and how it relates to sport performance. The topics will include nutrient timing, daily caloric intake, sport-specific nutrition, vitamins & minerals, hydration, composition of diets, weight management, sports supplements, and environmental nutritional needs.
Prerequisite: HHP 171

HHP 477
Advanced Theories of Strength Training and Conditioning
Semester: Fall
Semester Hours: 3
This course is designed to provide a comprehensive overview of strength and conditioning. Emphasis is placed on the exercise sciences (including anatomy, exercise physiology, and biomechanics) and nutrition, exercise technique, program design, organization and administration, and testing and evaluation. Additionally, this course is designed to prepare students for the nationally accredited Certified Strength and Conditioning Specialist (CSCS) certification exam, as well as other certification tests (CPT, ACSM, etc.)
Prerequisite: HHP 321 and HHP 357

HHP 478
Therapeutic Exercise and Advanced Functional Training
Semester: Spring
Semester Hours: 3
This course's main purpose is to study the basic types of exercises applied in the treatment of disease and injury. The course is designed to explain the principles and apply the techniques of therapeutic exercise as they relate to athletic injury and disease. The advanced functional training portion identifies key movements required in athletics. Students will apply their knowledge in designing a program from the initial moment of injury throughout the healing process, until the athlete can safely return to play.
Prerequisite: HHP 161, HHP 223

HHP 490
Senior Seminar
Semester: Spring
Semester Hours: 2
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.
Prerequisite: HHP 442

HHP 499
Directed Reading
Semester: Offered at discretion of department
Semester Hours: 1-3
This course allows a 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

MAT 210
Probability and Statistics
Semester: Fall, Spring, and Summer
Semester Hours: 3
This course provides a non-calculus-based study of discrete probability theory and its statistical applications. Distribution theory and its applications in hypothesis testing and setting confidence intervals are discussed.
Prerequisite: MAT 100 or satisfactory score on a placement exam

PAC 108
Swimming
Semester: Spring
Semester Hours: 1

PHA 247
Medical Terminology
Semester: Offered at discretion of department
Semester Hours: 2

Open to any student. 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 core curriculum requirements.

PSY 101
General Psychology
Semester: Fall and Spring
Semester Hours: 3
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.

SOC 101
Introduction to Sociology
Semester: Fall
Semester Hours: 3
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 225
Sociology of Public Health
Semester: Spring
Semester Hours: 3
This course considers public health from a sociological perspective, situating the historical and present health management challenges facing the United States population in context. It will consider the emergence of 'public health' as an area of popular and political interest, the reasons for health disparities across the population, and the rise and fall of various health concerns. It will address the main public health problems of the present moment, including HIV/AIDS, diabetes, obesity, heart disease, cancer, and communicable diseases. It will also focus on the sociological impetuses for various public health movements, such as the anti-vaccination trend that the U.S. is currently experiencing. Overall, the course will expose students to the complex relationship between health, healthcare, and social forces.

History

Timothy Lehman, Professor
Jenifer Parks, Professor

The history program prepares students for professional work in history and political science and supports the liberal arts mission of the College. Whether serving a major or a core curriculum 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.

A history major prepares students for graduate study or for careers in teaching and public service. In recent years, history students have gone on to law school, graduate study in history and political science, political consulting, and careers in government and public service.

Major Learning Outcomes
Students who graduate with a major in history will be able to:
1. Express historical literacy in a specified field;
2. Interpret primary documents;
3. Sort and weigh different historical interpretations;
4. Ask significant historical questions;
5. Demonstrate proficiency in the mechanics of historical research;
6. Demonstrate competence and clarity in writing.

Major in History
A minimum of 33 semester hours is required, including:
Choose two of the following:
HST 103: History of Civilization I
HST 104: History of Civilization II
HST 232: The World Since 1945
HST 303: Reformation, Absolutism, and Enlightenment Europe, 1500-1789
HST 304: The Age of Revolution Europe, 1789-1914
HST 313: Europe Since 1914
HST 324: History of Russia to 1861
HST 325: History of Russia and the Soviet Union Since 1861
HST 370: Medieval History

Choose two of the following:
HST 211: American History I
HST 212: American History II
HST 260: Montana and the West
HST 263: America at War
HST 309: The United States in World Affairs
HST 311: History of Western America
HST 356: Indigenous Resistance and Survival
HST 363: Recent America
HST 365: American Environmental History

Choose one:
HST 490/POL 490: Seminar
HST 491: Seminar in Global History
HST 492: Seminar in American History
HST 493: Seminar in European History

Choose a second course from the preceding list, or one of the following courses:
POL 405: Mass Movements and Global Terrorism
POL 422: Revolutions and Revolutionaries
POL 427: The Crisis of Modernity

Fifteen elective semester hours from history or political science chosen in consultation with program faculty.

Major in History Education
A minimum of 33 semester hours is required. In addition, students must complete the professional education program for secondary teaching (grades 5-12) as described in the "Education" section of the catalog.

Choose one of the following:
HST 103: History of Civilization I
HST 104: History of Civilization II
HST 232: The World Since 1945
HST 356: Indigenous Resistance and Survival

Choose two of the following:
HST 303: Reformation, Absolutism, and Enlightenment Europe, 1500-1789
HST 304: The Age of Revolution Europe, 1789-1914
HST 313: Europe Since 1914
HST 324: History of Russia to 1861
HST 325: History of Russia and the Soviet Union Since 1861
HST 370: Medieval History

Choose one of the following:
HST 260: Montana and the West
HST 311: History of Western America

Choose two of the following:
HST 211: American History I
HST 212: American History II
HST 263: America at War
HST 309: The United States in World Affairs
HST 363: Recent America
HST 365: American Environmental History

Choose one:
HST 490/POL 490: Seminar
HST 491: Seminar in Global History
HST 492: Seminar in American History
HST 493: Seminar in European History

Choose a second course from the preceding list, or one of the following courses:
POL 405: Mass Movements and Global Terrorism
POL 422: Revolutions and Revolutionaries
POL 427: The Crisis of Modernity

Nine elective semester hours from history chosen in consultation with program faculty.

Major in Social Studies Broadfield Education
This major serves those who desire to teach in smaller school districts. A minimum of 51 semester hours is required, including 24 credits in history, 15 in political science, and 12 psychology. In addition, students must complete the professional education program for secondary teaching (grades 5-12) as described in the "Education" section of the catalog.

Choose one:
HST 103: History of Civilization I
HST 104: History of Civilization II

Choose one:
HST 260: Montana and the West
HST 311: History of Western America

Choose one of the following:
HST 303: Reformation, Absolutism, and Enlightenment Europe, 1500-1789
HST 304: The Age of Revolution Europe, 1789-1914
HST 313: Europe Since 1914
HST 324: Russian History to 1861
HST 325: History of Russia and the Soviet Union since 1861
HST 370: Medieval History

Choose two of the following:
HST 211: American History I
HST 212: American History II
HST 263: America at War
HST 363: Recent America
HST 365: American Environmental History

Choose one:
HST 490/POL 490: Seminar
HST 491: Seminar in Global History
HST 492: Seminar in American History
HST 493: Seminar in European History

Choose six semester hours of history electives.

Political Science:
POL 101: Introduction to Political Science
POL 203: American National, State, and Local Government
POL 321: History of Political and Social Thought

Choose six semester hours of upper-division political science electives.

Psychology:
PSY 101: General Psychology
PSY 206: Human Development II

Choose six semester hours of upper-division psychology electives.

Minor Learning Outcomes
Students who graduate with a minor in history or history education will be able to:
1. Develop a body of knowledge in a field of history;
2. Understand how historians interpret the past;
3. Ask significant historical questions;
4. Marshall historical evidence from historical texts, which may include primary and secondary sources, to support an argument;
5. Demonstrate competence and clarity in writing.

Minor in History
A minimum of 18 semester hours is required, including a minimum of nine semester hours in upper-division courses.

Choose one of the following:
HST 103: History of Civilization I
HST 104: History of Civilization II
HST 232: The World Since 1945
HST 303: Reformation, Absolutism, and Enlightenment Europe, 1500-1789
HST 304: The Age of Revolution Europe, 1789-1914
HST 313: Europe Since 1914
HST 324: History of Russia to 1861
HST 325: History of Russia and the Soviet Union Since 1861
HST 370: Medieval History

Choose one of the following:
HST 211: American History I
HST 212: American History II
HST 260: Montana and the West
HST 263: America at War
HST 309: The United States in World Affairs
HST 311: History of Western America
HST 356: Indigenous Resistance and Survival
HST 363: Recent America
HST 365: American Environmental History

Choose one:
HST 490/POL 490: Seminar
HST 491: Seminar in Global History
HST 492: Seminar in American History
HST 493: Seminar in European History

Nine elective semester hours from HST chosen in consultation with program faculty.

Minor in History Education
A minimum of 21 semester hours is required. In addition, students must complete the professional education program for secondary teaching (grades 5-12) as described in the "Education" section of the catalog.

Choose one of the following:
HST 103: History of Civilization I
HST 104: History of Civilization II
HST 232: The World Since 1945
HST 356: Native Resistance and Survival

Choose one of the following:
HST 303: Reformation, Absolutism, and Enlightenment Europe, 1500-1789
HST 304: The Age of Revolution Europe, 1789-1914
HST 313: Europe Since 1914
HST 324: History of Russia to 1861
HST 325: History of Russia and the Soviet Union Since 1861
HST 370: Medieval History

Choose one of the following:
HST 260: Montana and the West
HST 311: History of Western America

Choose two of the following:
HST 211: American History I
HST 212: American History II
HST 263: America at War
HST 309: The United States in World Affairs
HST 363: Recent America
HST 365: American Environmental History

Choose one:
HST 490/POL 490: Seminar
HST 491: Seminar in Global History
HST 492: Seminar in American History
HST 493: Seminar in European History

Three elective semester hours from history chosen in consultation with program faculty.

History courses

HST 103
History of Civilization I
Semester: Fall
Semester Hours: 3
This course examines the major political, social, economic, and cultural developments in world civilizations from the earliest human societies to 1450 CE. Taking a global approach, students will consider the past through a variety of historical viewpoints and different ways of interpreting history, crafting their own interpretations of the developments that have shaped our world.

HST 104
History of Civilization II
Semester: Spring
Semester Hours: 3
This course examines the major political, social, economic, and cultural civilizations from 1450 CE to the present. Taking a global approach, students will consider the past through a variety of historical viewpoints and different ways of interpreting history, crafting their own interpretations of the developments that have shaped our world.

HST 211
American History I
Semester: Fall
Semester Hours: 3
This course is an exploration of vital issues and ideas in American history from the contact of cultures through Reconstruction. Students will consider such issues as the formation of American identities, native responses to European colonization, slavery and race relations, the growth of democracy, and United States political culture from the Revolution through the Civil War.

HST 212
American History II
Semester: Spring
Semester Hours: 3
This course is an exploration of vital issues and ideas in American history from the Gilded Age to the present. Students will consider such issues as industrialism, reform movements, and the role of America in the world.

HST 232
The World Since 1945
Semester: Spring; Even years
Semester Hours: 3
This course explores the major developments in world society from the end of World War II to the present. Major themes of emphasis include the Cold War, decolonization, revolution, nation-building, civil war, social movements, political repression, genocide, terrorism, and globalization.

HST 260
Montana and the West
Semester: Spring; Odd years
Semester Hours: 3
Students survey the history of Montana in its regional context from its indigenous origins through 19th and 20th century economics, social, and political developments.

HST 263
America at War
Semester: Fall
Semester Hours: 3
This course will examine the selected moments in the nation's wartime experiences with a focus on how wars influenced American social and political life, including the growth of the American state, threats to civil liberties, changes in the lives of women and workers, and the effects of war on racial and ethnic minorities. We will also explore aspects of the ethical dimension of warfare, both in combat and on the home front.

HST 299
Directed Reading
Semester: Offered at discretion of department
Semester Hours: 1-3
This course allows a 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.

HST 303
Reformation, Absolutism, and Enlightenment Europe, 1500-1789
Semester: Spring; Even years
Semester Hours: 3

This course will trace the major political, economic, social, intellectual, and cultural developments in Europe from the late Middle Ages to the eve of the French Revolution.

HST 304
The Age of Revolution Europe, 1789-1914
Semester: Fall; Even years
Semester Hours: 3
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.

HST 309
The United States in World Affairs
Semester: Offered at discretion of department
Semester Hours: 3
This course studies United States foreign policy and diplomacy, including other American international activities, from 1917 to the present. This course is cross-listed with POL 309.

HST 311
History of Western America
Semester: Spring; Even years
Semester Hours: 3
Students will study the history of the trans-Mississippi West from the region's indigenous origins into the 21st century, with a focus on environmental, social, and political developments.

HST 313
Europe Since 1914
Semester: Spring; Odd years
Semester Hours: 3
Students examine political, cultural, social, and economic developments in Europe from the beginning of World War I to the present. Themes under examination will include nationalism, industrialization, capitalism, liberalism, imperialism, socialism, secularization, and urbanization as well as the period's major wars and revolutions.

HST 324
History of Russia to 1861
Semester: Fall; Even years
Semester Hours: 3
Focusing upon the medieval origins of early East Slavic societies and the formation of the Muscovite state and Russian Empire, this course emphasizes the political, economic, social, and cultural components of pre-revolutionary Russia from the 10th through the 19th centuries. Special attention will be given to themes of state-building, ethnicity, empire-building, and the role of gender, class, religion, and ideology.

HST 325
History of Russia and the Soviet Union Since 1861
Semester: Spring; Odd years
Semester Hours: 3
This course offers an in-depth exploration of Russian and Soviet political, social, and cultural history from the abolition of serfdom in 1861 to the present. Themes of emphasis include the rise of democratic and revolutionary movements in the late tsarist period, the Bolshevik Revolution of 1917, industrialization and collectivization, political repression, late Soviet society, Cold War relations, the collapse of the Soviet empire, and post-Soviet society and culture.

HST 356
Indigenous Resistance and Survival
Semester: Fall; Even years
Semester Hours: 3
This course is an exploration of the variety of military, political, and cultural responses by indigenous people to colonialism, especially in response to settler societies such as those in the Americas, South Africa, Australia, or New Zealand. Topics will include violence, strategies of resistance and accommodation, the formation of racial identities, environmental degradation, and ongoing struggles for autonomy in a global context.

HST 358
Topics in History
Semester: Offered at discretion of department
Semester Hours: 3
This course is an exploration of selected historical ideas, issues, and events. Topics will vary according to instructor interest and student demand, but will focus on central historical texts, important interpretive issues, and emerging scholarship. If the topic is different, students may take this course more than once.

HST 363
Recent America
Semester: Fall; Odd years
Semester Hours: 3
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
Semester: Fall; Odd years
Semester Hours: 3
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.

HST 370
Medieval History
Semester: Fall; Odd years
Semester Hours: 3
This course examines the history of Europe and the Mediterranean world during the Middle Ages (ca. 300-1500), beginning with the transformations of the Roman world in late antiquity and concluding with the origins of the early modern era. Special attention will be devoted to religious, social, and cultural topics, including the Roman papacy, monastic life, the crusades, the problem of heresy, the rise of persecutions, peasant society, and trends in late medieval spirituality.

HST 450
Internship
Semester: Offered at discretion of department
Semester Hours: 1-12
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. Pass/no pass grading.
Prerequisite: junior or senior standing

HST 490
Seminar
Semester: Fall
Semester Hours: 3
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. This course is cross-listed with POL 490.

HST 491
Seminar in Global History
Semester: Fall; Odd years (every other odd year)
Semester Hours: 3
Through readings and research, this course explores selected topics in global history. Topics may vary from year to year, but each seminar will engage an important topic in global history with attention to trends in historical research and a variety of historiographical approaches to the selected topic. Students will be guided through the research process and complete a major research project.
Prerequisite: junior or senior standing

HST 492
Seminar in American History
Semester: Fall; Even years
Semester Hours: 3
Through readings and research, this course explores selected topics in American history. Topics may vary from year to year, but each seminar will engage an important topic in American history with attention to trends in historical research and a variety of historiographical approaches to the selected topic. Students will be guided through the research process and complete a major research project.
Prerequisite: junior or senior standing

HST 493
Seminar in European History
Semester: Fall; Odd years (every other odd year)
Semester Hours: 3
Through readings and research, this course explores selected topics in European history. Topics may vary from year to year, but each seminar will engage an important topic in European history with attention to trends in historical research and a variety of historiographical approaches to the selected topic. Students will be guided through the research process and complete a major research project.
Prerequisite: junior or senior standing

HST 499
Directed Reading
Semester: Offered at discretion of department
Semester Hours: 1-3
This course allows a 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

POL 101
Introduction to Political Science
Semester: Fall
Semester Hours: 3
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 203
American National, State, and Local Government
Semester: Spring
Semester Hours: 3
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 204
Political Geography
Semester: Fall; Even years
Semester Hours: 3
This course introduces students to political geography as a field of inquiry, including the scholarly context, core ideas, terminology, major controversies, and complexities associated with taking a geographical perspective on political issues. Students will develop tools to think critically about the mutually constitutive relationship between politics and places, as well as the conflict-laden politics of human-environment relations. The readings, videos, music, and other materials used in the course are drawn from political geography, political science, the humanities, government and multilateral agencies, and substantive news and media outlets (e.g., Economist, National Geographic, and The World Bank). Course topics include the changing relationships between territory, sovereignty, and identity; globalization and environmental governance; and the paradoxes and contradictions of post-9/11 geopolitics.

POL 220
Political Leadership
Semester: Spring; Odd years
Semester Hours: 3
This course will survey various theories of leadership as applied to politics, as well as explore the biographies of the men and women who have shaped both local as well as global events. Theory is grounded to practical application, with an emphasis on the various styles, methods, and particular contexts within which individual leaders have come to power and how the exercise thereof has altered or reinforced their original goals and programs.

POL 225
Film and Politics
Semester: Spring
Semester Hours: 3
This course serves as an introduction to the study of politics and power relations through the modern medium of cinema. Films are treated as texts and cover a wide-ranging and diverse set of themes, such as electoral politics, race relations, education, censorship, political violence, capitalism, and gender issues.
Prerequisite: ENG 120

POL 299
Directed Reading
Semester: Offered at discretion of department
Semester Hours: 1-3
This course allows a 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.

POL 301
International Relations
Semester: Offered at discretion of department
Semester Hours: 3
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 20th-century world politics.
Prerequisite: a lower-division history course

POL 309
The United States in World Affairs

Semester: Offered at discretion of department
Semester Hours: 3
This course studies United States foreign policy and diplomacy, including other American international activities, from 1917 to the present. This course is cross-listed with HST 309.

POL 313
Environmental Politics
Semester: Spring; Even years
Semester Hours: 3
This course examines 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 318
Visions of Utopia
Semester: Offered at discretion of department
Semester Hours: 3
This course is an exploration of the persistent, yet elusive, quest for the ideal system of governance. The course explores how "perfect" systems have been visualized in theory, attempted in practice, and often lamented in retrospect. Readings are drawn from a variety of historical examples, dating back to the ancient world, and include several utopian and dystopian novels that illuminate the inherent conflict between necessary order and perfect freedom.

POL 321
History of Political and Social Thought
Semester: Fall
Semester Hours: 3
The development of political and social ideas from ancient Greece to the present is examined.
Prerequisite: POL 101

POL 327
Race and Class in America
Semester: Offered at discretion of department
Semester Hours: 3
Despite substantial efforts to provide economic opportunity for all Americans, a large and ethnically diverse underclass remains. In an effort to explain this phenomenon, this course directly confronts American perceptions on wealth, poverty, and race in order to more fully understand the confluence and contradictions among them. Course materials will include historical accounts, personal narratives, and sociopolitical analyses that explore concepts such as whiteness and blackness and explain the cultural and structural factors that limit life chances and prevent many from claiming their share of the elusive "American Dream."

POL 405
Mass Movements and Global Terrorism
Semester: Spring
Semester Hours: 3
An advanced seminar that focuses upon the sociocultural causes of violent mass movements. Terrorism is more properly understood as a specific type of political violence, and thus the course will seek to explain and understand the dynamic power struggles that underlie the phenomenon. Ultimately, strategies of counterterrorism and the prospect for peaceful reconciliation will be considered.
Prerequisite: POL 327 or permission of instructor

POL 412
Constitutional Law
Semester: Fall; Even years
Semester Hours: 3
A case-method approach to the landmark decisions of the Supreme Court, with an emphasis on the doctrine of judicial review and the role of the Court in interpreting the Constitution and shaping American legal culture. The course will focus on the exercise and limitations of federal power in the areas of the economy, civil rights, and individual liberties, as well as the Constitutional basis on which statutes and other regulatory provisions are adjudicated. Special attention will be given to Constitutional clauses related to free speech, due process, and equal protection under the law.
Prerequisite: POL 203 or permission of instructor

POL 422
Revolutions and Revolutionaries
Semester: Offered at discretion of department
Semester Hours: 3
An advanced seminar that seeks to answer one of the most important questions in the field: why men rebel. Relying heavily on primary sources, readings will include works of political theory, political biography, and narrative accounts of various historical examples of revolution as well as several profiles of the men and women engaged in both violent and nonviolent rebellion.
Prerequisite: POL 327 or permission of instructor

POL 427
The Crisis of Modernity
Semester: Offered at discretion of department
Semester Hours: 3
The dawn of the scientific revolution is much heralded as a turning point in world history, at which time man was emancipated from earlier forms of traditional rule. However, the divorce between tradition and the modern world is wrought with challenges and contradictions, such as the often-dichotomous relationships between religion and secularism, science and faith, and technology and nature. A primary goal of this course is to question whether mankind is headed in the right direction or if modernity has resulted in a net-negative for the human condition.
Prerequisite: POL 327 or permission of instructor

POL 450
Internship
Semester: Offered at discretion of department
Semester Hours: 1-12
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. Pass/no pass grading.
Prerequisite: junior or senior standing

POL 483
Research Assistantship
Semester: Offered at discretion of department
Semester Hours: 1-3
As an advanced research course designed primarily for students considering further study at the graduate level, this is an opportunity for students to work individually and in close consultation with a member of the faculty, based on the supervising advisor's particular research agenda. Principal tasks include data collection, literature review, preliminary analysis, and/ or other duties stipulated in an initial course contract.
Prerequisite: junior or senior standing

POL 490
Seminar
Semester: Spring
Semester Hours: 3

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. This course is cross-listed with HST 490.
Prerequisite: POL 321 or permission of instructor

POL 499
Directed Reading
Semester: Offered at discretion of department
Semester Hours: 1-3
This course allows a 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

PSY 101
General Psychology
Semester: Fall and Spring
Semester Hours: 3
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 206
Human Development II
Semester: Spring
Semester Hours: 3
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.

Honors Program

Matthew O'Gara, Professor of Political Science and Program Director

The honors program enhances the education of some of our finest students within an eight-semester-hour curriculum that allows them to work intensively with a single professor in the production of a project relevant to their 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 on historical or literary topics. Students in the sciences may wish to complete original research. Often, topics will be interdisciplinary. In all cases, students' projects are begun and completed with the approval and close support of the Honors Committee, their divisions, and their readers, 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 substantial credentials in their applications to graduate schools or employment opportunities.

The honors program at Rocky Mountain College is open to students who, at completion of the second semester of their sophomore year, have achieved a GPA of 3.40 or better or are recommended by a faculty member. Interested students may also petition the Honors Committee for admittance to the program.

Honors students enjoy reserved carrels in the library and may receive an increase in scholarship assistance as they pursue projects during their senior year (honors students enrolled in HON 490 are eligible for a $300 scholarship each semester they are enrolled in HON 490).

Spring Semester, Junior Year
Approved entrants participate in HON 309: Honors Proposal Development. Students will spend the semester selecting and developing topics related to their major field of study and will produce a research proposal to be presented to the Honors Committee for approval. Only well-developed proposals will be approved for academic support and possible funding by the Committee. Students who successfully defend their proposals then move forward with their projects, taking two semesters of HON 490 during their senior year.

Fall Semester, Senior Year
Honors students commence work on their projects in HON 490: Senior Honors Thesis.

Spring Semester, Senior Year
Honors students register for a second semester of HON 490: Senior Honors Thesis, climaxing in the defense and presentation of the completed project.

Honors Program courses

HON 309
Honors Proposal Development
Semester: Spring, Junior year
Semester Hours: 3
The goal of this course is to produce a research proposal of the highest academic caliber. Students will spend the semester selecting and developing relevant topics, learning the methodology of research design, formulating analytical research questions, and gathering scholarly research related to their chosen course of study. At the end of the semester the proposal is presented to the Honors Committee for approval, and only proposals approved by the Committee will receive academic support. Proposals not approved may be resubmitted, at the discretion of the Committee, with appropriate modifications.
Prerequisite: faculty nomination

HON 490
Senior Honors Thesis
Semester: Fall and Spring
Semester Hours: 6; 3 credits per semester
Students undertake senior theses approved by the Honors Committee and their divisions. Students sign a contract with their faculty readers (mentors) outlining their objectives, timelines, and final project. Students are expected to finish a rough draft of their projects by midterm of their second semester. Copies of the completed paper or a description of the project are due to the first (and second) reader and the director of the honors program by 4:00 p.m. on April 1 (November 1 for those planning to graduate in December). Students defend their theses mid-April (or mid-November) and present them to the College community during the year-end Undergraduate Research Symposium.
Prerequisite: HON 309

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 core curriculum requirements.

An IPS must be a pre-planned program of study; therefore, IPS proposals should be submitted to the Curriculum Committee by the end of the sophomore year.

Proposals offered after the sophomore year require approval of submission to the Committee by the academic vice president.

IPS proposals are reviewed by the Curriculum 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. Contact the Office of Student Records for further guidance on the preparation of an IPS proposal.

Interdisciplinary Studies

Interdisciplinary studies (IDS) courses at Rocky Mountain College provide students with the opportunity to cross disciplinary boundaries and acquire skills and knowledge that will prepare them for academic and professional success.

Interdisciplinary Studies courses

IDS 010
RMC Exit Assessment Exam
Semester: Fall, Spring, and Summer
Semester Hours: 0
IDS 010 is an online proficiency exam used to assess core curriculum outcomes. It is a critical component of the college assessment system. Results of this exam play an important role in evaluating the quality of an RMC education and guiding curricular improvement. Students are enrolled in the course automatically upon submission of a graduation application. The course is graded as pass/no pass. A passing grade is issued on completion of the exam.

IDS 111
College Success and Self Leadership
Semester: Fall and Spring
Semester Hours: 2
There are four essential elements of college student success: academic, financial, degree and social. This course will explore these interconnected topics and help students discover their strengths, interests, values and habits. This course is intended to help students discover new ideas, strategies, and resources to empower them to be successful, both academically and personally.

IDS 115
Indispensable Qualities of Leadership
Semester: Fall
Semester Hours: 3
This course is the study of the art of leadership and how leadership skills can be developed. We will study leaders throughout history, from Sun Tzu (of over 2,000 years ago) to the latest leadership examples. This course will utilize reading, classroom discussions, group participation efforts, and two films in the attempt to dissect the idea of leadership. This course will also look at “personal leadership” characteristics that will enable the student to achieve success at Rocky Mountain College and in society.

IDS 120
College Study Skills/Developmental Reading
Semester: Fall and Spring
Semester Hours: 2
Sponsored by Services for Academic Success (SAS), this course introduces major learning strategies that 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 160
Discovering Careers in Health Sciences
Semester: Offered at discretion of biology department
Semester Hours: 1
This seminar course is designed to expose new students to the breadth of health-related careers available to them with a degree from RMC, with plenty of time to tailor their undergraduate education to their chosen career path. Guest speakers with various backgrounds (MD, PT, PA, DMV, etc.) will speak each week, answer any questions students may have, and provide valuable networking contacts. This is the first of three courses in the “Medical Careers Pipeline."
Prerequisite: freshman standing

IDS 220
College Newspaper
Semester: Offered at discretion of department
Semester Hours: 1-3
Requires permission of the faculty advisor. Pass/no pass grading.

IDS 243
Scientific Writing and Analysis
Semester: Fall and Spring
Semester Hours: 2
Students will write clear and concise scientific papers and reports. Writing assignments will focus on grammatical requirements for formal scientific writing; abstracts; outlines and organization including paper, paragraph, and sentence structure; paraphrasing and citation usage; and methods of data presentation. A portion of the course will be devoted to data analysis, drafting of tables, and preparation of graphs. IDS 243 is required for biology and chemistry majors and minors.
Prerequisite: ENG 120 and declared major or minor in a natural science or permission of instructor

IDS 260
Investigating Careers in Health Sciences
Semester: Offered at discretion of biology department
Semester Hours: 1
Investigating Careers in Health Science guides students through a health science shadowing experience (20 hours) and a volunteer experience (20 hours). Students will attend a volunteering fair, keep journals and present their experiences orally to the class at the end of the semester. At

the end of this course, students will have made valuable contacts in their field of choice and laid the groundwork for a successful application to a graduate program in the health sciences (MD, PA, DMV, PT, etc.). This is the second of three courses in the “Medical Careers Pipeline."
Prerequisite: None; IDS160 is suggested

IDS 276
Irish Protest
Semester: Spring
Semester Hours: 1
The contentious political culture of Ireland has transitioned multiple times throughout the last 300 years. Governmental, non-governmental, religious, and local groups have emerged in the debate about governmental power in Ireland and Northern Ireland. This course will trace the current developments in Irish politics through a history of the IRA, Sinn Fein, Ulster Unionist, and Irish Nationalist party. The protest rhetoric in these social movements has framed the political identity of the citizens of these two countries. This course will track the progression of current developments in Irish politics by examining communication attributes of the various organizations that have engaged in the political protests. We will travel to Dublin, Belfast, Derry, Galway, and Dingle to gain diverse political and religious perspectives in the respective countries. Introductory material will be presented prior to departure so students have a historical and political context in which to understand the political protest and the cultural tours.

IDS 278
The Rhetoric of Irish Protest
Semester: Summer
Semester Hours: 1
This credit is earned by the students during the 12-day trip to Ireland in the May session. The contentious political culture of Ireland has transitioned multiple times throughout the last 300 years. Governmental, non-governmental, religious, and local groups have emerged in the debate about governmental power in Ireland and Northern Ireland. This course will trace the current developments in Irish politics through a history of the IRA, inn Fein, Ulster Unionist, and Irish Nationalist party. The protest rhetoric in these social movements has framed the political identity of the citizens of these two countries. This course will track the progression of current developments in Irish politics by examining communication attributes of the various organizations that have engaged in the political protests. We will travel to Dublin, Belfast, Derry, Galway, and Dingle to gain diverse political and religious perspectives in the respective countries. Introductory material will be presented prior to departure so students have a historical and political context in which to understand the political protest and the cultural tours.
Prerequisite: IDS 276

IDS 304
Negotiations
Semester: Fall
Semester Hours: 3
Negotiation is the art and science of securing agreements between two or more interdependent parties. The purpose of this course is to understand the theory and processes of negotiation as it is practiced in a variety of settings. The course highlights the components of an effective negotiation and teaches students to analyze their own behavior in negotiations. The course has a strong experiential component, providing students with an opportunity to develop their skills by participating in negotiations and integrating their experiences with the principles presented in the assigned readings and lectures.

IDS 305
Mediation
Semester: Spring
Semester Hours: 3
Mediation is an interdisciplinary field. Mediators come from all disciplines and walks of life. A potential mediator ought to possess the patience of Job, the hide of a rhinoceros, and the wisdom of Solomon. Mediation is an alternative to a decision rendered by a judge, arbitrator, or other decision-maker. Mediators help the parties in a dispute to engage in constructive and creative communication, which will allow them to explore the issues and reach a mutually acceptable resolution of their dispute. The goal of the course is to provide those basic skills necessary to further pursue mediation, either as a profession or as another arrow in the student’s quiver of practical and life skills.

IDS313
Enactus: Entrepreneurship in Action
Semester: Fall and Spring
Semester Hours: 2
Enactus students apply their innovative ideas to develop entrepreneurial projects that transform lives and shape a better, more sustainable world. Students will develop skills in leadership, communication, and teamwork through learning and practicing the principles of sustainable enterprise. Students select, plan, and implement real-world projects and compete annually at the national Enactus competition. This course can be taken a maximum of four times.

IDS 360
Preparing for a Health Science Career
Semester: Offered at discretion of biology department
Semester Hours: 1
This course is designed to give students pursuing health careers guidance in preparing their applications. Students will develop their cover letters, résumés, personal essays and other application materials, as well as participate in mock interviews. This is the final course in the three-course “Medical Careers Pipeline."
Prerequisite: None; IDS160 and IDS 260 are suggested

IDS 422
Methods and Materials: Teaching Natural Science in the Secondary School
Semester: Fall
Semester Hours: 2
This course emphasizes the teaching of biology or chemistry at the secondary 5-12 level. Methods of teaching these subjects, including incorporation of active hands-on experiences, reviewing texts for content appropriate to various grade levels, and the use of technology in the classroom, constitute major parts of the course. Particular attention will be paid to thinking, reading, listening, writing, and speaking instruction. Teaching diverse and at-risk student populations will also be discussed. This course is the capstone course for the biology or chemistry education major.
Prerequisite: EDC 040, admission to the teacher education program, senior standing

IDS 483
Organizational Leadership
Semester: Spring; Even years
Semester Hours: 3
This course operates on a format of open discussion, risk-taking, initiative, honest self-assessment, experiential exercises, and observation of real-life leadership practice. It will challenge students to craft their own perspectives strengthened through critical examination of case studies, workshops, readings, and local public leaders who will share their own leadership perspectives.
Prerequisite: IDS 115 and junior or senior standing

IDS 485
Experiential Leadership
Semester: Offered at discretion of department

Semester Hours: 1
This capstone course gives the student hands-on experience outside of the classroom. In consultation with an advisor in the Organizational Leadership minor and under the direction of a coach, advisor, or mentor, as appropriate, the student will participate in leadership activities to strengthen their leadership skills and then create a capstone project or paper that assesses their own leadership effectiveness. Options for the leadership experience include participation in an internship, in a job shadow experience, on an athletic team, in an extracurricular activity, as a resident advisor, or other activities as approved by the advisor. Prerequisite: IDS 115, COM course in the Organizational Leadership minor, junior or senior standing

Mathematics

Robyn Cummings, Professor
Ulrich Hoensch, Professor
William Braubach, Assistant Professor

Mathematics is one of the most intellectually challenging and academically pure subjects. Mathematical thought is a creative process of the mind that uses only logical deduction and established results that, in turn, have been derived from a few unarguable assumptions (axioms). Mathematical modeling is the process of critically investigating a given object (e.g., the functioning of a biological system) and of choosing or creating mathematical structures that explain the observed behavior and allow for prediction and manipulation of this object.

The mathematics program at Rocky Mountain College emphasizes both the pure and applied aspects of mathematics. At its core, its curriculum is designed to provide students with a solid foundation in the art of providing mathematically sound arguments and with a thorough knowledge of the most important modern mathematical tools and methods. In addition, the mathematics program offers elective courses that give students the opportunity to branch out and pursue their own interests. Many elective courses emphasize connections to other fields (such as computer science, engineering, finance, and the natural sciences).

All mathematics prerequisite courses must be completed with a grade of at least "C-".

Major Learning Outcomes
Students who graduate with a major in mathematics will be able to:
1. Establish mathematical results using a variety of proof techniques;
2. Exhibit knowledge of relevant definitions, techniques, and mathematical results;
3. Perform symbolic manipulation of high-level mathematical objects;
4. Solve problems involving high-level mathematical objects;
5. Solve computational problems algorithmically;
6. Use advanced mathematical techniques to solve problems in real-world situations.

Major in Mathematics
A minimum of 42 semester hours is required, including:
MAT 175: Calculus I
MAT 176: Calculus II
MAT 212: How to Read and Write Proofs
MAT 275: Calculus III
MAT 310: Mathematical Statistics
MAT 311: Linear Algebra
MAT 313: Differential Equations
MAT 317: Abstract Algebra I
MAT 318: Abstract Algebra II
MAT 325: Combinatorics
MAT 330: Introduction to Statistical Learning
MAT 481: Introduction to Real Analysis I
MAT 482: Introduction to Real Analysis II

Major in Mathematics Education
A minimum of 40 semester hours is required, including:
MAT 175: Calculus I
MAT 176: Calculus II
MAT 212: How to Read and Write Proofs
MAT 220: Elementary Number Theory
MAT 275: Calculus III
MAT 306: History and Philosophy of Mathematics
MAT 310: Mathematical Statistics
MAT 312: Modern Geometric Theories
MAT 317: Abstract Algebra I
MAT 318: Abstract Algebra II
MAT 330: Introduction to Statistical Learning
MAT 422: Methods and Materials: Teaching Mathematics in the Secondary School
MAT 481: Introduction to Real Analysis I

In addition, students must complete the professional education program for secondary teaching (grades 5-12) as described in the "Education" section of the catalog.

Note: If a student majors in both mathematics and mathematics education, he or she must complete the requirements of both majors but does not need to take additional credits within the mathematics department. Majoring in both mathematics and mathematics education requires a minimum of 46 semester hours.

Minor Learning Outcomes
Students who graduate with a minor in mathematics will be able to:
1. Exhibit knowledge of the concepts and techniques of calculus, including multivariable calculus;
2. Correctly use mathematical notation and correctly apply elements of mathematical reasoning;
3. Solve problems in areas of pure and/or applied mathematics that extend beyond calculus.

Minor in Mathematics
A minimum of 21 semester hours is required, including:
MAT 175: Calculus I
MAT 176: Calculus II
MAT 275: Calculus III

Choose three courses from the following:
Any upper division MAT course
Any course cross-listed with an upper-division MAT course
MAT 212: How to Read and Write Proofs
MAT 256: Discrete Structures and Computability
MAT 310: Mathematical Statistics
MAT 311: Linear Algebra
MAT 313: Differential Equations
MAT 317: Abstract Algebra
MAT 481: Introduction to Real Analysis I

A minimum of 6 upper-division credits is required for the minor.

Minor in Mathematics Education
A minimum of 29 semester hours is required, including:
MAT 175: Calculus I
MAT 176: Calculus II
MAT 212: How to Read and Write Proofs
MAT 220: Elementary Number Theory
MAT 310: Mathematical Statistics

MAT 312: Modern Geometric Theories
MAT 317: Abstract Algebra I
MAT 422: Methods and Materials: Teaching Mathematics in the Secondary School
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.

Mathematics courses

MAT 090
Elementary Algebra
Semester: Fall and Spring
Semester Hours: 3
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 will not satisfy the mathematics core curriculum requirements and will not count toward the 120 credits required for graduation.

MAT 100
College Algebra
Semester: Fall and Spring
Semester Hours: 3
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
Semester: Fall
Semester Hours: 3
This course is a survey of various mathematical topics normally taught in grades P-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: MAT 100 or satisfactory score on a placement exam

MAT 104
Mathematics for Elementary School Teachers II
Semester: Spring
Semester Hours: 3
This course is a survey of various mathematical topics normally taught in grades P-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: MAT 103 with a grade of C- or better

MAT 110
Precalculus
Semester: Fall and Spring
Semester Hours: 3
A standard pre-calculus course emphasizing the function concept. Special attention is paid to trigonometric, exponential, and logarithmic functions.
Prerequisite: MAT 100 or satisfactory score on a placement exam

MAT 131
Trigonometry and Applied Calculus
Semester: Spring
Semester Hours: 3
This course is available to aeronautical science majors and aviation management majors only. This course introduces applied trigonometry, vectors, and basic differential and integral calculus to model and solve real-world problems.
Prerequisite: MAT 100 or satisfactory score on a placement exam

MAT 152
To Infinity and Beyond
Semester: Offered at discretion of department
Semester Hours: 3
This course is an exploration of a variety of modern mathematical topics. Topics will illustrate mathematics as a way of representing and understanding patterns and structures as an art, as a tool in other disciplines, and as a historical force. Topics may include infinity, chaos, fractals, symmetry, networks, and others.
Prerequisite: MAT 100 or the equivalent

MAT 175
Calculus I
Semester: Fall
Semester Hours: 4
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 MAT 110

MAT 176
Calculus II
Semester: Spring
Semester Hours: 4
Continuing the study of the functions of one real variable, the idea of integration is applied to physical problems. This course is an introduction to sequences and series. The use of graphing calculators is required.
Prerequisite: MAT 175

MAT 210
Probability and Statistics
Semester: Fall, Spring, and Summer
Semester Hours: 3
This course provides a non-calculus-based study of discrete probability theory and its statistical applications. Distribution theory and its applications in hypothesis testing and setting confidence intervals are discussed.
Prerequisite: MAT 100 or satisfactory score on a placement exam

MAT 212
How to Read and Write Proofs
Semester: Spring
Semester Hours: 3
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 mathematics courses and should be taken during the freshman or sophomore year.
Prerequisite: MAT 175

MAT 220
Elementary Number Theory
Semester: Fall; Alternate years

Semester Hours: 3
Topics in this course include axiomatic development of the positive integers, construction of the real number system, and study of equations with integral solutions. Divisibility properties, prime numbers, and the analysis of congruencies will be studied.
Prerequisite: MAT 175 and MAT 212

MAT 256
Discrete Structures and Computability
Semester: Offered at discretion of department
Semester Hours: 3
The mathematical and theoretical underpinnings 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: CSC 131 or CSC 143 and either MAT 110 or MAT 175

MAT 275
Calculus III
Semester: Fall
Semester Hours: 4
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: MAT 176

MAT 299
Directed Reading
Semester: Offered at discretion of department
Semester Hours: 1-3
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.

MAT 306
History and Philosophy of Mathematics
Semester: Fall; Alternate years
Semester Hours: 3
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: MAT 175

MAT 310
Mathematical Statistics
Semester: Spring; Alternate years
Semester Hours: 3
This course is a calculus-based introduction to statistical methods and theory. The course covers basic probability rules; random variables and probability distributions; limit theorems; sampling distributions; point and interval estimation methods; hypothesis testing, including t- and chi-square tests; the simple linear regression model; and analysis of variance.
Prerequisite: MAT 275

MAT 311
Linear Algebra
Semester: Spring; Alternate years
Semester Hours: 3
This course introduces students to the basic structures of linear algebra, which include the following: matrices, determinants, vectors and vector spaces, inner product spaces, eigenvalues, and eigenvectors. Applications and computational aspects of these topics will be presented.
Prerequisite: MAT 175
Corequisite: MAT 176

MAT 312
Modern Geometric Theories
Semester: Spring; Alternate years
Semester Hours: 3
This course provides a study of Euclidean and non-Euclidean geometries.
Prerequisite: MAT 175 and MAT 212

MAT 313
Differential Equations
Semester: Fall; Alternate years
Semester Hours: 3
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; Laplace transforms; eigenvalue/eigenvector and geometric methods for linear systems with constant coefficients; equilibrium point analysis of nonlinear systems; and analysis of limit cycles. Applications from biology, physics, and economics are presented.
Prerequisite: MAT 311

MAT 316
Complex Variables
Semester: Offered at discretion of department
Semester Hours: 3
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: MAT 275

MAT 317
Abstract Algebra I
Semester: Fall; Alternate years
Semester Hours: 3
This course provides an introduction to algebraic structures via group theory. Students explore a careful development of the concept of a group and elementary properties of groups. Emphasis is placed on creating mathematical proofs. Some applications to physical problems are included.
Prerequisite: MAT 275 and MAT 212

MAT 318
Abstract Algebra II
Semester: Spring; Alternate years
Semester Hours: 3
This course is an extension of MAT 317 with ring, ideal, and field theory introduced and examined. Some Galois theory may be covered.
Prerequisite: MAT 317

MAT 319
Graph Theory
Semester: Offered at discretion of department
Semester Hours: 3
Topics covered in this course 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: MAT 212 or permission from instructor

MAT 325
Combinatorics
Semester: Fall; Alternate years
Semester Hours: 3
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.

MAT 330
Introduction to Statistical Learning
Semester: Spring
Semester Hours: 3
This course introduces students to various data science and statistical methods. The emphasis of the course is on "big data" methods that focus on prediction and classification rather than the traditional statistical emphasis on estimation and significance. The software R is used for calculation and graphing.
Prerequisite: MAT 175 or MAT 210

MAT 369
Cryptography
Semester: Offered at discretion of department
Semester Hours: 3
This course covers both classical and modern ciphers, including mono-alphabetic substitution ciphers, periodic and block ciphers, and modern ciphers (e.g. the RSA method). Students will explore both theory and practice regarding the encryption, decryption and cryptanalysis of the ciphers.
Prerequisite: MAT 175

MAT 422
Methods and Materials: Teaching Mathematics in the Secondary School
Semester: Offered at discretion of department
Semester Hours: 2
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.
Prerequisite: EDC 040, admission to the teacher education program, senior standing

MAT 450
Internship
Semester: Offered at discretion of department
Semester Hours: 1-12
This course is a guided work experience. The student must arrange the internship in agreement with a member of the mathematics faculty and the Office of Career Services. Contract is required. The internship will not count as part of the minimum number of credits required in the major. Pass/no pass grading.
Prerequisite: junior or senior standing, a cumulative GPA of at least 2.00, and a major GPA of at least 2.25

MAT 481
Introduction to Real Analysis I
Semester: Fall; Alternate years
Semester Hours: 3
A proof-based course designed to establish the results in the calculus sequence from the axioms of the real-number system. Main topics include definitions and results related to limits, continuity, the intermediate value theorem, the derivative and differentiation rules, Riemann integral and Riemann-integrability, convergence of sequences and series, uniform convergence of function sequences, and power series.
Prerequisite: MAT 176 and MAT 212

MAT 482
Introduction to Real Analysis II
Semester: Spring; Alternate years
Semester Hours: 3
This course is a continuation of MAT 481. Topics include the Riemann-Stieltjes integral, uniform convergence, infinite series, functions of several real variables, compactness and metric space topology, and the implicit function theorem.
Prerequisite: MAT 481

MAT 490
Senior Seminar
Semester: Offered at discretion of department
Semester Hours: 2
Selected topics in mathematics are explored.
Prerequisite: permission from instructor

MAT 499
Directed Reading
Semester: Offered at discretion of department
Semester Hours: 1-3
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

Medical Science

***Note: The Doctor of Medical Science program is being discontinued and is no longer accepting new students.**

The Doctor of Medical Science (DMSc) program promotes the physician assistant profession through the enhancement of knowledge in leadership, healthcare policy, quality medical delivery improvement, and research. The versatility of a DMSc provides opportunities in leadership, academic positions and promotion, enhanced ability to provide quality care, and professional development. Scholarly work provides the confidence to move forward in the PA profession, advancing clinical practice through healthcare practicums and support from colleagues.

Much of the United States is considered rural, with many of those residents qualifying as part of an underserved population. Physician assistants play a crucial role in providing access to these populations. RMC's DMSc program is designed with a focus on rural and underserved populations to help bridge the gap and provide more quality healthcare access to those who need it most.

This is an asynchronous program that is delivered completely online.

Mission

The DMSc program aims to promote the physician assistant profession through the enhancement of knowledge in leadership, healthcare policy, quality medical delivery improvement, and research.

Goals
1. Graduates will demonstrate a commitment to scholarship and lifelong learning;
2. Graduates will demonstrate leadership in medicine appropriate to a physician assistant;
3. Graduates will demonstrate competency in clinical medicine appropriate to a physician assistant.

Learning Outcomes
Students who graduate from the Doctor of Medical Science program will be able to:
1. Demonstrate the importance of evidence-based medicine in clinical practice;
2. Contribute to the body of medical literature;
3. Recognize and describe aspects of quality in patient care;
4. Employ techniques and protocols that lead to safe patient care;
5. Promote patient safety;
6. Communicate effectively in clinical and other medical settings;
7. Acknowledge the importance of ethical behavior in medical settings;
8. Describe key differences between rural and urban medical practice;
9. Identify and manage legal, regulatory, economic, and organizational factors that affect medical practice.

Program Requirements
PHA 710: Evidence-Based Medicine and Professional Writing (3)
PHA 716: Healthcare Administration and Leadership (3)
PHA 712: Health Promotion (3)
PHA 726: Health Care Policy (3)
PHA 751: PA Practicum I (2)
PHA 731: Scholarly Project (1)
PHA 728: Global Health (3)
PHA 746: Healthcare Economics & Societal Outcomes (3)
PHA 752: PA Practicum II (2)
PHA 732: Scholarly Project II (1)
PHA 742: Communication in Medicine (3)
PHA 757: Rural Healthcare (3)
PHA 753: PA Practicum III (2)
PHA 733: Scholarly Project III (1)
PHA 760: Patient Safety, Quality, & Ethics (3)

Medical Science courses

PHA 710
Evidence-Based Medicine and Professional Writing
Term: Offered at discretion of department
Semester Hours: 3
This course is designed to actively engage the learner in the most up-to-date medical literature to improve patient outcomes and safety. Students will learn tools to review the literature in an informed manner that drives best practices in medicine. Improving effectiveness in interpreting medical studies, research, and scholarly work. The learner will be introduced into thorough literature reviews that will be helpful in daily practice. This course also includes an introduction to professional writing with the intent to support writing for the scholarly project.

PHA 712
Health Promotion
Term: Offered at discretion of department
Semester Hours: 3
Patients may suffer from chronic, debilitating disease, and this course teaches evidence-based healthy lifestyle modification to improve patient outcomes. Healthy practices are effective in reducing stress, preventing and managing a myriad of diseases, and can lead to a better quality of life. In this course, students will examine and develop strategies to help promote and communicate various lifestyle improvements to patients, including nutrition, discontinuation of abusive substances, good sleep hygiene practices, and exercise.

PHA 716
Healthcare Administration and Leadership
Term: Offered at discretion of department
Semester Hours: 3
This course is designed to prepare the learner to become an advocate and leader in the medical profession. Gaining a deeper understanding of healthcare administrative decisions that drive medicine throughout the world will help the learner to actively seek out leadership positions in the hospital or educational setting through better knowledge, communication skills, and leadership. The course encourages the practice of open communications in professional relationships based on respect, compassion, and integrity. This course encourages identifying areas of change that lead to improvement in patient outcomes.

PHA 726
Health Care Policy
Term: Offered at discretion of department
Semester Hours: 3
This course is designed to help the learner acquire a deeper understanding of health care policy and the laws that drive decisions in clinical medicine. Learning the steps taken in healthcare policy to achieve better health outcomes, increased access to care, and healthcare cost savings.

PHA 728
Global Health
Term: Offered at discretion of department
Semester Hours: 3
This course is designed to give the learner a deeper understanding of common global health issues and the role that the global health system plays. Discovering health priorities worldwide and advocating for policy change in diverse populations will be required.

PHA 731
Scholarly Project I
Term: Offered at discretion of department
Semester Hours: 1
This course provides a template for the production of scholarly work by physician assistants with the goal of publishing in a peer-reviewed journal. Using tools from research design, literature searches and evidence-based medicine, the framework will be set for the student to publish scholarly work and enhance the PA profession. This course will take the student through a step-by-step approach each term to complete their scholarly project.

PHA 732
Scholarly Project II
Term: Offered at discretion of department
Semester Hours: 1
This course provides a template for the production of scholarly work by physician assistants with the goal of publishing in a peer-reviewed journal. Using tools from research design, literature searches and evidence-based medicine, the framework will be set for the student to publish scholarly work and enhance the PA profession. This course will take the student through a step-by-step approach each term to complete their scholarly project.

PHA 733
Scholarly Project III

Term: Offered at discretion of department
Semester Hours: 1
This course provides a template for the production of scholarly work by physician assistants with the goal of publishing in a peer-reviewed journal. Using tools from research design, literature searches and evidence-based medicine, the framework will be set for the student to publish scholarly work and enhance the PA profession. This course will take the student through a step-by-step approach each term to complete their scholarly project.

PHA 742
Communication in Medicine
Term: Offered at discretion of department
Semester Hours: 3
This course is designed for the learner to expand their knowledge of thorough history taking skills, motivational interviewing techniques, and developing effective relationships with both patients and colleagues. This course will also emphasize the importance of effective communication and leadership skills within a healthcare team environment.

PHA 746
Healthcare Economics & Societal Outcomes
Term: Offered at discretion of department
Semester Hours: 3
This course equips students with economic concepts and tools which enable them to better understand the complex world of health care. The class will discuss the ways in which markets for health care services are different from markets for other goods, and how government intervention in health care may be different from government intervention in other policy areas. Students will use a health economics text, academic articles, and guided discussions to gain an understanding of the application of economic tools and concepts to health care issues.

PHA 751
PA Practicum I
Term: Offered at discretion of department
Semester Hours: 2
This course is designed to encourage the clinically practicing physician assistant to explore specific aspects of clinical medicine on a deeper level. The learner will learn ways to improve patient outcomes by providing safe, cost-effective medicine. This course encourages critical thinking in the clinical setting chosen by the practicing PA and is supported through discussion boards with other practicing clinicians in similar work environments. The course encourages goal-oriented activity and furthering expertise in the clinical setting while developing confidence by expanding their medical knowledge. This course will build each term on previously gained knowledge.

PHA 752
PA Practicum II
Term: Offered at discretion of department
Semester Hours: 2
This course is designed to encourage the clinically practicing physician assistant to explore specific aspects of clinical medicine on a deeper level. The learner will learn ways to improve patient outcomes by providing safe, cost-effective medicine. This course encourages critical thinking in the clinical setting chosen by the practicing PA and is supported through discussion boards with other practicing clinicians in similar work environments. The course encourages goal-oriented activity and furthering expertise in the clinical setting while developing confidence by expanding their medical knowledge. This course will build each term on previously gained knowledge.

PHA 753
PA Practicum III
Term: Offered at discretion of department
Semester Hours: 2
This course is designed to encourage the clinically practicing physician assistant to explore specific aspects of clinical medicine on a deeper level. The learner will learn ways to improve patient outcomes by providing safe, cost-effective medicine. This course encourages critical thinking in the clinical setting chosen by the practicing PA and is supported through discussion boards with other practicing clinicians in similar work environments. The course encourages goal-oriented activity and furthering expertise in the clinical setting while developing confidence by expanding their medical knowledge. This course will build each term on previously gained knowledge.

PHA 757
Rural Healthcare
Term: Offered at discretion of department
Semester Hours: 3
This course is designed to introduce the learner to the unique challenges and rewards of practicing medicine in rural communities. Exploration of rural health care policy and payment systems, demographics, access to healthcare, and the importance of the PA role in these communities.

PHA 760
Patient Safety, Quality, & Ethics
Term: Offered at discretion of department
Semester Hours: 3
This course is designed for the learner to develop a deeper understanding of initiatives and policy designed to improve patient safety. Emphasis will be placed on improving patient safety in the practicing PA's environment with a plan to effect change at their organization.

Military Science

Army ROTC prepares students with the leadership skills and abilities through an applied model of training and mentorship to face the challenges of an ever-changing environment. Students who accept the challenge to become an Army officer may be eligible for a four-year scholarship to include: 100 percent tuition & fees (minus aviation), $1,200 per year book allowance, and a tax-free stipend based on academic status ($300/ month – freshman, $350/month – sophomore, $450/month – junior, $500/ month – senior).

Army ROTC courses are categorized as a basic course (freshman and sophomore courses) or advanced course (junior and senior courses). Any student may take a basic course and physical fitness classes without military obligation or prerequisites. Advanced course classes are limited to qualified contracted students (see cadre for details). Typically, ROTC students take one three-credit class (2 to 3 hours per week), one workshop/ leadership laboratory per week, and one overnight field exercise per semester in addition to their other classes. ROTC students also participate in physical fitness training (3 hours per week). The program provides opportunities to attend confidence-building courses during the summer such as the air assault or airborne schools, mountain warfare, and summer internships. The program works with its Army ROTC host battalion at Montana State University.

ROTC (military science) is neither a major nor a minor. All cadets who seek a commission must graduate with one of Rocky Mountain College's recognized majors. Cadets also plan and conduct other military events and participate in various leadership experiences each semester.

ROTC Curriculum
A maximum of 12 semester hours from the advanced courses in the military science curriculum may be applied as electives toward the student's degree. There are various other military science courses that may be available but are not part of the required ROTC curriculum.

Basic Course
The ROTC program is divided between the basic course and the advanced course. The basic course consists of freshman and sophomore classes. Any student may take any basic course and the physical conditioning classes without prerequisite or military obligation. The basic course classes are:

MSL 101: Introduction to the Army
MSL 102: Intro to Tactical Leadership
MSL 201: Leadership and Ethics
MSL 202: Foundations of Tactical Leadership

The physical conditioning class is:
MSL 106: Army Physical Fitness (corequisite taken every semester with basic and advanced courses).

Advanced Course
Only qualified, contracted ROTC cadets may take advanced course classes:

MSL 301: Training Management and Warfighting Functions
MSL 302: Applied Team Leadership
MSL 305: Leadership Development Assessment Course
MSL 401: The Army Officer

After the successful completion of ROTC requirements and graduation, cadets are commissioned as 2nd lieutenants in the U.S. Army. Cadets have the option of going into active duty, the Army Reserves, or the National Guard. Stipulations do apply.

Military Science courses

MSL 101
Introduction to the Army
Semester: Fall, Spring, and Summer
Semester Hours: 3
Establishes a framework for understanding officership, leadership, Army values and physical fitness, time management, communications theory and practice (written and oral), and interpersonal relationships. These initial lessons form the building blocks of progressive lessons in values, fitness, leadership, and officership. This course includes a required field training component which includes physical fitness, orienteering, and other outdoor skills.
Corequisite: MSL 106

MSL 102
Intro to Tactical Leadership
Semester: Fall, Spring, and Summer
Semester Hours: 2
Establishes a foundation of basic leadership fundamentals such as: problem solving, communications, military briefings, effective writing, goal setting, techniques for improving listening and speaking skills, in addition to an introduction to counseling. Provides students with a basic understanding of situational leadership as it applies to the military and how the basic concepts and practices relate to individuals and organizations. This course includes a required field training component which includes physical fitness, orienteering, and other outdoor skills.
Corequisite: MSL 106

MSL 106
Army Physical Fitness
Semester: Fall, Spring, and Summer
Semester Hours: 1
Develops confidence and discipline in mind and body through a regimented and challenging physical conditioning course. Designed to provide students a framework of fitness skills, planning, and testing for a lifetime of health. The course consists of three Physical Training (PT) sessions per week that include: running, swimming, upper body, core development, sports, and team building exercises.
Corequisite: enrollment in another MSL course

MSL 201
Leadership and Ethics
Semester: Fall, Spring, and Summer
Semester Hours: 3
Develops an understanding of how to build teams, influence, and communicate, along with the processes for effective decision-making, creative problem-solving, and fundamentals of planning. Students identify successful leadership characteristics through observation of others and self through experiential learning exercises. This course includes a required field training component which includes physical fitness, orienteering, and other outdoor skills.
Corequisite: MSL 106

MSL 202
Foundations of Tactical Leadership
Semester: Fall, Spring, and Summer
Semester Hours: 3
Provides an advanced look at leadership principles and the application and practice of those principles. Examines building successful teams, various methods for influencing action, effective communication, and achieving goals. Additionally, stresses the importance of timing decisions, creativity in the problem-solving process, and obtaining team buy-in through immediate feedback. This course includes a required field training component which includes physical fitness, orienteering, and other outdoor skills.
Corequisite: MSL 106

MSL 204
Basic Camp
Semester: Summer
Semester Hours: 1-6
Provides a forum for the development of military leadership fundamentals. Leadership Training Course (LTC) is four weeks of intense classroom and field training held in the summer at Fort Knox, Kentucky. This course is an accelerated version of the two years of leadership development training Cadets receive in the Basic Course of ROTC (freshman and sophomore years on campus). By transforming themselves through this rigorous training, students will qualify for enrollment in the Army ROTC Advanced Course on campus, provided they have two years of college remaining (undergraduate or graduate).
Prerequisite: permission of the instructor

MSL 205
American Military History
Semester: Spring
Semester hours: 3
Presents the study of the evolution of the American Military, with concentration of the evolution of the American military within the context of national historical development, specifically with regard to industrialization, national security, and the United States' evolving international role and policies. Includes study of significant battles throughout our history of warfare, which includes a field trip to a historical battleground.
Corequisite: MSL 106

MSL 292
Independent Study
Semester: Offered at discretion of department
Semester hours: 1-6
Provides an opportunity for freshmen and sophomore students to explore material not covered by regular Military Science student courses. Restricted to contracted Military Science students.
Prerequisite: permission of the instructor
Corequisite: MSL 106

MSL 301
Training Management and Warfighting Functions
Semester: Fall
Semester Hours: 3
Provides for the study, evaluation, and practice of the adaptive leadership model in order to acquire the same. The Leadership Development Program (LDP) is used to develop self-awareness, behavior modification, and critical thinking. Battle drills serve to assist in preparing the student/leader for Warrior Forge. Students conduct self-assessment of leadership style, develop personal fitness regimen, and learn to plan and conduct individual/small unit tactical training while testing reasoning and problem-solving techniques. Students receive direct feedback on leadership abilities. This course includes a required field training component which includes physical fitness, orienteering, and other outdoor skills. Restricted to contracted Military Science students.
Prerequisite: MSL 101, MSL 102, MSL 201, or MSL 202
Corequisite: MSL 106

MSL 302
Applied Team Leadership
Semester: Spring
Semester Hours: 3
Provides a forum in order to execute and evaluate the leadership skills and abilities developed in practical exercises, tactical scenarios, and mentorship. Evaluates the tactical, technical, and administrative skills and duties common to all branches of the Army. Develops leadership behaviors and the ability to function effectively in small unit operations. Examines the role communications, values, and ethics play in the leadership role. Topics include: ethical decision-making, considerations of others, spirituality in the military, and case studies of effective leaders. Explores the leader's role in planning, directing, and coordinating the efforts of individuals and small groups in tactical missions. This course includes a required field training component which includes physical fitness, orienteering, and other outdoor skills.
Prerequisite: MSL 301
Corequisite: MSL 106

MSL 401
The Army Officer
Semester: Fall
Semester Hours: 3
Develops proficiency in planning and executing complex operations, functioning as a member of a staff, and mentoring subordinates. Students explore training management, methods of effective team collaboration, and developmental counseling techniques, as well as the application of leadership principles and techniques involved in leading young men and women in today's Army. This course includes a required field training component which includes physical fitness, orienteering, and other outdoor skills.
Prerequisite: permission of the instructor
Corequisite: MSL 106

MSL 402
Leadership in a Complex World
Semester: Spring
Semester Hours: 3
Focuses on case study analysis of military law and practical exercises in establishing an ethical command climate. Future leaders must complete a semester-long Senior Leadership Project that requires them to plan, organize, collaborate, analyze, and demonstrate their leadership skills. The course includes understanding of the ethical components of the Uniform Code of Military Justice and civil rights legislation, study of the military justice system and Army law administrations, exploration of the dynamics of leading in complex situations, and preparation for transition from college student to commissioned Officer in the Army. This course includes a required field training component which includes physical fitness, orienteering, and other outdoor skills.
Prerequisite: permission of the instructor
Corequisite: MSL 106

MSL 491
Leadership Special Topics
Semester: Fall, Spring, and Summer
Semester Hours: 1-6
Provides a course of study not required in any curriculum for which there is a particular one-time need. Serves the needs of the instructor and/or student otherwise not covered in any other class or curriculum. This course includes a required field training component which includes physical fitness, orienteering, and other outdoor skills.
Prerequisite: permission of the instructor
Corequisite: MSL 106

MSL 492
Independent Study
Semester: Fall, Spring, and Summer
Semester Hours: 1-6
Provides a study in military tactics, leadership, and organizational behavior. Students are closely supervised by military officers to provide one-on-one developmental counseling and mentorship. Restricted to contracted Military Science students. This course includes a required field training component which includes physical fitness, orienteering, and other outdoor skills.
Prerequisite: permission of the instructor
Corequisite: MSL 106

Music

Cara Schreffler, Assistant Professor
Jeremiah Van Skike, Instructor

The music program at Rocky Mountain College offers degrees in music education and music performance with concentrations in vocal, instrumental, and piano studies, all fully integrated in the liberal arts tradition. Students receive comprehensive training in music theory, history, ear training, pedagogy, and piano study along with instruction in solo and ensemble performance. The music program strives to develop disciplined musicians, teachers, and performers through coaching in private lessons and in the classroom. The music education degree, taken in conjunction with the fulfillment of state education requirements, qualifies graduates to teach choral and instrumental music in P-12 grades. The performance curriculum prepares students for graduate study or entrepreneurial activity in performance or private teaching.

Rocky Mountain College offers all students the opportunity to participate in musical activities available within the department. Students in all majors are encouraged to participate in ensembles and private voice or instrumental instruction. The music minor is available to students in other disciplines looking to continue their previous musical instruction or expand their musical knowledge.

Major Learning Outcomes

Music Performance
Students who graduate with a major in music performance will be able to:
1. Perform solo repertoire at a high artistic level;
2. Perform ensemble literature at a high artistic level;
3. Demonstrate a comprehensive knowledge of musical notation and language;
4. Demonstrate aural perception skills to distinguish tonal and temporal relationships;
5. Demonstrate proficiency on piano in technique and musicality including scales, chord progressions, transposition, harmonization, and solo and accompanying repertoire;
6. Demonstrate an understanding of the elements of music including melody, harmony, rhythm, tempo, dynamics, form, and style;
7. Analyze music aurally and visually in terms of musical elements;
8. Identify music stylistically and place it in a historical context.

Instrumental Concentration
A minimum of 59 semester hours is required, including:
MUS 020: Recital Attendance (6 semesters)
MUS 030: Junior Recital
MUS 040: Senior Recital
MUS 111: Theory I
MUS 112: Theory II
MUS 141: Musicianship I
MUS 142: Musicianship II
MUS 201: Music Through the Centuries I
MUS 202: Music Through the Centuries II
MUS 211: Theory III
MUS 212: Theory IV
MUS 241: Musicianship III
MUS 242: Musicianship IV
MUS 311: Counterpoint
MUS 325: Instrumental Methods I
MUS 326: Instrumental Methods II
MUS 361: Form and Analysis
MUS 402: Conducting

Twelve semester hours of applied study on a primary instrument (four semester hours of MUS 251/MUS 252 and eight semester hours of MUS 351/MUS 352), two semester hours of either MUS 396 (in an instrumental chamber group) or MUS 376 (in a professional or community group as approved by the music faculty), and eight semester hours of ensemble participation with at least six semester hours in concert band.

Piano Concentration
A minimum of 57 semester hours is required, including:
MUS 020: Recital Attendance (6 semesters)
MUS 030: Junior Recital
MUS 040: Senior Recital
MUS 111: Theory I
MUS 112: Theory II
MUS 141: Musicianship I
MUS 142: Musicianship II
MUS 201: Music Through the Centuries I
MUS 202: Music Through the Centuries II
MUS 211: Theory III
MUS 212: Theory IV
MUS 241: Musicianship III
MUS 242: Musicianship IV
MUS 311: Counterpoint
MUS 320: Pedagogy and Literature of Piano
MUS 321: Accompanying I
MUS 322: Accompanying II
MUS 361: Form and Analysis
MUS 402: Conducting

Twelve semester hours of applied study in piano (four semester hours of MUS 251/MUS 252 and eight semester hours of MUS 351/MUS 352) and eight semester hours of ensemble participation in either concert choir or concert band.

Vocal Concentration
A minimum of 59 semester hours is required including:
MUS 020: Recital Attendance (6 semesters)
MUS 030: Junior Recital
MUS 040: Senior Recital
MUS 111: Theory I
MUS 112: Theory II
MUS 141: Musicianship I
MUS 142: Musicianship II
MUS 201: Music Through the Centuries I
MUS 202: Music Through the Centuries II
MUS 211: Theory III
MUS 212: Theory IV
MUS 241: Musicianship III
MUS 242: Musicianship IV
MUS 311: Counterpoint
MUS 319: Pedagogy of Voice
MUS 361: Form and Analysis
MUS 364: Diction I
MUS 365: Diction II
MUS 402: Conducting

Twelve semester hours of applied study in voice (four semester hours of MUS 251/MUS 252 and eight semester hours of MUS 351/MUS 352), one semester hour of either MUS 395 (in a vocal chamber group) or MUS 375 (in a professional or community group as approved by the music faculty), and eight semester hours of ensemble participation with at least six semester hours in concert choir.

Major in P-12 Vocal and Instrumental Music Education
A minimum of 59 semester hours is required, including:
MUS 020: Recital Attendance (6 semesters)
MUS 030: Junior Recital
MUS 040: Senior Recital
MUS 111: Theory I
MUS 112: Theory II
MUS 140: Introduction to Music of the World's Peoples
MUS 141: Musicianship I
MUS 142: Musicianship II
MUS 153: Beginning Group Guitar
MUS 201: Music Through the Centuries I
MUS 202: Music Through the Centuries II
MUS 211: Theory III
MUS 212: Theory IV
MUS 241: Musicianship III
MUS 242: Musicianship IV
MUS 402: Conducting

Eight semesters in applied study, six of which must be on voice or a single instrument, and eight semester hours in ensemble participation.

Courses in Music Education:
MUS 319: Pedagogy of Voice
MUS 325: Instrumental Methods I
MUS 326: Instrumental Methods II
MUS 344: Methods and Materials: Teaching General Music in the Elementary School

MUS 415: Methods and Materials: Teaching Music in the Secondary School

Music education majors must complete the professional education program for P-12 teaching as described in the "Education" section of the catalog.

Minor Learning Outcomes
Students who graduate with a minor in music will be able to:
1. Perform ensemble literature at a high artistic level;
2. Demonstrate a comprehensive knowledge of common practice musical notation and language;
3. Demonstrate aural perception skills in sight singing, dictation, and identification of intervals and chord qualities;
4. Demonstrate an understanding of the elements of music, including melody, harmony, rhythm, tempo, dynamics, form, and style;
5. Identify music stylistically and place it in the proper historical context.

Minor in Music
A minimum of 25 semester hours is required (with six semester hours in upper-division courses), including:
MUS 020: Recital Attendance (3 semesters)
MUS 111: Theory I
MUS 112: Theory II
MUS 141: Musicianship I
MUS 142: Musicianship II
MUS 201: Music Through the Centuries I
MUS 202: Music Through the Centuries II

Four semester hours of applied study in voice or a principal instrument, four semester hours of participation in concert band or concert choir (or a combination of the two), and an upper-division music elective.

Piano Proficiency Requirement
Music education and performance majors must pass a piano proficiency exam as a graduation requirement. Elements of the exam include, but are not limited to, major and minor scales, chord progressions, score reading, transposition, harmonization, accompanying voice and instrumental repertoire, accompanying choral literature, and playing solo repertoire. A piano placement exam will be given to each music major to determine placement within either the class piano sequence or private instruction as appropriate to the student and at the instructor's discretion. The proficiency exam is given after the four-semester class piano sequence or as appropriate for students in private lessons.

Primary Instrument or Voice Study
All music majors are required be enrolled in private lessons during each semester of study. A minimum of eight semester hours of MUS 251, MUS 252, MUS 351, or MUS 352 are required, of which, six semester hours must be completed on a primary instrument or voice and registered for under the same section number, regardless of course number. Music minors re required to complete four semester hours of private lessons and are not required to have a primary instrument or voice.

Performance Requirements
All music majors must participate in at least one performing ensemble in each semester of enrollment. No more than eight semester hours of ensemble credit may be applied to the major. Music education majors must complete a minimum of two semester hours in the concert choir and a minimum of two semester hours in the concert band. Music performance majors must perform a junior and senior recital on their primary instruments or voice after passing a recital hearing for the music faculty. This recital hearing should be done no less than four weeks before the intended recital date. Half recitals will be comprised of 30 minutes of music (actual playing time, not the length of the event) and full recitals will be comprised of 50 minutes of music. Music education majors will complete a half junior and a half senior recital. Music performance majors with a vocal, instrumental, or piano concentration will complete a half junior recital and a full senior recital.

Juries
Music majors and minors will be required to perform an end-of-semester jury in each semester of enrollment in either MUS 251, MUS 252, MUS 351, or MUS 352, unless a junior or senior recital is given in that semester.

Upper-Division Qualification
Admission to upper-division applied lessons and courses requires the passing of an upper-division qualification on the music major's respective instrument or voice at the end of the sophomore year. This is done during the week of final exams. Each degree and concentration has its own requirements for achieving upper-division standing.

Recital Attendance
Music majors and minors are required to attend all music department recitals in each semester of enrollment. Included are student junior and senior recitals, faculty recitals, departmental recitals, and guest recitals and lectures. Attendance is monitored through MUS 020, which must be passed successfully a total of six semesters/times by all music majors.

Music courses

MUS 020
Recital Attendance
Semester: Fall and Spring
Semester Hours: 0
Music majors and minors are required to attend all departmental recitals throughout their program of study. Music majors and minors enrolled in MUS 111, MUS 112, MUS 201, and MUS 202 co-enroll in MUS 020. Written reviews are required.

MUS 030
Junior Recital
Semester: Fall and Spring
Semester Hours: 0
Junior recital.

MUS 040
Senior Recital
Semester: Fall and Spring
Semester Hours: 0
Senior recital.

MUS 101
Introduction to Music
Semester: Fall
Semester Hours: 3
This course provides a historical overview of the way music has developed in Western culture. It is designed for non-music majors and begins with the elements and principles of music, including notation, rhythm, melody, harmony, color, texture, and form. Students will develop listening skills and study selected pieces of music from a variety of periods in history to learn how they relate to the culture in which they were created. This course is not applicable to music major requirements, but it may be used to satisfy core curriculum requirements.

MUS 111
Theory I
Semester: Fall

Semester Hours: 3
This course examines the fundamental elements of music – melodic, rhythmic, and harmonic - through hearing, playing, and writing of theoretical material. Music majors and minors must concurrently enroll in MUS 141. Music majors must concurrently enroll in the appropriate piano course as outlined in the "Piano Study" section.

MUS 112
Theory II
Semester: Spring
Semester Hours: 3
This course examines the fundamental elements of music – melodic, rhythmic, and harmonic – through hearing, playing, and writing of theoretical material. Aural perception of scales, intervals, and rhythmic patterns is developed further.
Prerequisite: MUS 111
Corequisite: MUS 142, if the prerequisites for that course have been met

MUS 131
Class Piano I
Semester: Fall
Semester Hours: 1
This course is designed for the student with little to no previous piano experience. It introduces the keyboard, music reading in treble and bass clef, and basic rhythm, theory, and technique. Students play easy repertoire pieces, harmonization, transposition, scales, and chord progressions. This course is designed for music majors to facilitate the piano proficiency exam and is open to non-majors, space permitting.

MUS 132
Class Piano II
Semester: Spring
Semester Hours: 1
This course is a continuation of MUS 131.
Prerequisite: MUS 131 or consent of the instructor

MUS 140
Introduction to Music of the World's Peoples
Semester: Spring
Semester Hours: 3
This course is an introduction to music from non-Western civilizations, including music from Montana, and is designed for both the non-music major and music education major. Students study how people make music in other cultures and how the product often becomes a basis of culture. In addition, students will develop listening skills and study selected pieces of music from a variety of geographic areas. This course is a requirement for music education majors, music minors, and can be used to satisfy core curriculum requirements.

MUS 141
Musicianship I
Semester: Fall
Semester Hours: 1
Students develop skills in comprehensive musicianship through a variety of exercises in listening, dictation, sight-singing, and keyboard. Music majors and minors must concurrently enroll in MUS 111.

MUS 142
Musicianship II
Semester: Spring
Semester Hours: 1
Students develop skills in comprehensive musicianship through a variety of exercises in listening, dictation, sight-singing, and keyboard.
Prerequisite: MUS 111 and MUS 141

MUS 153
Beginning Group Guitar
Semester: Fall and Spring
Semester Hours: 1
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
Semester: Fall
Semester Hours: 3
This course provides a study of Western music history and literature from prehistory to the cultural milieu of the Renaissance and Baroque eras.

MUS 202
Music Through the Centuries II
Semester: Spring
Semester Hours: 3
This course provides a study of Western music history and literature from the Rococo through contemporary compositional trends.

MUS 204
History of Jazz
Semester: Fall
Semester Hours: 3
Students examine the evolution of jazz from its roots to contemporary trends. This course may be taken either at the lower-division or the upper-division level, but not both.

MUS 205
History of Rock
Semester: Spring
Semester Hours: 3
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 or the upper-division level, but not both.

MUS 211
Theory III
Semester: Fall
Semester Hours: 3
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 are developed.
Prerequisite: MUS 112

MUS 212
Theory IV
Semester: Spring
Semester Hours: 3
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 are developed.
Prerequisite: MUS 211

MUS 215
Creativity
Semester: Fall
Semester Hours: 3

This course approaches creativity as a skill to develop, not as a magical gift bestowed on a few select people. The last three weeks of the course will be devoted to a large-scale project in an 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's 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. This course is cross-listed with ART 215.

MUS 218
Jazz Theory and Improvisation
Semester: Fall; Odd years
Semester Hours: 2
A performance-oriented course providing a basic understanding of jazz harmony, improvisation, and performance practice. Work in the course includes transcription and small ensemble playing. Open to all instrumentalists with prior experience on keyboard, woodwind, brass, strings, guitar, or pitched percussion (xylophone and vibraphone).

MUS 231
Class Piano III
Semester: Fall
Semester Hours: 1
This course is a continuation of MUS 132.
Prerequisite: MUS 132 or consent of the instructor

MUS 232
Class Piano IV
Semester: Spring
Semester Hours: 1
This course is a continuation of MUS 231. The piano proficiency exam is administered at the end of this course.
Prerequisite: MUS 231 or consent of the instructor

MUS 241
Musicianship III
Semester: Fall
Semester Hours: 1
Students develop skills in comprehensive musicianship through a variety of exercises in listening, dictation, sight-singing, and keyboard.

MUS 242
Musicianship IV
Semester: Spring
Semester Hours: 1
Students develop skills in comprehensive musicianship through a variety of exercises in listening, dictation, sight-singing, and keyboard.

MUS 251
Applied Music
Semester: Fall and Spring
Semester Hours: 1
Private vocal and instrumental lessons are offered for music majors, music minors, and non-music majors. In the area of instrumental music, instruction is offered on wind instruments, strings, percussion, and keyboards. Majors and minors register for 200-level lessons prior to completion of upper-division qualification. Non-music majors register at the 200-level. Students who enroll in MUS 251 receive 13 half-hour lessons. Specific lesson requirements for each major are listed in the descriptions of the major.

MUS 252
Applied Music
Semester: Fall and Spring
Semester Hours: 2
Private vocal and instrumental lessons are offered for music majors, music minors, and non-music majors. In the area of instrumental music, instruction is offered on wind instruments, strings, percussion, and keyboards. Majors and minors register for 200-level lessons prior to completion of upper-division qualification. Non-music majors register at the 200-level. Students who enroll in MUS 352 receive 13 one-hour lessons or 26 half-hour lessons. Specific lesson requirements for each major are listed in the descriptions of the major.

MUS 271
Concert Choir
Semester: Fall and Spring
Semester Hours: 1
The Rocky Mountain College Concert 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. Three semesters of concert band or concert choir will fulfill one three-credit fine arts core curriculum requirement.

MUS 283
Concert Band
Semester: Fall and Spring
Semester Hours: 1
The Rocky Mountain College Concert Band is dedicated to the study and performance of wind ensemble literature. Repertoire will be selected from the traditions of Western instrumental music and include music composed from a global perspective. In addition, the ensemble will perform at a limited number of athletic events as a pep band. Students should have prior performing experience at the high school- or college-level on their instrument. Those who have not played in a high school or collegiate ensemble will need to complete an audition to enroll in the course. Three semesters of concert band or concert choir will fulfill one three-credit fine arts core curriculum requirement.
Prerequisite: prior performing experience on the student’s instrument

MUS 286
Jazz Ensemble
Semester: Fall and Spring
Semester Hours: 1
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 293
Symphony Orchestra
Semester: Fall and Spring
Semester Hours: 1
Students participate in the Billings Symphony Orchestra under College supervision. Admission is only by audition and by contract with the Symphony. Auditions are typically held in the early spring before the concert season begins in the autumn.

MUS 295
Chamber Ensemble
Semester: Fall and Spring
Semester Hours: 1
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 299
Directed Reading
Semester: Offered at discretion of department
Semester Hours: 1-3
This course allows a 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.

MUS 304
History of Jazz
Semester: Fall
Semester Hours: 3
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 or the upper-division level, but not both.
Prerequisite: Declared music education or music performance major, or declared music minor

MUS 305
History of Rock
Semester: Spring
Semester Hours: 3
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 or the upper-division level, but not both.
Prerequisite: Declared music education or music performance major, or declared music minor

MUS 311
Counterpoint
Semester: Offered at discretion of department
Semester Hours: 3
This course emphasizes the reading and writing of polyphony, based on 16th-century contrapuntal techniques.
Prerequisite: MUS 212

MUS 315
Creativity
Semester: Fall
Semester Hours: 3
This course approaches creativity as a skill to develop, not as a magical gift bestowed on a few select people. The last three weeks of the course will be devoted to a large-scale project in an 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's 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 or the upper-division level, but not both. This course is cross-listed with ART 315.

MUS 319
Pedagogy of Voice
Semester: Spring; Odd years
Semester Hours: 3
This course covers the 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 320
Pedagogy and Literature of Piano
Semester: Offered at discretion of department
Semester Hours: 2
This course examines methods and materials for beginning to intermediate piano students and studies the practical aspects of teaching private lessons. Surveys of keyboard literature repertoire at the intermediate and advanced level and examinations of style, genre, and performance practice is included.

MUS 321
Accompanying I
Semester: Offered at discretion of department
Semester Hours: 2
This course offers study techniques for improving sight-reading skills at the keyboard with practical work in solo, duet, instrumental, ensemble, and choral literature. Students will learn score reading and transposition techniques as well as how to work with instrumentalists, vocalists, and ensembles. This course requires instructor consent and may be taken multiple times.

MUS 322
Accompanying II
Semester: Spring
Semester Hours: 2
This course is an overall study of the art of accompanying with an emphasis on working with vocalists, instrumentalists, ensembles, and repertoire. Requires weekly rehearsals and lessons with student vocalists and/or instrumentalists to be critiqued and coached by instructor.
Prerequisite: MUS 321

MUS 325
Instrumental Methods I
Semester: Fall; Even years
Semester Hours: 3
This course provides a comprehensive approach to the performance and pedagogy of brass and percussion instruments for music education majors in preparation for teaching elementary and secondary instrumental music. Trumpet, horn, trombone, baritone, euphonium, tuba, bass drum, snare drum, xylophone, marimba, cymbals, and drum set are some instruments covered in this course. Emphasis is on tone production, development of technical proficiency, understanding pedagogical principles, and basic instrument care and maintenance.
Prerequisite: MUS 112, permission of instructor

MUS 326
Instrumental Methods II
Semester: Spring; Odd years
Semester Hours: 3
This course provides a comprehensive approach to the performance and pedagogy of string and woodwind instruments for music education majors in preparation for teaching elementary and secondary instrumental music. Flute, piccolo, oboe, bassoon, clarinet, saxophone, violin, viola, cello, and string bass are some of the instruments covered in this course. Emphasis is placed on tone production, development of technical proficiency, the understanding of pedagogical principles, and basic instrument care and maintenance.
Prerequisite: MUS 112, permission of instructor

MUS 344
Methods and Materials: Teaching General Music in the Elementary School
Semester: Fall
Semester Hours: 2
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. This course is cross-listed with EDC 344.
Prerequisite: P-12 music education major status and admission to the teacher education program

MUS 351
Applied Music
Semester: Fall and Spring
Semester Hours: 1
Private vocal and instrumental lessons are offered for music majors, music minors, and non-music majors. In the area of instrumental music, instruction is offered on wind instruments, strings, percussion, and keyboards. Majors and minors register for 200-level lessons prior to completion of upper-division qualification. Non-music majors register at the 200-level. Students who enroll in MUS 351 receive 13 half-hour lessons. Specific lesson requirements for each major are listed in the descriptions of the major.
Prerequisite: upper-division standing in music

MUS 352
Applied Music
Semester: Fall and Spring
Semester Hours: 2
Private vocal and instrumental lessons are offered for music majors, music minors, and non-music majors. In the area of instrumental music, instruction is offered on wind instruments, strings, percussion, and keyboards. Majors and minors register for 200-level lessons prior to completion of upper-division qualification. Non-music majors register at the 200-level. Students who enroll in MUS 352 receive 13 one-hour lessons or 26 half-hour lessons. Specific lesson requirements for each major are listed in the descriptions of the major.
Prerequisite: upper-division standing in music

MUS 361
Form and Analysis
Semester: Offered at discretion of department
Semester Hours: 3
This course is an analysis of melodic structures and homophonic forms of the common practice period including binary, ternary, rondo, and sonata-allegro forms; analysis of contrapuntal forms of canon, motet, and fugue; and study of musical forms in the 20th century.
Prerequisite: MUS 212

MUS 362
Orchestration and Arranging
Semester: Offered at discretion of department
Semester Hours: 3
This course examines orchestration, transcription, and arranging for a variety of ensembles including full band and orchestra. The entire process is explored, including preparation of parts for performance.

MUS 364
Diction I
Semester: Fall; Odd years
Semester Hours: 2
This course is the study of fundamental principles of pronunciation and basic phonetic and structural understanding of the Italian and English languages. It is accompanied by an introduction to IPA, the International Phonetic Alphabet. Participants will be expected to sing and perform relevant classical repertoire in these languages.

MUS 365
Diction II
Semester: Spring; Even years
Semester Hours: 2
This course is the study of fundamental principles of pronunciation and basic phonetic and structural understanding of the French and German languages. Participants will be expected to sing and perform relevant classical repertoire in these languages.
Prerequisite: MUS 364

MUS 371
Concert Choir
Semester: Fall and Spring
Semester Hours: 1
The Rocky Mountain College Concert 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. Three semesters of concert band or concert choir will fulfill one three-credit fine arts core curriculum requirement. Prerequisite: upper-division standing in music

MUS 375
Opera Workshop
Semester: Offered at discretion of department
Semester Hours: 1
Students are involved with the production of chamber opera and opera scenes or participate in a professional production of an opera as approved by the music faculty.

MUS 383
Concert Band
Semester: Fall and Spring
Semester Hours: 1
The Rocky Mountain College Concert Band is dedicated to the study and performance of wind ensemble literature. Repertoire will be selected from the traditions of Western instrumental music and include music composed from a global perspective. In addition, the ensemble will perform at a limited number of athletic events as a pep band. Students should have prior performing experience at the high school- or college-level on their instrument. Those who have not played in a high school or collegiate ensemble will need to complete an audition to enroll in the course. Three semesters of concert band or concert choir will fulfill one three-credit fine arts core curriculum requirement.
Prerequisite: prior performing experience on the student's instrument, upper-division standing in music

MUS 386
Jazz Ensemble
Semester: Fall and Spring
Semester Hours: 1
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.
Prerequisite: upper-division standing in music

MUS 393
Symphony Orchestra
Semester: Fall and Spring
Semester Hours: 1
Students participate in the Billings Symphony Orchestra under College supervision. Admission is only by audition and by contract with the Symphony. Auditions are typically held in the early spring before the concert season begins in the autumn.

MUS 395
Chamber Ensemble

Semester: Fall and Spring
Semester Hours: 1
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.
Prerequisite: upper-division standing in music

MUS 402
Conducting
Semester: Fall; Odd years
Semester Hours: 3
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: MUS 212

MUS 406
Choral Literature
Semester: Offered at discretion of department
Semester Hours: 3
This course examines selected sacred and secular works of the choral repertoires. Emphasis is placed upon the practical realization of the works studied.
Prerequisite: MUS 212

MUS 415
Methods and Materials: Teaching Music in the Secondary School
Semester: Spring; Even years
Semester Hours: 3
This course is designed to prepare teachers to develop innovative secondary music programs and explores the philosophy, methodology, and materials for teaching band, orchestra, choir, and general music at the secondary level. This is a seminar-style course that covers a variety of topics, including conducting, classroom management, professionalism, rehearsal preparation, budgets, literature, marching band, jazz ensemble, concert choir, show choir, general music, and other aspects of running a music program. This class is designed to be one of the final classes taken in the music education curriculum.
Prerequisite: MUS 212, MUS 325, MUS 326, MUS 402, and EDC/MUS 291E or EDC/MUS 291S

MUS 450
Internship
Semester: Offered at discretion of department
Semester Hours: 1-12
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 contract is required. Pass/ no pass grading.
Prerequisite: junior or senior standing

MUS 499
Directed Reading
Semester: Offered at discretion of department
Semester Hours: 1-3
This course allows a 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

Occupational Therapy

Kalyn Briggs, Assistant Clinical Professor, Director of OTD Program
Amanda Carroll, Assistant Clinical Professor
Danyela Farrar, Assistant Clinical Professor
Philip Nordeck, Assistant Clinical Professor

The occupational therapy doctoral (OTD) program prepares clinicians, educators, researchers and future leaders in the profession through engaged, experiential and evidence-based educational opportunities to expand knowledge about the health benefits of occupation.

Accreditation
The Rocky Mountain College entry-level doctoral degree program in occupational therapy was granted full accreditation status for 7 years in August 2021, by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929. ACOTE's telephone number c/o AOTA is (301) 652-AOTA and its web address is: www.acoteonline.org. The program's interim report will be due in Spring 2024 and the next on-site evaluation will be scheduled within academic year 2027-28.

For current accreditation status and additional program information, see program website at www.rocky.edu/otd.
Graduates of the Rocky Mountain College Occupational Therapy doctorate program are eligible to sit for the National Certification Examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the graduate will be an Occupational Therapist, Registered (OTR). In addition, individual states require licensure to practice. State licensing boards require a passing score on the NBCOT Certification Examination in order to grant a state license (OTR/L).

Note: a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

Character Review and Eligibility to sit for the NBCOT Exam
All students should review the requirements for certification by the National Board for Certification in Occupational Therapy (NBCOT) prior to applying to the OTD program (https://www.nbcot.org). Applicants should view the Character Review (http://www.nbcot.org/en/Students/Services#CharacterReview) to determine need for a character review prior to admission to the OTD program. Qualified candidates identified as requiring a Character Check by the NBCOT will be required to complete an Early Determination Review prior to admission to the OTD Program. A student may be conditionally accepted into the program with a spot held for the student and admission is granted upon a positive review in which the student would be eligible for certification by NBCOT. This will ensure students do not enroll in the OTD Program if they are ineligible to take the National Board Exam to become a registered occupational therapist. Students are also required to review state licensure laws prior to admittance to determine eligibility for licensure upon completion of the OTD program and successful completion of the NBCOT Examination. Please note: A felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

Instructional Themes
Student instruction in the RMC OTD Program is predicated on the following concepts (instructional themes):
• Self-directed learning
• Interactive lectures provided by experts
• Clinical application

• Interdisciplinary seminars focused on community-based programming and practice, leadership and use of clinical reasoning skills
• Problem-solving based on clinical reasoning/reflection/reflexivity model application
• Development of research skills
• Teaching and course development
• Community-based program development
• Advocacy and policy development
• Appreciation for diversity/social justice and understanding of cultural, social, physical, and virtual contexts and their impact on occupational performance
• Synthesis of theory and evidence to guide occupation-based, client centered occupational therapy services for individuals, groups, and communities
• Fostering life-long learners who are committed to promoting the profession through engagement in state and national occupational therapy associations

Didactic instruction on the assessment and intervention of individuals with occupational performance deficits in areas of occupation is based on a developmental continuum. The knowledge and skills developed in the first year of the program establishes the groundwork for all didactic and clinical experiences that will follow.

Fieldwork (also called affiliations, placements or internships) is an integral part of the curriculum with three level I fieldwork courses offered in the curriculum. Level II Fieldwork cannot begin until the student has successfully completed all previous program coursework. A student has 24 months to complete Level II Fieldwork (two 12-week placements) once didactic coursework is completed. The capstone experience is completed the semester following the successful completion of two 12-week Fieldwork II rotations. The Capstone Doctoral Experience is a 14-week requirement that must be completed in order to meet graduation requirements.

Program Outcomes
The first cohort of RMC OTD program students graduated in November 2021 and sat for the NBCOT exam in 2021 and 2022. Program results from the National Board for Certification in Occupational Therapy (NBCOT) can be found online at https://www.nbcot.org/EN/EDUCATORS/HOME#SCHOOLPERFORMANCE.

Curriculum Overview
The OTD program is a 9-semester, 3-year on-campus program (for the first 2 years of didactic work). The third year of the program is clinical in nature and students will be in clinical and capstone settings in a variety of locations throughout the country and world.

Year 1 - Introductory Courses - 36 credits
Year 2 - Evaluation and Intervention Courses - 35 credits
Year 3 - Level 2 Fieldwork/Clinical Rotations and Capstone Experience - 28 credits
Total credits: 99

Program Requirements
Year One
Spring Semester (16 credits)
OTD 500: Introduction to Occupational Therapy (3)
OTD 502: Applied Neuroscience in Occupational Therapy (4)
OTD 504: Functional Anatomy & Movement Sciences in Occupational Therapy (6)
OTD 506: Culture and Community-based Program Development in Occupational Therapy (3)

Summer Semester (7 credits)
OTD 510: Theoretical Approaches in Occupational Therapy (4)
OTD 512: Activity Analysis in Occupational Therapy (3)

Fall Semester (13 credits)
OTD 516: Understanding Children as Occupational Beings (5)
OTD 518: Introduction to Occupational Science and Research (3)
OTD 520: Level 1 Fieldwork I: Pediatric Placement (1)
OTD 522: Assistive Technologies in Occupational Therapy (4)

Year Two
Spring Semester (16 credits)
OTD 600: Understanding Adults as Occupational Beings (5)
OTD 602: Level 1 Fieldwork II: Adult-based Placement (1)
OTD 604: Occupational Science and Research II (3)
OTD 607: Health and Wellbeing in Occupational Science (4)
OTD 608: Capstone Development I (3)

Summer Semester (6 credits)
OTD 612: Leadership and Management in Occupational Therapy (4)
OTD 614: Research Data Collection and Analysis (1)
OTD 626: Capstone Development Portfolio I (1)

Fall Semester (13 credits)
OTD 618: Occupational Therapy in Mental Health (5)
OTD 620: Level 1 Fieldwork III – Mental Health Placement (1)
OTD 622: Teaching Practicum (3)
OTD 627: Capstone Development Portfolio II (2)
OTD 628: Research Manuscript Development & Dissemination (2)

Year Three
Spring Semester (9 credits)
OTD 700: Level 2 Fieldwork in Occupational Therapy I (9)

Summer Semester (9 credits)
OTD 702: Level 2 Fieldwork in Occupational Therapy II (9)

Fall Semester (10 credits)
OTD 704: Capstone Experience (10)
OTD 706: Capstone Project Dissemination (0)

Occupational Therapy courses

OTD 500
Introduction to Occupational Therapy
Semester: Spring, Year 1
Semester Hours: 3
This course provides an overview of the fundamentals of occupational therapy practice through use of the Official Documents of the American Occupational Therapy Association and other evidence-based sources. The fundamentals introduced are: practice definitions, philosophical and ethical underpinnings, professional roles and organizations, the clinical reasoning process, and an introduction to the Occupational Therapy Practice Framework--OTPF 4th Edition (Process and Domain). The course emphasizes professional behaviors and values required for best-practice, evidence-based OT services.

OTD 502
Applied Neuroscience in Occupational Therapy
Semester: Spring, Year 1
Semester Hours: 4
In this course, basic structure and organization of the nervous system to function in typical individuals are connected. Neuroscience and how it correlates with diseases and disabilities are examined. Current review of neuroscience literature in matching function and dysfunction with structure and organization is relied upon. Case examples across the life

span used to understand these potential relationships and link material to OT theories and frames of reference is guiding practice.

OTD 504
Functional Anatomy and Movement Sciences in Occupational Therapy
Semester: Spring, Year 1
Semester Hours: 6
This course covers the anatomy of the human body relevant to occupational therapy practice, including the skeletal system, muscle tissue, the muscular system, and the cardiovascular system. Basic components of motion, biomechanics, joint structure, specific muscle groups, and muscle function are addressed. Students will learn the basic components of palpation, joint structure and the study of kinematics, and will analyze functional activities necessary to carry out the tasks and roles of productive living using these principles. Two hours of lecture and four hours of laboratory, twice per week.

OTD 506
Culture and Community-based Program Development in Occupational Therapy
Semester: Spring, Year 1
Semester Hours: 3
This course explores cultural influences and health disparities of rural and Indigenous populations in relation to developing a community-based program. Course content will focus on theories that guide community-based program development. Students will conduct a needs assessment, develop a business plan, identify, and write a grant proposal and develop, implement, and evaluate a community-based program.

OTD 510
Theoretical Approaches in Occupational Therapy
Semester: Summer, Year 1
Semester Hours: 4
In this course, students will be introduced to the theories, occupation-based models, and frames of reference that underlie occupational therapy practice. First, students will learn about the history and evolution of occupational therapy theory and how theory is applied across occupational therapy practice settings and client contexts. Then, students will gain an understanding of how to use theories, models, and frames of reference as tools to underpin clinical reasoning and inform interventions for persons, groups, and populations. Students will complete assignments and readings that will assist them in identifying past and present socio-political climates; students will also identify and describe how these factors influence and are influenced by practice by using both self-analysis and applied learning through case studies. Students will emerge with foundational knowledge in theory and with a toolkit for occupation-based, evidence-based, and client-centered practice.

OTD 512
Activity Analysis in Occupational Therapy
Semester: Summer, Year 1
Semester Hours: 3
Foundational to occupational therapy practice is an understanding of the interaction of occupation and activity. In this course, students will explore the interaction of occupation and activity through the activity analysis process. Students will conduct analysis of meaningful activities and occupations in the classroom and community contexts. In congruence with OTPF-4 guidelines, the analysis of performance skills, performance patterns, client factors, and contexts are expanded upon and considered to support the learner's emergent clinical reasoning in intervention planning.

OTD 516
Understanding Children as Occupational Beings
Semester: Fall, Year 1
Semester Hours: 4
In this course, a holistic approach to development is presented to aid the student in understanding children as occupational beings and the rapidly changing needs of the pediatric client and their sociocultural context(s) will be illuminated. Students will use principles of human development to identify the impact of heritable diseases, genetic conditions, disability, trauma, and injury on the overall occupational performance of children and adolescents. The occupational performance of the pediatric clients and the population as a whole will be examined through the lens of occupation-based models and theories. To enhance the ability to determine and distinguish the need for intervention, students will administer assessments of occupational performance to include skilled observation and the selection of standardized and non-standardized screenings. Furthermore, students will gain experience in interpreting pediatric evaluation findings to include the consideration of occupational performance and participation deficits. Students will develop occupation-based intervention plans and strategies for children and families that are client-centered, culturally relevant, reflective of current occupational therapy practice, and based on available evidence. Students will further gain an understanding of children as occupational beings by identifying means of assessing, grading, and modifying the way children perform occupations and activities as well as proficiency in adapting processes and modifying environments for optimal participation. Strategies for efficient documentation of services and effective consultation with interdisciplinary professionals will be enforced and enhanced through the completion of weekly assignments.

OTD 518
Introduction to Occupational Science and Research
Semester: Fall, Year 1
Semester Hours: 3
The purpose of this course is to introduce the student to the philosophical tenets of occupational science and their application to occupational therapy. The course will focus on understanding the scientific research process while developing introductory research skills including the principles of literature review and evidence synthesis, research questions, ethical policies and procedures for research, and an introduction to the application of different research methodologies.

OTD 520
Level 1 Fieldwork I: Pediatric Placement
Semester: Fall, Year 1
Semester Hours: 1
In this fieldwork experience, classroom learning is enriched through directed observation and participation in clinical practice settings. Experiences are supervised by professionals working in one of a variety of clinical settings (e.g., early intervention, schools, clinics, hospitals, etc.). Placements are arranged to complement the intervention courses. Level 1 fieldwork experiences prepare students for the more complex Level 2 fieldwork clinical experiences.

OTD 522
Assistive Technologies in Occupational Therapy
Semester: Fall, Year 1
Semester Hours: 4
This course focuses on the evaluation, activity analysis, and intervention process related to using assistive and rehabilitation technologies in OT practice. Course content includes software, hardware and low-tech devices/strategies, and focuses on adaptation of activities and contexts to maximize patient/client function and independence.

OTD 600
Understanding Adults as Occupational Beings
Semester: Spring, Year 2
Semester Hours: 5

This course examines young, middle, and older adults as occupational beings. Students are exposed to a variety of clinic and occupation-based assessments used to evaluate common adult-based conditions. Students develop and implement intervention plans across the continuum of care. This course promotes evaluation and treatment of functional disability for adults in clinical and natural environments and focuses on occupational performance, while considering client factors, tasks and context. Application of knowledge, clinical reasoning, theoretical practice models, and cultural and contextual issues in evaluating and planning treatment are emphasized throughout the course. Best-practice documentation skills are applied to a variety of adult-based practice settings.

OTD 602
Level 1 Fieldwork II: Adult-based Placement
Semester: Spring, Year 2
Semester Hours: 1
In this fieldwork experience, classroom learning is enriched through directed observation and participation in adult-based clinical practice settings. Experiences are supervised by professionals working in one of a variety of clinical settings (e.g., hospitals, clinics, nursing homes, home-health, mental health agencies, etc.). Placements are arranged to complement the intervention courses. Level 1 fieldwork experiences prepare students for the more complex level 2 fieldwork clinical experiences.

OTD 604
Occupational Science and Research II
Semester: Spring, Year 2
Semester Hours: 3
The purpose of this course is to continue the work started in the Introduction to Occupational Science and Research course focused on understanding the process of scientific inquiry and the application of scientific evidence to address clinical concerns. Students will work with a research group under the guidance of a faculty member to refine a research question, design a research project, and develop a research proposal.

OTD 607
Health and Wellbeing in Occupational Science
Semester: Spring, Year 2
Semester Hours: 4
The purpose of this course is to give the student foundational to intermediate knowledge of holism and health promotion through an occupational science lens. In this course, students will be introduced to core concepts from occupational science, such as occupational balance, occupational identity, and meaning-making through occupation in order to gain a better understanding of the relationship between occupation, health, and wellbeing. Occupations will be viewed as therapeutic intervention. Students will identify meaningful interventions to support occupations including therapeutic exercise and the use of interventions to support well-being (e.g., complementary health and integrative health). Building on this conceptual foundation, students will participate in health promoting and holistic self-care occupations. The experiential component of the course is designed to enhance student awareness of their own health to include areas of occupation, performance skills, performance patterns, context, and client factors. Through assignments and engaged learning opportunities with their peers, students will learn to provide direct interventions and procedures to persons, groups, or populations to enhance safety, health and wellness, chronic condition management, and performance in occupations.

OTD 608
Capstone Development I
Semester: Spring, Year 2
Semester Hours: 3
This course introduces students to a variety of curriculum-specific concepts and community-based projects that map onto the Doctoral Capstone Experience. In this course, students will evaluate access to community resources, and design community or primary care programs to support occupational performance for persons, groups, or populations. Students will demonstrate the ability to identify needs, and design a program in which they will implement in the summer term. Unique to the RMC OTD program, this course will also address factors related to the provision of OT services in rural communities.

OTD 612
Leadership & Management in Occupational Therapy
Semester: Summer, Year 2
Semester Hours: 4
This course uses case study analysis and real-world application to promote an understanding of the importance of effective leadership and management skills within the context of occupational therapy services. Students develop an understanding of federal and state legislation and regulations and the various contexts of service delivery in occupational therapy practice. Students evaluate contemporary policy issues, including trends in occupational therapy practice. Principles of reimbursement systems and their impact on occupational therapy are analyzed. Students explore their personal leadership style and examine how to use authentic, ethical approaches to lead/manage others to promote optimal patient outcomes and to advance the profession of occupational therapy in a global healthcare arena.

OTD 614
Research Data Collection and Analysis
Semester: Summer, Year 2
Semester Hours: 1
In this course, students will work with a research group under the guidance of a faculty member to obtain experience in conducting a research study by collecting, analyzing, and interpreting data to determine the clinical significance of the findings. Students will acquire the skills needed to effectively report research information.

OTD 618
Occupational Therapy in Mental Health
Semester: Fall, Year 2
Semester Hours: 5
This course provides students with a fundamental knowledge of child, adolescent and adult-based psychosocial/mental health evaluations and interventions required to support adaptation and participation in occupation. The course focuses on enhancing student knowledge of core and specialty practice setting, mental health diagnoses, medications, stigma, and stereotyping. Students become familiar with the process of planning and implementing a mental health-based, occupational therapy group. The course is taught through a Trauma Informed Care (TIC) lens. Students will receive a TIC certificate of completion at the end of the course.

OTD 620
Level 1 Fieldwork III: Mental Health Placement
Semester: Fall, Year 2
Semester Hours: 1
This fieldwork experience enhances classroom learning about occupational performance of adolescents and adults who present with psychosocial or mental health concerns, and increases student knowledge of clinical reasoning and conceptual practice models used in the mental health practice settings. Level 1 fieldwork experiences prepare students for the more complex level 2 fieldwork clinical experiences.

OTD 622
Teaching Practicum

Semester: Fall, Year 2
Semester Hours: 3
The purpose of this course is to provide students with a basic understanding of teaching and learning as it applies to the development, implementation, and evaluation of occupational therapy course content and/or patient/family educational programs. Student understanding of the scholarship of teaching and learning is enhanced by examining the evaluation of teaching outcomes. Students develop a measure to evaluate and analyze teaching and learning outcomes over time and propose how data analysis results could inform OT educators or practitioners about best teaching and learning practices in occupational therapy.

OTD 626
Capstone Development Portfolio I
Semester: Summer, Year 2
Semester Hours: 1
This course is a continuation of the initial Capstone Development course (OTD 608). In this course, students will implement their community-based projects and will be able to develop ongoing processes for quality management and improvement (e.g., outcome studies analysis and client engagement surveys). Students will also identify and develop program changes as needed to demonstrate quality of services and direct administrative changes upon completion of the community-based projects.

OTD 627
Capstone Development Portfolio II
Semester: Fall, Year 2
Semester Hours: 2
This course is a culmination of the community-based projects that students develop in the spring (OTD 608) and implement in the fall (OTD 626). In this course, students will identify and direct administrative changes to their projects, and present results to stakeholders and the year 1 cohort for project sustainability. Additionally, students will continue the development and completion of all components of the individual Doctoral Capstone Experience projects.

OTD 628
Research Manuscript Development & Dissemination
Semester: Fall, Year 2
Semester Hours: 2
In this course, students will work with a research group under the guidance of a faculty member to create and finalize a final research manuscript paper of publishable quality in a peer-reviewed journal that supports clinical practice and create a scholarly presentation to disseminate research findings.

OTD 700
Level 2 Fieldwork in Occupational Therapy I
Semester: Spring, Year 3
Semester Hours: 9
The purpose of this level 2 fieldwork experience is to provide students with an introduction to full-time occupational therapy practice within a clinical setting. Students gain experience in delivering occupational therapy services to a variety of individuals across the lifespan in a variety of settings. This course enhances interpretation of previously learned skills and knowledge through clinical reasoning and reflective practice. This level 2 fieldwork experience prepares students for entry-level, occupational therapy practice (part 1 of 2).

OTD 702
Level 2 Fieldwork in Occupational Therapy II
Semester: Summer, Year 3
Semester Hours: 9
The purpose of this level 2 fieldwork experience is to provide students with an introduction to full-time occupational therapy practice within a clinical setting. Students gain experience in delivering occupational therapy services to a variety of individuals across the lifespan in a variety of settings. This course enhances interpretation of previously learned skills and knowledge through clinical reasoning and reflective practice. This level 2 fieldwork experience prepares students for entry-level, occupational therapy practice (part 2 of 2).

OTD 704
Capstone Experience
Semester: Fall, Year 3
Semester Hours: 10
The goal of the doctoral capstone is to provide an in-depth exposure to one or more of the following areas in occupational therapy:

- Clinical skills
- Research skills
- Administration
- Program development and evaluation
- Policy development
- Advocacy
- Education
- Leadership

The student will complete a 14-week capstone experience (minimum 32 hours per week) and an individual related capstone project to demonstrate synthesis and application of knowledge gained. This course implements a previously proposed, developed, and approved capstone project from OTD 608, OTD 626, and OTD 627.

OTD 706
Capstone Project Dissemination
Semester: Fall, Year 3
Semester Hours: 0
Upon completion of the 14-week Doctoral Capstone Experience, students will disseminate the results of their capstone which will demonstrate synthesis of in-depth knowledge in the focused area of study.

Organizational Leadership

Daniel Hargrove, Professor

This interdisciplinary minor covers a range of leadership concepts, including self-management, which includes values, ethics, and attitudes; problem-solving; decision-making; creative-thinking skills; management of others, which includes creative and collaborative management; delegation; management of change; communication and feedback; team management, which includes the development and growth of group dynamics; and the critical competency of leading by serving, which includes empathy, persuasion, foresight, humility, and the ethical use of power and influence.

Minor Learning Outcomes
Students who graduate with a minor in organizational leadership will be able to:
1. Describe leadership theories and models;
2. Demonstrate the ability to speak and write in a professional setting in a manner consistent with effective leadership;
3. Analyze the ethical dimension of human actions and apply ethical considerations to a leadership role;
4. Identify leadership and management skills in a particular profession or field of study that apply to other professions or fields of study;
5. Develop and articulate their own leadership style;
6. Apply leadership knowledge to a practical setting and assess their own effectiveness as a leader.

Minor in Organizational Leadership
A minimum of 19 semester hours is required, including:
IDS 115: Qualities of a Leader
ENG 325: Professional Writing
IDS 483: Organizational Leadership
IDS 485: Experiential Leadership

Choose one of the following courses in addition to the COM requirement in the core curriculum (i.e., select one COM course for core requirements and one more different course from this list).
COM 201: Interpersonal Communication
COM 202: Public Speaking
COM 250: Small Group Communication
COM 275: Workplace Communication
COM 306: Organizational Communication

Choose one of the following Ethics courses:
PHR 303: Ethics
PHR 304: Environmental Ethics
PHR 340: Christian Ethics
HHP 424: Contemporary and Ethical Issues in Sports

Choose one of the following courses in a particular field of study:
POL 220: Political Leadership
BSA 303: Principles of Management
EQS 308: Ranch and Stable Management
AVS 405: Air Transportation Management
HHP 412: Management of Health Enhancement and Sport Programs
MSL 301: Training Management and Warfighting Functions

Organizational Leadership courses

AVS 405
Air Transportation Management
Semester: Fall
Semester Hours: 3
This course provides a comprehensive experience for the aviation student by examining the air transportation industry. Areas of concentration include airline operation, maintenance, marketing, and economic factors affecting the industry. The class uses a simulation program where students create an airline and then compete with other students. Additional aviation program fees apply.

BSA 303
Principles of Management
Semester: Fall and Spring
Semester Hours: 3
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: ACC 210, ECO 205

COM 201
Interpersonal Communication
Semester: Fall and Spring
Semester Hours: 3
This course examines how intimate, personal, and professional relationships are created and maintained. Students develop an increased awareness of and sensitivity to communication that facilitates interpersonal relationships, as well as communication that creates obstacles to building relationships. Topics discussed include perception, self-concept, listening, and conflict.

COM 202
Public Speaking
Semester: Fall and Spring
Semester Hours: 3
This course examines key aspects of writing and delivering public speeches. Focal topics include audience analysis, speech organization, developing supporting materials, argumentation, and delivery. By the end of the course, students will be able to write and support both informative and persuasive speeches and will be able to identify differences between the two. Students will also gain skill in delivering a variety of speeches.

COM 250
Small Group Communication
Semester: Fall and Spring
Semester Hours: 3
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 and effectively. Because employers seek competent communicators, this course is designed to provide students an opportunity to develop communication skills that can be applied in both personal and professional contexts.

COM 275
Workplace Communication
Semester: Spring; Odd years
Semester Hours: 3
This course will explore communication skills that are required in business processes and professional settings. Students will be exposed to theoretical foundations of interpersonal communication, group communication, nonverbal communication, written communication, presentation and interviewing skills in the context of a professional setting. Theory will be applied in many professional contexts including superior/subordinate communication, technical communication, workplace diversity, and customer communication.

COM 306
Organizational Communication
Semester: Fall
Semester Hours: 3
This course examines how communication occurs in large cooperative networks, especially in professional work settings. It focuses on the roles leadership, management, and conflict resolution play in larger organizations. By the end of the course, students will understand how the values and cultures of any organization emerge through communication.
Prerequisite:any 200-level COM course

ENG 325
Professional Writing
Semester: Fall and Spring
Semester Hours: 3
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: ENG 119

EQS 308
Ranch and Stable Management

Semester: Fall
Semester Hours: 3
This course will provide an overview of the business essentials of the equine enterprise. This information will be applied by the students in the ranch project. Students will tour area facilities and survey industry professionals to gain insight into the business practices of the equine industry.
Prerequisite: EQS 201

HHP 412
Management of Health Enhancement and Sport Programs
Semester: Spring
Semester Hours: 3
Students explore the organization, supervision, and administration of various health enhancement and sport programs.

HHP 424
Contemporary and Ethical Issues in Sports
Semester: Spring
Semester Hours: 3
This capstone course covers issues of concern in sports today, such as substance abuse, gender issues, Title IX's impact on college sports, sportsmanship, standards of morality, questions of value, and rightness and wrongness.
Prerequisite: junior or senior standing

IDS 115
Qualities of a Leader
Semester: Fall
Semester Hours: 3
This course is the study of the art of leadership and how leadership skills can be developed. We will study leaders throughout history, from Sun Tzu (of over 2,000 years ago) to the latest leadership examples. This course will utilize reading, classroom discussions, group participation efforts, and two films in the attempt to dissect the idea of leadership. This course will also look at "personal leadership" characteristics that will enable the student to achieve success at Rocky Mountain College and in society.

IDS 483
Organizational Leadership
Semester: Spring; Even years
Semester Hours: 3
This course operates on a format of open discussion, risk-taking, initiative, honest self-assessment, experiential exercises, and observation of real-life leadership practice. It will challenge students to craft their own perspectives strengthened through critical examination of case studies, workshops, readings, and local public leaders who will share their own leadership perspectives.
Prerequisite: IDS 115 and junior or senior standing

IDS 485
Experiential Leadership
Semester: Offered at discretion of department
Semester Hours: 1
This capstone course gives the student hands-on experience outside of the classroom. In consultation with an advisor in the Organizational Leadership minor and under the direction of a coach, advisor, or mentor, as appropriate, the student will participate in leadership activities to strengthen their leadership skills and then create a capstone project or paper that assesses their own leadership effectiveness. Options for the leadership experience include participation in an internship, in a job shadow experience, on an athletic team, in an extracurricular activity, as a resident advisor, or other activities as approved by the advisor.
Prerequisite: IDS 115, COM course in the Organizational Leadership minor, junior or senior standing

MSL 301
Training Management and Warfighting Functions
Semester: Fall
Semester Hours: 3
This course provides for the study, evaluation, and practice of the adaptive leadership model in order to acquire the same. The Leadership Development Program (LDP) is used to develop self-awareness, behavior modification, and critical thinking. Battle drills serve to assist the cadet in preparing for Warrior Forge. Students conduct a self-assessment of their leadership style, develop personal fitness regimens, and learn to plan and conduct individual/small unit tactical training while testing reasoning and problem-solving techniques. Students receive direct feedback on their leadership abilities. This course is restricted to contracted military science students. A laboratory component is required, which includes physical fitness training and other outdoor skills.
Prerequisite: MSL 101, MSL 102, MSL 201, MSL 202, or MSL 204
Corequisite: MSL 106

PHR 303
Ethics
Semester: Spring; Odd years
Semester Hours: 3
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
Semester: Fall; Even years
Semester Hours: 3
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 340
Christian Ethics
Semester: Fall; Odd years
Semester Hours: 3
How can a Christian make moral decisions? We will study the biblical basis for ethics and several modern Christian ethicists to understand how they move from the beliefs of Christianity to recommendations for specific ethical action.

POL 220
Political Leadership
Semester: Spring; Odd years
Semester Hours: 3
This course will survey various theories of leadership as applied to politics, as well as explore the biographies of the men and women who have shaped both local and global events. Theory is grounded to practical application, with an emphasis on the various styles, methods, and particular contexts within which individual leaders have come to power, and how the exercise thereof has altered or reinforced their original goals and programs.

Philosophy and Religious Studies

Erik Van Aken, Instructor

What is the meaning of life? How should we think about ethics, or even reality itself? Philosophy and religion tackle these and other fundamental questions in related and sometimes different ways. Both disciplines lie at the core of the humanities, and thus a liberal arts education. Philosophy, for example, often examines unstated assumptions underlying cultural practices and scholarly disciplines, from politics to physics. Religion, for its part, can be studied from a number of different angles, from sociology to psychology.
This combined program provides students with an understanding of key issues in philosophy and religious studies and helps them reflect deeply on their values, beliefs, and cultural identities. Graduates will go on to a range of careers, from working in museums to running non-profits. Many majors choose to pursue further study, whether in graduate school, seminary, or law school. We encourage capable students to double major with related fields such as English, sociology, political science, or environmental studies.

Major Learning Outcomes
Students who graduate with a major in philosophy and religious studies will be able to:
1. Demonstrate competence in critical thinking and analysis of arguments;
2. Articulate an understanding of the forces shaping culture and history;
3. Demonstrate skill in questioning, reflecting, and arriving at possible conclusions;
4. Analyze the ethical dimension of human action;
5. Develop in a self-critical way philosophical insights and positions supported by relevant experience and sound reasoning;
6. Confront, evaluate, and refine personal beliefs in historical context;
7. Apply skills in speaking and writing to communicate complex ideas.

Planning Your Philosophy and Religious Studies Major and Minor
First-year students interested in philosophy and religion or the classics are encouraged to take PHR 100: Introduction to Philosophy and Religious Studies or PHR 120: Classic Texts in Western Thought. As you progress in the department, there are offerings which run the gamut from environmental ethics to religion and film. We also offer a range of 300-400 level courses every year which focus on close textual study.

Major in Philosophy & Religious Studies
– 24 credit hours required
– Required courses: four upper-division courses (12 credits). At least one course on religion and one course on philosophy.

Minor Learning Outcomes
Students who graduate with a minor in philosophy and religious studies will be able to:
1. Demonstrate competence in critical thinking and analysis of arguments;
2. Articulate an understanding of the forces shaping culture and history;
3. Demonstrate skill in questioning, reflecting, and arriving at possible conclusions;
4. Analyze the ethical dimension of human action;
5. Develop in a self-critical way philosophical insights and positions supported by relevant experience and sound reasoning;
6. Confront, evaluate, and refine personal beliefs in historical context; and
7. Apply skills in speaking and writing to communicate complex ideas.

Minor in Philosophy & Religious Studies
– 12 credit hours required
– Required courses: two upper-division courses (6 credits). At least one course on religion and one course on philosophy.

Philosophy and Religious Studies courses

PHR 100
Introduction to Philosophy and Religious Studies
Semester: Fall and Spring
Semester Hours: 3
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 120
Classic Texts in Western Thought
Semester: Fall
Semester Hours: 3
This course covers intensive readings in primary texts crucial to the Western tradition. Students will read from such authors as Homer, the Biblical prophets, the Greek dramatists, Plato, Aristotle, Augustine, Dante, Shakespeare, Hobbes, Freud, and Nietzsche.

PHR 205
Logic
Semester: Offered at discretion of department
Semester Hours: 3
An introductory course in the principles and methods used to distinguish correct from 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
Semester: Fall
Semester Hours: 3
This course provides an investigation of one specific genre of Biblical literature. Past topics have included Biblical narrative, the Gospels, the Psalms, and Paul.

PHR 211
Ancient Philosophy
Semester: Fall; Odd years
Semester Hours: 3
This course introduces students to 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
Semester: Offered at discretion of department
Semester Hours: 3
Students examine major thinkers, ideas, and movements in philosophy from the Renaissance through the 19th century. This course is a continuation of PHR 211: Ancient Philosophy and will focus on the study of primary texts from Descartes, Hume, Kant, and others, while offering context through secondary sources. Students who wish to take PHR 212 at a higher level, with additional readings and extra writing assignments may do so under the title PHR 312.

PHR 218
Topics in Catholicism
Semester: Offered at discretion of department

Semester Hours: 3
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
Semester: Spring
Semester Hours: 3
Students will look at biblical sources as well as modern literary and theological interpretations to answer the question "Who was, or is, Jesus?" Issues to be addressed include: the quest for the "historical Jesus;" classical and contemporary Christology; and biblical hermeneutics.

PHR 236
Religions of the World
Semester: Spring
Semester Hours: 3
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 299
Directed Reading
Semester: Offered at discretion of department
Semester Hours: 1-3
This course allows a 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.

PHR 303
Ethics
Semester: Spring; Odd years
Semester Hours: 3
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
Semester: Fall; Even years
Semester Hours: 3
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 312
Modern Philosophy
Semester: Offered at discretion of department
Semester Hours: 3
This course covers the same key thinkers, ideas, and movements in philosophy as PHR 212, but allows capable students to undertake additional readings and extra writing assignments for upper-division credit.

PHR 320
Major Modern Religious Figures
Semester: Fall; Even years
Semester Hours: 3
This course provides a study of the writings and, in some cases, the lives of major religious figures in the Western tradition.

PHR 321
Major Philosophical Figures
Semester: Offered at discretion of department
Semester Hours: 3
This course provides a study of the writings and, in some cases, the life of a major philosophical figure in the Western tradition.

PHR 330
Religion and Film
Semester: Spring
Semester Hours: 3
Analysis of several classic and modern films to understand their implications for ethics, religious meaning, and the nature of humanity. We will study films such as The Maltese Falcon, Paths of Glory, The Godfather, Crimes and Misdemeanors, and Jesus of Montreal.

PHR 340
Christian Ethics
Semester: Fall; Odd years
Semester Hours: 3
How can a Christian make moral decisions? We will study potential biblical foundations for ethics and several modern Christian ethicists to understand how they move from the beliefs of Christianity to recommendations for specific ethical actions.

PHR 362
Christian Theology
Semester: Offered at discretion of department
Semester Hours: 3
What does it mean to believe in God? When we talk about God are we talking about anything more than ourselves and our ideals and aspirations? This course investigates classical and modern Christian answers to this basic question.

PHR 370
Spiritual Journeys
Semester: Spring; Odd years
Semester Hours: 3
From "The Epic of Gilgamesh" to "The Odyssey" and the Book of Exodus, people have recounted travels that changed their lives. Travel is not just about transportation; it can also be a mode of transformation. In this course we will focus on journeys that lead to spiritual awakenings. We will take the classic American ‘road trip’ as our point of departure, looking at works as diverse as Jack Kerouac’s euphoric "On the Road" and Cormac McCarthy’s dystopian novel "The Road."

PHR 375
20th Century Philosophy
Semester: Spring; Odd years
Semester Hours: 3
The 20th century is characterized by a plurality of philosophical styles such as postmodernism, phenomenology, existentialism, hermeneutics, deconstruction, analytic philosophy, pragmatism, and systematic philosophy. This course involves intensive study and critical evaluation of one or two of these styles.

PHR 378
Philosophy of Technology and Modern Culture
Semester: Spring; Even years
Semester Hours: 3

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 450
Internship
Semester: Offered at discretion of department
Semester Hours: 1-12
This course is a guided work experience in an already established institution. 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. Pass/no pass grading.
Prerequisite: junior or senior standing

PHR 460
Issues in Contemporary Religious Thought
Semester: Offered at discretion of department
Semester Hours: 3
This course will alternate in different years between examining one of two topics: Tragedy and Beauty. Both topics will be treated from an interdisciplinary perspective, utilizing theological, philosophical, and literary approaches. We will study writers including Sophocles, Shakespeare, Coleridge, Beckett, von Balthasar, Maritain, Eco, Steiner, and Eagelton.

PHR 483
Senior Project
Semester: Offered at discretion of department
Semester Hours: 1-3
Students complete a senior project in consultation with a faculty member.

PHR 490
Seminar
Semester: Offered at discretion of department
Semester Hours: 2-3
Intensive study of a selected area or figure in philosophy or religion is explored.

PHR 499
Directed Reading
Semester: Offered at discretion of department
Semester Hours: 1-3
This course allows a 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

Carrie Hall, Assistant Clinical Professor, Director of PA Program
Jennifer Moll-Bennett, Associate Clinical Professor, Medical Director
Jennifer Beverly, Assistant Clinical Professor
Caroline Deigert, Assistant Clinical Professor
Dwight Harley, Assistant Clinical Professor
Heather Heggem, Assistant Clinical Professor
Paul MacMillan, Assistant Clinical Professor
Jill Powell, Assistant Clinical Professor, Co-director of Clinical Education
Lauren Rucker, Assistant Clinical Professor, Co-director of Clinical Education
Brady Ruff, Assistant Clinical Professor

The physician assistant (PA) is a licensed primary healthcare provider who practices medicine under the supervision of a 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 Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) has granted Accreditation-Continued status to the Rocky Mountain College Physician Assistant Program sponsored by Rocky Mountain College. Accreditation-Continued is an accreditation status granted when a currently accredited program is in compliance with the ARC-PA Standards.

Accreditation remains in effect until the program closes or withdraws from the accreditation process or until accreditation is withdrawn for failure to comply with the Standards. The approximate date for the next validation review of the program by the ARC-PA will be March 2027. The review date is contingent upon continued compliance with the Accreditation Standards and ARC-PA policy.

Program Mission, Goals, and Student Learning Outcomes
The mission of the Rocky Mountain College Master of Physician Assistant Studies Program (MPAS) is to educate primary care providers who embody a combination of academic talents of evidence-based medicine, clinical skills, and professionalism. Our graduates distinguish themselves through an emphasis on patient safety and quality improvement.

For additional information, visit www.rocky.edu/pa.

Learning Outcomes
To achieve its mission, the MPAS has defined the following goals and student learning outcomes (SLOs):

Goal One:
Graduates Will Demonstrate Core Medical Knowledge Appropriate to PA Professionals

Goal One SLOs:
1. Understand etiologies, risk factors, underlying pathologic process, and epidemiology for medical conditions;
2. Identify signs and symptoms of medical conditions;
3. Select and interpret appropriate diagnostic or lab studies;
4. Manage general medical and surgical conditions to include: understanding the indications, contraindications, side effects, interactions, and adverse reactions of pharmacologic agents and other relevant treatment modalities;
5. Identify the appropriate site of care for presenting conditions, including identifying emergent cases and those requiring referral or admission;
6. Identify appropriate interventions for prevention of conditions;
7. Identify the appropriate methods to detect conditions in an asymptomatic individual;
8. Differentiate between the normal and the abnormal in anatomic, physiological, laboratory findings, and other diagnostic data;
9. Appropriately use history, physical findings, and diagnostic studies to formulate a differential diagnosis; and
10. Provide appropriate care to patients with chronic conditions.

Goal Two:
Graduates Will Demonstrate Interpersonal and Communication Skills Appropriate to PA Professionals

Goal Two SLOs:
1. Create and sustain a therapeutic and ethically sound relationship with patients;

2. Use effective listening, nonverbal, explanatory, questioning, and writing skills to elicit and provide information;
3. Appropriately adapt communication style and messages to the context of the individual patient interaction;
4. Work effectively with physicians and other health care professionals as a member or leader of a health care team or other professional group;
5. Apply an understanding of human behavior;
6. Demonstrate emotional resilience and stability, adaptability, flexibility, and tolerance of ambiguity and anxiety; and
7. Accurately and adequately document and record information regarding the care process for medical, legal, quality, and financial purposes.

Goal Three:
Graduates Will Demonstrate the Competencies in Patient Care Appropriate to PA Professionals

Goal Three SLOs:
1. Work effectively with physicians and other health care professionals to provide patient-centered care;
2. Demonstrate caring and respectful behaviors when interacting with patients and their families;
3. Gather essential and accurate information about patients;
4. Make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgment;
5. Develop and carry out patient management plans;
6. Counsel and educate patients and their families;
7. Competently perform medical and surgical procedures considered essential in the area of practice; and
8. Provide health care services and education aimed at preventing health problems or maintaining health.

Goal Four:
Graduates Will Demonstrate Professionally Appropriate Knowledge and Behaviors

Goal Four SLOs:
1. Understand legal and regulatory requirements, as well as the appropriate role of the physician assistant;
2. Demonstrate professional relationships with physician supervisors and other health care providers;
3. Demonstrate respect, compassion, and integrity;
4. Demonstrate responsiveness to the needs of patients and society;
5. Demonstrate accountability to patients, society, and the profession;
6. Demonstrate a commitment to excellence and on-going professional development;
7. Demonstrate a commitment to ethical principles pertaining to provision or withholding of clinical care, confidentiality of patient information, informed consent, and business practices;
8. Demonstrate sensitivity and responsiveness to patients' culture, age, gender, and disabilities; and
9. Demonstrate self-reflection, critical curiosity, and initiative.

National PA Certification (PANCE) Results
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 PAs must pass to become nationally certified.

To see Rocky Mountain College's 5-year PANCE scores see: https://www.rocky.edu/academics/academic-programs/graduate/master-physician-assistant-studies/policies-forms/national-pa.

Graduation Requirements
Students enrolled in the professional phase of the physician assistant program must satisfactorily complete all of the following requirements in order to successfully graduate and be awarded the Master of Physician Assistant Studies (MPAS) degree:
• All didactic phase coursework specified in the program of study (outlined below) with a minimum grade of "C" in each course;
• A minimum cumulative program GPA of 3.00 for the entire didactic phase of the program of study;
• An overall professional behavior evaluation rating of "acceptable/satisfactory" (or better) on each of the faculty evaluations of student professionalism, prepared at the end of each semester of the didactic phase of the program of study;
• The minimum passing grade on all three components (knowledge, patient assessment, and clinical skills) of the first-year comprehensive student evaluation performed at the end of the didactic phase of the professional program of study;
• The minimum passing grade ("B") in each of the individual clinical rotations specified in the program of study;
• The minimum passing grade on each preceptor evaluation of student performance prepared near the conclusion of each clinical rotation;
• The minimum passing grade on each end-of-rotation written examination;
• The minimum passing grade on each of the three components (knowledge, patient assessment, and clinical skills) of the final summative student evaluation performed near the end of the program;
• A cumulative program GPA of 3.00 or higher;
• Satisfactory completion of PHA 636 and PHA 638.

Program Overview
The program matriculates one class per year and the coursework begins in early July. The first 14 months of the program include the fundamental behavioral, basic biomedical, 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 eight six-week practice rotations in various specialties. Students must be willing and able to relocate at their own expense to places distant from Billings, Montana, during the clinical phase of their education.

Employment while enrolled is strongly discouraged.

Program Requirements
Master of Physician Assistant Studies
A minimum of 61 sequential semester hours is required in the didactic phase, to include the following:

First summer term (7 semester hours)
PHA 508: Biostatistics (1)
PHA 538: Clinical Human Anatomy and Physiology (4)
PHA 575: Genetics & Molecular Basis of Health & Disease (2)

Fall semester (18 semester hours)
PHA 501: Introduction to Clinical Medicine (1)
PHA 505: Evidence-Based Medicine: Research, Communications, and Applications (3)
PHA 509: Professional and Medical Practice Issues: I (1)
PHA 518: Allergy and Immunology (2)

PHA 520: Physical Assessment (3)
PHA 522: Hematology (2)
PHA 533: Infectious Disease (2)
PHA 543: Endocrinology (2)
PHA 547: Ophthalmology (2)

Spring semester (18 semester hours)
PHA 509: Professional and Medical Practice Issues: II (1)
PHA 523: Pulmonology (2)
PHA 524: Cardiology (2)
PHA 527: Nephrology (2)
PHA 531: Behavioral Dynamics (2)
PHA 535: Gastroenterology (1)
PHA 539: Neurology (2)
PHA 546: Pediatrics (2)
PHA 549: Oncology (1)
PHA 550: Introduction to Clinical Practice (2)
PHA 557: Otorhinolaryngology (1)

Summer semester (18 semester hours)
PHA 509: Professional and Medical Practice Issues: III (1)
PHA 551: Urology (2)
PHA 556: Surgery (2)
PHA 561: Obstetrics and Gynecology (2)
PHA 562: Orthopedics (2)
PHA 572: Dermatology (1)
PHA 574: Rheumatology (1)
PHA 610: Emergency Medicine (3)
PHA 621: Problem Based Clinical Correlation (2)
PHA 641: Geriatrics (2)

Additionally, 42 semester hours are required in the clinical phase:
Fall Semester (12 semester hours)
PHA 651: Clinical Rotations I (12)

Spring Semester (12 semester hours)
PHA 652: Clinical Rotations II (12)

Summer Semester (18 semester hours)
PHA 653: Clinical Rotations III (12)
PHA 636: Patient Safety - Unifying Themes (3)
PHA 638: Case Study and Community Education (Capstone) Project (3)

Note: All courses listed for the Master of Physician Assistant Studies are restricted to those students admitted to the professional phase of the program.

Physician Assistant Studies courses

PHA 247
Medical Terminology
Semester: Offered at discretion of department
Semester Hours: 2
Open to any student. This course assists those studying in the fields of medicine and health care. Through textbook readings and the use of Werelated 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 core curriculum requirements.

PHA 501
Introduction to Clinical Medicine
Semester: Fall
Semester Hours: 1
This course will introduce the PA student to general concepts of the study of clinical medicine. Terminology and evidence-based medicine will be reviewed.

PHA 505
Evidence-Based Medicine: Research, Communications, and Applications
Semester: Fall
Semester Hours: 3
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 decisions based on critical reasoning and evaluation of medical and scientific literature and to communicate their knowledge in written and verbal forms. 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. Students are introduced to the principles of clinical research design and epidemiology, including literature search, methodology, data collection, data management, and reporting of results and conclusions.

PHA 508
Biostatistics
Semester: Summer
Semester Hours: 1
This course is designed to acquaint the student with the basics of biostatistics and emphasizes how an understanding of these areas is important in clinical medicine. An understanding of biostatistics is important not only for analyzing the results of research but also for understanding and reducing errors. This course centers on basic techniques of investigating the association of variables and significance of results in a clinical and epidemiological setting.

PHA 509
Professional Issues
Semester: Fall, Spring, and Summer
Semester Hours: 1
This course is taken sequentially for three semesters (Professional Issues: I, II, and III), and is designed to prepare the student for professional medical practice. The three-credit series covers a wide range of topics to build a solid foundation of ethical, professional, and communication principles necessary for successful practice as a physician assistant.

PHA 518
Allergy/Immunology
Semester: Fall
Semester Hours: 2
This course introduces the student to the pathophysiology, pathology, clinical medicine, diagnostic and therapeutic modalities, and preventive medicine aspects in the practice of allergy and immunology.

PHA 520
Physical Assessment
Semester: Fall
Semester Hours: 3
This course prepares students to master the art of taking medical histories and performing physical examinations. 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 laboratory practicum format. A laboratory session is scheduled weekly to incorporate/practice skills presented in the lectures.

PHA 522
Hematology
Semester: Fall
Semester Hours: 2
This course introduces the student to the pathophysiology, pathology, clinical medicine, diagnostic and therapeutic modalities, and preventive medicine aspects in the practice of hematology.

PHA 523
Pulmonology
Semester: Spring
Semester Hours: 2
This course introduces the student to the pathophysiology, pathology, clinical medicine, diagnostic and therapeutic modalities, and preventive medicine aspects in the practice of pulmonology.

PHA 524
Cardiology
Semester: Spring
Semester Hours: 2
This course introduces the student to the pathophysiology, pathology, clinical medicine, diagnostic and therapeutic modalities, and preventive medicine aspects in the practice of cardiology.

PHA 527
Nephrology
Semester: Spring
Semester Hours: 2
This course introduces the student to the pathophysiology, pathology, clinical medicine, diagnostic and therapeutic modalities, and preventive medicine aspects in the practice of nephrology.

PHA 531
Behavioral Dynamics
Semester: Spring
Semester Hours: 2
The recognition and management of common psychosocial problems is a critical skill to develop as a primary care provider. The fundamental role of interviewing and history taking will be emphasized as students are introduced to several techniques that will facilitate communicating and developing rapport with the patient. Treatment will be discussed from a bio-psychosocial perspective with reference to psychotherapies, psychopharmacology, and environmental intervention. The role that psychosocial dynamics play in all areas of medicine will be of major focus and case studies are used to emphasize the delicate interplay. Psychiatric topics covered will include anxiety disorders, mood disorders, psychoses, organic conditions, substance use disorders, personality disorders, eating disorders, and psychiatric emergencies and crises. Additionally, there is an introduction to the concepts of death, dying, and bereavement.

PHA 533
Infectious Disease
Semester: Fall
Semester Hours: 2
This course introduces the student to the pathophysiology, pathology, clinical medicine, diagnostic and therapeutic modalities, and preventive medicine aspects in the practice of infectious disease.

PHA 535
Gastroenterology
Semester: Spring
Semester Hours: 1
This course introduces the student to the pathophysiology, pathology, clinical medicine, diagnostic and therapeutic modalities, and preventive medicine aspects in the practice of gastroenterology.

PHA 538
Clinical Human Anatomy and Physiology
Semester: Summer
Semester Hours: 4
This course is designed to teach students the essentials of gross anatomy and physiology pertaining to clinical practice. Cadavers and cadaveric specimens will play a fundamental role as we relate lecture/discussions to laboratory study. Students will learn to relate anatomical structures in the human body, skeletons, and models to imaging studies. The surface anatomy component introduces the student to the clinical setting and describes the visible and palpable anatomy that forms the basis of physical examination. Through laboratory workshops, students will learn to visualize how their interaction with the body's surface interplays with internal anatomy. Additionally, a thorough review of concepts of physiology as they pertain to health and disease will be provided with a focus placed on each major organ system. Both portions of this course are designed as a focused review and an approach to ensure physician assistant students entering the clinical medicine courses have a firm grasp of anatomical and physiological concepts and begin to apply physiological reasoning to clinical situations.

PHA 539
Neurology
Semester: Spring
Semester Hours: 2
This course introduces the student to the pathophysiology, pathology, clinical medicine, diagnostic and therapeutic modalities, and preventive medicine aspects in the practice of neurology.

PHA 543
Endocrinology
Semester: Fall
Semester Hours: 2
This course introduces the student to the pathophysiology, pathology, clinical medicine, diagnostic and therapeutic modalities, and preventive medicine aspects in the practice of endocrinology.

PHA 546
Pediatrics
Semester: Spring
Semester Hours: 2
This course will examine infant and child health and development, focusing on major common pediatric illnesses and their signs, symptoms, and management relative to the primary health care provider. 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. Students will learn to perform and demonstrate an infant exam. Specific strategies for physical examination of the pediatric patient will be learned and practiced on live patients in a skills lab.

PHA 547
Ophthalmology
Semester: Fall
Semester Hours: 2
This course introduces the student to the pathophysiology, pathology, clinical medicine, diagnostic and therapeutic modalities, and preventive medicine aspects in the practice of ophthalmology.

PHA 549
Oncology
Semester: Spring
Semester Hours: 1

This course introduces the student to the pathophysiology, pathology, clinical medicine, diagnostic and therapeutic modalities, and preventive medicine aspects in the practice of oncology.

PHA 550
Introduction to Clinical Practice
Semester: Spring
Semester Hours: 2
This course introduces the student to the diverse practices of medicine, including rehabilitative medicine, occupational medicine, and environmental medicine. It also introduces the student to the administrative functions associated with medical practice, such as various forms of medical documentation, patient charts, CPT/ICD-10 coding, and third-party billing. Students will use their examination and history taking skills on standardized patient models in the campus physical assessment labs and then apply the administrative functions to the patient model scenarios. In addition, they will shadow volunteer medical providers or allied health professionals in the medical community throughout the semester.

PHA 551
Urology
Semester: Summer
Semester Hours: 2
This course introduces the student to the pathophysiology, pathology, clinical medicine, diagnostic and therapeutic modalities, and preventive medicine aspects in the practice of urology.

PHA 556
Surgery
Semester: Summer
Semester Hours: 2
This course introduces the student to the pathophysiology, pathology, clinical medicine, diagnostic and therapeutic modalities, and preventive medicine aspects in the practice of surgery.

PHA 557
Otorhinolaryngology
Semester: Spring
Semester Hours: 1
This course introduces the student to the pathophysiology, pathology, clinical medicine, diagnostic and therapeutic modalities, and preventive medicine aspects in the practice of otorhinolaryngology.

PHA 561
Obstetrics/Gynecology
Semester: Summer
Semester Hours: 2
This course introduces the student to the pathophysiology, pathology, clinical medicine, diagnostic and therapeutic modalities, and preventive medicine aspects in the practice of obstetrics/gynecology.

PHA 562
Orthopedics
Semester: Summer
Semester Hours: 2
This course introduces the student to the pathophysiology, pathology, clinical medicine, diagnostic and therapeutic modalities, and preventive medicine aspects in the practice of orthopedics.

PHA 572
Dermatology
Semester: Summer
Semester Hours: 1
This course introduces the student to the pathophysiology, pathology, clinical medicine, diagnostic and therapeutic modalities, and preventive medicine aspects in the practice of dermatology.

PHA 574
Rheumatology
Semester: Summer
Semester Hours: 1
This course introduces the student to the pathophysiology, pathology, clinical medicine, diagnostic and therapeutic modalities, and preventive medicine aspects in the practice of rheumatology.

PHA 575
Genetic & Molecular Basis of Health & Disease
Semester: Summer
Semester Hours: 2
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 knowledge base that can be applied throughout their study of medicine.

PHA 610
Emergency Medicine
Semester: Summer
Semester Hours: 3
The course will present a systematic approach to the evaluation, recognition, and management of medical and surgical emergencies that might be frequently encountered by the primary care physician assistant. Using a formal lecture/discussion format, the course will focus on etiology, evaluation, emergency treatment, and stabilization of more common emergency injuries and disease presentations. The focus of the course is in providing students the necessary skill set to function in rural, underserved areas where the physician assistant might be responsible for identification of significant life threats, emergency treatment, and stabilization for evacuation to a higher level of care. The curriculum includes instruction and certification in the American Heart Association's Basic Cardiac Life Support (BCLS), Advanced Cardiac Life Support (ACLS), and Pediatric Advanced Life Support (PALS) courses. Advanced training is provided in trauma assessment and stabilization, which includes instruction and practical performance laboratory for all critical skills identified in the American College of Surgeon's Advanced Trauma Life Support (ATLS) course.

PHA 621
Problem-Based Clinical Correlation
Semester: Summer
Semester Hours: 2
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 636
Patient Safety – Unifying Themes
Semester: Summer
Semester Hours: 3
Students will employ the Institute of Healthcare Improvement Open School modules on leadership, patient safety, and quality improvement. Building upon concepts and discussions begun during the didactic year regarding evidence-based medicine, ethics, and professionalism, the

student will leave the program with a focus on enhancing patient safety through communication, data gathering, and quality improvement techniques.

PHA 638
Case Study and Community Education Project
Semester: Summer
Semester Hours: 3
Students will apply skills learned from Evidence-Based Medicine: Research, Communications and Applications, and Professional and Medical Practice Issues to choose a case study developed and researched during the clinical rotations. The course will conclude with an oral presentation to second-year peers and the faculty of a literature supported case study and a written 3-5-page paper. Case study development will be mentored by the director of clinical education and supported by the core faculty. Presentations will be delivered the week of graduation.

PHA 641
Geriatrics
Semester: Summer
Semester Hours: 2
This course provides an introduction to gerontology with an emphasis on the normal biological, sociological, behavioral, and environmental changes that occur with age. Consequences of aging from the perspective of primary health care providers 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. The skills of history taking and physical assessment in the geriatric population with hands-on experience in nursing homes will be taught. Students will understand the end of life issues and ethics in palliative care with review of the model of advanced care planning. Hospice care and advanced directives will be presented.

PHA 651
Clinical Rotations I*
Semester: Fall
Semester Hours: 12
Students complete clinical rotations as assigned by the physician assistant program.

PHA 652
Clinical Rotations II*
Semester: Spring
Semester Hours: 12
Students complete clinical rotations as assigned by the physician assistant program.

PHA 653
Clinical Rotations III*
Semester: Summer
Semester Hours: 12
Students complete clinical rotations as assigned by the physician assistant program.

***Clinical Rotations**

These rotations will include the following:
Family Practice Rotation
This core rotation of six 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 and imaging diagnostics, and the education of patients regarding health risk behaviors and therapeutic regimens.

Emergency Medicine Rotation
This core rotation of six 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 injuries. Ventilatory assistance, cardiopulmonary resuscitation, fluid and electrolyte replacement, and acid-base balance are stressed.

General Internal Medicine Rotation
This core rotation of six weeks is designed to provide clinical practice experience with the various acute and chronic medical disorders/complications that necessitate hospitalization and further evaluation for adult patients, with special emphasis on geriatric patients and the care provided in both acute and long-term care facilities.
General Pediatrics Rotation
This core rotation of six weeks is structured to provide the student with an in-depth exposure to the assessment and management of children and adolescents. Included will be a focus on the newborn physical, well-child care, and those acute processes unique to the pediatric patient.

Obstetrics/Gynecology (Women's Health) Rotation
This core rotation of six weeks provides exposure to the spectrum of problems and issues associated with women's health care as well as routine prenatal, intrapartum, and postpartum obstetrical care. Learning experiences will also include family planning and birth control, recognition and treatment of sexually transmitted infections, cancer detection, and evaluation of common gynecological problems.

General Surgery Rotation
This core rotation of six weeks provides an orientation to patients of various ages with surgically manageable diseases. The emphasis of the learning experiences are on the pre-operative evaluation and preparation of patients for surgery, assistance during the intra-operative period to develop an understanding of team member roles and operative procedures, and post-operative patient management and care of surgical wounds and complications.

Psychiatry Rotation
This core rotation of six weeks is designed to provide an understanding of the behavioral components of health, disease, and disability. Exposure 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 six weeks is designed to give students an opportunity to explore professional options as physician assistants and may include additional clinical practice in any of the core rotations, any medical or surgical subspecialty, or experiential learning in academic medicine.

Syllabi have been developed for common elective rotations. A student who desires to complete an elective rotation that is not included among those previously developed needs to have prior approval by the program director. An appropriate syllabus will be developed and must be approved by the Program Curriculum Committee before the rotation begins.

Physics

Toby Anderson, 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 Rocky Mountain College 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 core curriculum 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 the 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 levels require a proficiency in calculus; other levels require little mathematics, but all levels expect students to have, or develop, some ability at quantitative thinking.

Minor Learning Outcomes
Students who graduate with a minor in physics will be able to:
1. Develop an understanding of the fundamental principles of physics;
2. Develop a conceptual grasp of the central principles of physics;
3. Develop a functional understanding of symbolic and numerical computation; and
4. Develop a flexible and creative problem-solving ability.

Minor in Physics
A minimum of 28 semester hours is required, including:
PHS 201: General Physics I
PHS 202: General Physics III
PHS 300: Physics Lab Projects
MAT 175: Calculus I
MAT 176: Calculus II

Electives in PHS (must have at least 6 credits in upper-division PHS courses).

Physics courses

MAT 175
Calculus I
Semester: Fall
Semester Hours: 4
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 MAT 110

MAT 176
Calculus II
Semester: Spring
Semester Hours: 4
Continuing the study of the functions of one real variable, the idea of integration is applied to physical problems. This course is an introduction to sequences and series. The use of graphing calculators is required.
Prerequisite: MAT 175

PHS 101
Fundamental Physics I
Semester: Fall; Alternate years
Semester Hours: 4
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 to have 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 PHS 201 and PHS 202 instead. Three lecture periods and one two-hour laboratory per week.

PHS 102
Fundamental Physics II
Semester: Spring; Alternate years
Semester Hours: 4
Students examine a survey of the laws and phenomena of classical and modern physics, including light, electricity, magnetism, and atomic and nuclear physics. This course is suitable for non-science majors who have a strong background in high school algebra and who wish to have a more rigorous understanding of physics than provided in most courses for nonscience majors. This course will satisfy the requirements of geology and biology majors. Students considering graduate work in these areas should take PHS 201 and PHS 202 instead. Three lecture periods and one two-hour laboratory per week.
Prerequisite: PHS 101

PHS 105
Principles of Physics
Semester: Summer
Semester Hours: 4
A survey of the laws and phenomena of classical physics, including motion, force, energy, momentum, waves, thermodynamics, and their application to aviation topics such as weight and balance, aerodynamics, aircraft maneuvering, g forces, braking, acceleration, and propellers. This course is algebra-based and is intended for aviation majors. Others admitted with permission of instructor when space allows. Course includes a laboratory.
Prerequisite: proficiency in high school algebra and trigonometry or MAT 110 or MAT 131

PHS 201
General Physics I
Semester: Fall
Semester Hours: 4
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.
Corequisite: MAT 175

PHS 202
General Physics II
Semester: Spring
Semester Hours: 4
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: PHS 201
Corequisite: MAT 176

PHS 225
Modern Physics
Semester: Fall; Odd years
Semester Hours: 3
This course covers selected concepts from early 20th century physics. Topics covered include special relativity, photoelectric effect, Compton scattering, and the wave nature of particles.
Prerequisite: PHS 202 or permission from the instructor

PHS 299
Directed Reading
Semester: Offered at discretion of department
Semester Hours: 1-3
This course allows a 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.

PHS 300
Physics Lab Projects
Semester: Offered at discretion of department
Semester Hours: 1-2
This course 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 320
Relativity Theory
Semester: Fall; Alternate years
Semester Hours: 2
Students are introduced to Einstein's theory of relativity with emphasis on the special theory.
Prerequisite: PHS 201

PHS 321
Quantum Theory
Semester: Spring; Alternate years
Semester Hours: 3
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: PHS 202 and PHS 225

PHS 343
Classical and Modern Optics
Semester: Spring; Odd years
Semester Hours: 3
This course covers concepts in geometrical and modern optics. Topics covered include reflection, refraction, dispersion, image formation, diffraction, superposition, interference, and polarization.
Prerequisite: PHS 202 or permission from the instructor

PHS 347
Introduction to Health Physics
Semester: Fall; Even years
Semester Hours: 3
This course is an introduction to radiation physics and the biological effects of radiation exposure. Topics covered include atomic and nuclear structure, radioactivity, interaction of radiation with matter, radiation dosimetry, and the biological effects of radiation.
Prerequisite: PHS 202 or permission from the instructor

PHS 499
Directed Reading
Semester: Offered at discretion of department
Semester Hours: 1-3
This course allows a 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

Matthew O'Gara, Professor
Timothy Lehman, Professor

The political science program prepares students for professional work in political science and history and supports the liberal arts mission of the College. Whether serving a major or a core curriculum 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.

A major in political science prepares students for graduate study or for careers in teaching and public service. In recent years, political science students have gone on to law school, graduate study in political science and history, political consulting, and careers in government and public service.

Major Learning Outcomes

Political Science
Students who graduate with a major in political science will be able to:
1. Analyze, interpret, and critically evaluate major political issues and/or historical events;
2. Demonstrate familiarity with the major theories and thinkers in the field;
3. Understand the intellectual importance of academic research;
4. Frame research questions designed to produce independent and cogent analysis;
5. Assess, use, and synthesize different kinds of evidence from a variety of academic sources;
6. Understand the difference between opinions and substantiated scholarly claims;
7. Effectively utilize and appropriately cite academic sources;
8. Write papers essentially free of errors in grammar, mechanics, and spelling.

Major in Political Science
A minimum of 36 semester hours is required, including:
POL 101: Introduction to Political Science
POL 203: American National, State, and Local Government
POL 321: History of Political and Social Thought

Choose one of the following:

HST 211: American History I
HST 212: American History II
HST 260: Montana and the West
HST 263: America at War
HST 309: The United States in World Affairs
HST 311: History of Western America
HST 363: Recent America
HST 365: American Environmental History

Choose one of the following:
HST 103: History of Civilization I
HST 104: History of Civilization II
HST 232: The World Since 1945
HST 303: Reformation, Absolutism, and Enlightenment Europe, 1500-1789
HST 304: The Age of Revolution Europe, 1789-1914
HST 313: Europe Since 1914
HST 324: History of Russia to 1861
HST 325: History of Russia and the Soviet Union Since 1861
HST 356: Indigenous Resistance and Survival
HST 358: Topics in History
HST 370: Medieval History

Choose one of the following:
POL 405: Mass Movements and Global Terrorism
POL 422: Revolutions and Revolutionaries
POL 427: The Crisis of Modernity
POL 490: Seminar (cross-listed with HST 490)

Choose a second course from the preceding list, or one of the following courses:
HST 491: Seminar in Global History
HST 492: Seminar in American History
HST 493: Seminar in European History

Fifteen elective semester hours from political science or history are also required.

Minor Learning Outcomes
Students who graduate with a minor in political science will be able to:
1. Analyze, interpret, and critically evaluate major political issues and/or historical events;
2. Demonstrate familiarity with the major theories and thinkers in the field;
3. Understand the intellectual importance of academic research;
4. Frame research questions designed to produce independent and cogent analysis;
5. Assess, use, and synthesize different kinds of evidence from a variety of academic sources;
6. Understand the difference between opinions and substantiated scholarly claims;
7. Effectively utilize and appropriately cite academic sources;
8. Write papers essentially free of errors in grammar, mechanics, and spelling.

Minor in Political Science
A minimum of 18 semester hours is required, including:
POL 101: Introduction to Political Science
POL 203: American National, State, and Local Government
POL 321: History of Political and Social Thought

Choose one of the following:
POL 405: Mass Movements and Global Terrorism
POL 422: Revolutions and Revolutionaries
POL 427: The Crisis of Modernity
POL 490: Seminar

Two elective courses from political science are also required.

Minor in Political Science (Government) Education
A minimum of 21 semester hours is required, including POL 101, POL 203, POL 321, 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.

Minor in Pre-Law
See the "Pre-Law" section of the catalog.

Political Science courses

HST 103
History of Civilization I
Semester: Fall
Semester Hours: 3
This course examines the major political, social, economic, and cultural developments in world civilizations from the earliest human societies to 1450 CE. Taking a global approach, students will consider the past through a variety of historical viewpoints and different ways of interpreting history, crafting their own interpretations of the developments that have shaped our world.

HST 104
History of Civilization II
Semester: Spring
Semester Hours: 3
This course examines the major political, social, economic, and cultural civilizations from 1450 CE to the present. Taking a global approach, students will consider the past through a variety of historical viewpoints and different ways of interpreting history, crafting their own interpretation of the developments that have shaped our world.

HST 211
American History I
Semester: Fall
Semester Hours: 3
This course is an exploration of vital issues and ideas in American history from the contact of cultures through Reconstruction. Students will consider such issues as the formation of American identities, native responses to European colonization, slavery and race relations, the growth of democracy, and United States political culture from the Revolution through the Civil War.

HST 212
American History II
Semester: Spring
Semester Hours: 3
This course is an exploration of vital issues and ideas in American history from the Gilded Age to the present. Students will consider such issues as industrialism, reform movements, and the role of America in the world.

HST 232
The World Since 1945
Semester: Spring; Even years
Semester Hours: 3
This course explores the major developments in world society from the end of World War II to the present. Major themes of emphasis include the Cold War, decolonization, revolution, nation-building, civil war, social movements, political repression, genocide, terrorism, and globalization.

HST 260
Montana and the West
Semester: Spring; Odd years
Semester Hours: 3
Students survey the history of Montana in its regional context, focusing on the 19th and 20th centuries.

HST 263
America at War
Semester: Fall
Semester Hours: 3
This course will examine the selected moments in the nation's wartime experiences with a focus on how wars influenced American social and political life, including the growth of the American state, threats to civil liberties, changes in the lives of women and workers, and the effects of war on racial and ethnic minorities. We will also explore aspects of the ethical dimension of warfare, both in combat and on the home front.

HST 303
Reformation, Absolutism, and Enlightenment Europe, 1500-1789
Semester: Spring; Even years
Semester Hours: 3
This course will trace the major political, economic, social, intellectual, and cultural developments in Europe from the late Middle Ages to the eve of the French Revolution.

HST 304
The Age of Revolution Europe, 1789-1914
Semester: Fall; Even years
Semester Hours: 3
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.

HST 311
History of Western America
Semester: Spring; Even years
Semester Hours: 3
The development of the American West from the first explorations to the 20th century is examined.

HST 313
Europe Since 1914
Semester: Spring; Odd years
Semester Hours: 3
Students examine political, cultural, social, and economic developments in Europe from the beginning of World War I to the present. Themes under examination will include nationalism, industrialization, capitalism, liberalism, imperialism, socialism, secularization, and urbanization as well as the period's major wars and revolutions.

HST 324
History of Russia to 1861
Semester: Fall; Odd years
Semester Hours: 3
Focusing upon the medieval origins of early East Slavic societies and the formation of the Muscovite state and Russian Empire, this course emphasizes the political, economic, social, and cultural components of pre-revolutionary Russia from the 10th through the 19th centuries. Special attention will be given to themes of state-building, ethnicity, empire-building, and the role of gender, class, religion, and ideology.

HST 325
History of Russia and the Soviet Union Since 1861
Semester: Spring; Odd years
Semester Hours: 3
This course offers an in-depth exploration of Russian and Soviet political, social, and cultural history from the abolition of serfdom in 1861 to the present. Themes of emphasis include the rise of democratic and revolutionary movements in the late tsarist period, the Bolshevik Revolution of 1917, industrialization and collectivization, political repression, late Soviet society, Cold War relations, the collapse of the Soviet empire, and post-Soviet society and culture.

HST 356
Indigenous Resistance and Survival
Semester: Fall; Even years
Semester Hours: 3
This course is an exploration of the variety of military, political, and cultural responses by indigenous people to colonialism, especially in response to settler societies such as those in the Americas, South Africa, Australia, or New Zealand. Topics will include violence, strategies of resistance and accommodation, the formation of racial identities, environmental degradation, and ongoing struggles for autonomy in a global context.

HST 358
Topics in History
Semester: Offered at discretion of department
Semester Hours: 3
This course is an exploration of selected historical ideas, issues, and events. Topics will vary according to instructor interest and student demand, but will focus on central historical texts, important interpretive issues, and emerging scholarship. If the topic is different, students may take this course more than once.

HST 363
Recent America
Semester: Fall; Odd years
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
Semester: Fall; Odd years
Semester Hours: 3
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.

HST 370
Medieval History
Semester: Fall; Odd years
Semester Hours: 3
This course examines the history of Europe and the Mediterranean world during the Middle Ages (ca. 300-1500), beginning with the transformations of the Roman world in late antiquity and concluding with the origins of the early modern era. Special attention will be devoted to religious, social, and cultural topics, including the Roman papacy, monastic life, the crusades, the problem of heresy, the rise of persecutions, peasant society, and trends in late medieval spirituality.

HST 491
Seminar in Global History
Semester: Fall; Odd years (every other odd year)
Semester Hours: 3
Through readings and research, this course explores selected topics in global history. Topics may vary from year to year, but each seminar will

engage an important topic in global history with attention to trends in historical research and a variety of historiographical approaches to the selected topic. Students will be guided through the research process and complete a major research project.
Prerequisite: junior or senior standing

HST 492
Seminar in American History
Semester: Fall; Even years
Semester Hours: 3
Through readings and research, this course explores selected topics in American history. Topics may vary from year to year, but each seminar will engage an important topic in American history with attention to trends in historical research and a variety of historiographical approaches to the selected topic. Students will be guided through the research process and complete a major research project.
Prerequisite: junior or senior standing

HST 493
Seminar in European History
Semester: Fall; Odd years (every other odd year)
Semester Hours: 3
Through readings and research, this course explores selected topics in European history. Topics may vary from year to year, but each seminar will engage an important topic in European history with attention to trends in historical research and a variety of historiographical approaches to the selected topic. Students will be guided through the research process and complete a major research project.
Prerequisite: junior or senior standing

POL 101
Introduction to Political Science
Semester: Fall
Semester Hours: 3
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 203
American National, State, and Local Government
Semester: Spring
Semester Hours: 3
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 204
Political Geography
Semester: Fall; Even years
Semester Hours: 3
This course introduces students to political geography as a field of inquiry, including the scholarly context, core ideas, terminology, major controversies, and complexities associated with taking a geographical perspective on political issues. Students will develop tools to think critically about the mutually constitutive relationship between politics and places, as well as the conflict-laden politics of human-environment relations. The readings, videos, music, and other materials used in the course are drawn from political geography, political science, the humanities, government and multilateral agencies, and substantive news and media outlets (e.g., Economist, National Geographic, and The World Bank). Course topics include the changing relationships between territory, sovereignty, and identity; globalization and environmental governance; and the paradoxes and contradictions of post-9/11 geopolitics.

POL 220
Political Leadership
Semester: Spring; Odd years
Semester Hours: 3
This course will survey various theories of leadership as applied to politics, as well as explore the biographies of the men and women who have shaped both local as well as global events. Theory is grounded to practical application, with an emphasis on the various styles, methods, and particular contexts within which individual leaders have come to power and how the exercise thereof has altered or reinforced their original goals and programs.

POL 225
Film and Politics
Semester: Spring
Semester Hours: 3
This course serves as an introduction to the study of politics and power relations through the modern medium of cinema. Films are treated as texts and cover a wide-ranging and diverse set of themes, such as electoral politics, race relations, education, censorship, political violence, capitalism, and gender issues.
Prerequisite: ENG 120

POL 299
Directed Reading
Semester: Offered at discretion of department
Semester Hours: 1-3
This course allows a 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.

POL 301
International Relations
Semester: Offered at discretion of department
Semester Hours: 3
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 20th-century world politics.
Prerequisite: a lower-division history course

POL 309
The United States in World Affairs
Semester: Offered at discretion of department
Semester Hours: 3
This course studies United States foreign policy and diplomacy, including other American international activities, from 1917 to the present. This course is cross-listed with HST 309.

POL 313
Environmental Politics
Semester: Spring; Even years
Semester Hours: 3
This course examines 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 318
Visions of Utopia
Semester: Offered at discretion of department
Semester Hours: 3

This course is an exploration of the persistent, yet elusive, quest for the ideal system of governance. The course explores how "perfect" systems have been visualized in theory, attempted in practice, and often lamented in retrospect. Readings are drawn from a variety of historical examples, dating back to the ancient world, and include several utopian and dystopian novels that illuminate the inherent conflict between necessary order and perfect freedom.

POL 321
History of Political and Social Thought
Semester: Fall
Semester Hours: 3
The development of political and social ideas from ancient Greece to the present is examined.
Prerequisite: POL 101

POL 327
Race and Class in America
Semester: Offered at discretion of department
Semester Hours: 3
Despite substantial efforts to provide economic opportunity for all Americans, a large and ethnically diverse underclass remains. In an effort to explain this phenomenon, this course directly confronts American perceptions on wealth, poverty, and race in order to more fully understand the confluence and contradictions among them. Course materials will include historical accounts, personal narratives, and sociopolitical analyses that explore concepts such as whiteness and blackness and explain the cultural and structural factors that limit life chances and prevent many from claiming their share of the elusive "American Dream."

POL 405
Mass Movements and Global Terrorism
Semester: Spring
Semester Hours: 3
An advanced seminar that focuses upon the sociocultural causes of violent mass movements. Terrorism is more properly understood as a specific type of political violence, and thus the course will seek to explain and understand the dynamic power struggles that underlie the phenomenon. Ultimately, strategies of counterterrorism and the prospect for peaceful reconciliation will be considered.
Prerequisite: POL 327 or permission of instructor

POL 412
Constitutional Law
Semester: Fall; Alternate years
Semester Hours: 3
A case-method approach to the landmark decisions of the Supreme Court, with an emphasis on the doctrine of judicial review and the role of the Court in interpreting the Constitution and shaping American legal culture. The course will focus on the exercise and limitations of federal power in the areas of the economy, civil rights, and individual liberties, as well as the Constitutional basis on which statutes and other regulatory provisions are adjudicated. Special attention will be given to Constitutional clauses related to free speech, due process, and equal protection under the law.
Prerequisite: POL 203 or permission of instructor

POL 422
Revolutions and Revolutionaries
Semester: Offered at discretion of department
Semester Hours: 3
An advanced seminar that seeks to answer one of the most important questions in the field: why men rebel. Relying heavily on primary sources, readings will include works of political theory, political biography, and narrative accounts of various historical examples of revolution as well as several profiles of the men and women engaged in both violent and nonviolent rebellion.
Prerequisite: POL 327 or permission of instructor

POL 427
The Crisis of Modernity
Semester: Offered at discretion of department
Semester Hours: 3
The dawn of the scientific revolution is much heralded as a turning point in world history, at which time man was emancipated from earlier forms of traditional rule. However, the divorce between tradition and the modern world is wrought with challenges and contradictions, such as the often-dichotomous relationships between religion and secularism, science and faith, and technology and nature. A primary goal of this course is to question whether mankind is headed in the right direction or if modernity has resulted in a net-negative for the human condition.
Prerequisite: POL 327 or permission of instructor

POL 450
Internship
Semester: Offered at discretion of department
Semester Hours: 1-12
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. Pass/no pass grading.
Prerequisite: junior or senior standing

POL 483
Research Assistantship
Semester: Offered at discretion of department
Semester Hours: 1-3
As an advanced research course designed primarily for students considering further study at the graduate level, this is an opportunity for students to work individually and in close consultation with a member of the faculty, based on the supervising advisor's particular research agenda. Principal tasks include data collection, literature review, preliminary analysis, and/ or other duties stipulated in an initial course contract.
Prerequisite: junior or senior standing

POL 490
Seminar
Semester: Springl
Semester Hours: 3
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. This course is cross-listed with HST 490.
Prerequisite: POL 321 or permission of instructor

POL 499
Directed Reading
Semester: Offered at discretion of department
Semester Hours: 1-3
This course allows a 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

Pre-Law

Matthew O'Gara, Professor and Pre-Law Advisor

Students planning to attend law school after completing a degree at Rocky Mountain College are encouraged to supplement their major with the pre-law minor. Along with the completion of all requirements for their major, pre-law students take core courses in government, law, and logic and choose among electives encompassing analytical reasoning, advanced writing, rhetoric, and ethics.

Required courses are intended to foster critical-thinking skills, develop advanced writing abilities, and acquire an understanding of the human condition as it relates to the issues of legal and social justice. Students in the program will also receive assistance with LSAT test preparation and the law school application process.

Students who participate in the 3+3 Law School Admission Program have the opportunity to earn their bachelor's degree from Rocky Mountain College and law degree from the University of Montana in six years rather than the traditional seven.

Minor Learning Outcomes
Students who graduate with a minor in pre-law will be able to:
1. Use logical deduction to interpret quantitative and/or qualitative data in order to analyze real-world problems;
2. Demonstrate well-developed skills in reading closely, thinking critically, and communicating effectively in writing;
3. Demonstrate the ability to support arguments and reason soundly;
4. Analyze statutory language and case law, with a focus on the interpretive nature of legal reasoning;
5. Critically evaluate the complexities of the criminal justice system in the United States;
6. Evaluate, interpret, and brief landmark Supreme Court decisions, including concurring and dissenting opinions; and
7. Write essays, papers, and/or legal briefs essentially free of errors in grammar, mechanics, and spelling.

Minor in Pre-Law
A minimum of 21 semester hours is required, including:
Core Courses:
POL 203: American National, State, and Local Government
POL 412: Constitutional Law

Analytical Reasoning (select one of the following):
MAT 152: To Infinity and Beyond
MAT 210: Probability and Statistics
PHR 205: Logic

Advanced Writing (select one of the following):
ENG 205: Introductory Creative Nonfiction Writing
ENG 325: Professional Writing
ENG 359: History of Grammar and English

Rhetoric (select one of the following):
COM 306: Organizational Communication
COM 325: Theories of Persuasion
COM 418: Rhetorical Theory and Criticism

Electives (select two of the following):
AVS 312: Aviation Law
BSA 331: Business Law
IDS 304: Negotiations
IDS 305: Mediation
PHR 303: Ethics
PSY 330: Psychology and Law
SOC 321: Criminology
SOC 342: Deviance
SOC 343: Punishment and Society

or other relevant special topics course with permission of faculty.

3+3 Law School Admissions Program
This program allows qualifying students to attend Rocky Mountain College for three years (a minimum 90 credits) and enter the University of Montana Alexander Blewett III School of Law during their fourth year of undergraduate study. After successful completion of the first year of law school (30 credits), the student will be awarded a bachelor's degree from Rocky Mountain College, assuming other graduation requirements are met. The juris doctor degree will be awarded by the University of Montana upon successful completion of the required minimum 90 total course credits for law school and all other J.D. requirements.

The 3+3 program is open to students of all majors. Students must earn admission to the law school in accordance with the normal competitive process, and there is no guarantee of admission based on participation in the 3+3 program. Participants must complete all core curriculum requirements, requirements for their major, and the pre-law minor within three years to be eligible for 3+3 admission.

Pre-Law courses

AVS 312
Aviation Law
Semester: Spring
Semester Hours: 3
This course provides a forum for understanding the statutes, regulations, and case law governing aviation. Topics of study include administrative law, FAA enforcement, aviation medical issues, business organizations, airline liability, aircraft accidents, aircraft transactions, and airline labor law.

BSA 331
Business Law
Semester: Fall
Semester Hours: 3
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.
Prerequisite: ACC 210, ECO 205

COM 306
Organizational Communication
Semester: Fall
Semester Hours: 3
This course examines how communication occurs in large cooperative networks, especially in professional work settings. It focuses on the roles leadership, management, and conflict resolution play in larger organizations. By the end of the course, students will understand how the values and cultures of any organization emerge through communication.
Prerequisite: any 200-level COM course

COM 325
Theories of Persuasion
Semester: Fall; Even years
Semester Hours: 3
This course will examine multiple theories of persuasion through examination of artifacts in popular culture including advertising,

campaigns, media, the Internet, and organizations. The course will explore how persuasive messages are constructed and delivered to the general public. Major topics in this course will include persuasion theory, argumentation, ethics, and critical approaches of persuasion theory.

COM 418
Rhetorical Theory and Criticism
Semester: Fall; Odd years
Semester Hours: 3
This course builds on the historical foundations of rhetoric, focusing on contemporary rhetorical theories. Students will examine rhetorical artifacts through a variety of theoretical lenses, including narrative metaphoric, and feminist theories, in order to better understand and explain social, political, and cultural conditions.
Prerequisite:any 200-level COM course

ENG 205
Introductory Creative Nonfiction Writing
Semester: Fall
Semester Hours: 3
This workshop course focuses on the conventions and forms of creative nonfiction. Topics include scene, reflection, character, metaphor, and other fundamentals; specific forms include flash, lyric essay, and memoir. Students will read the work of accomplished authors, complete numerous and varied writing exercises, read and critique the work of their peers, and write and revise several graded assignments.
Prerequisite: ENG 119

ENG 325
Professional Writing
Semester: Fall and Spring
Semester Hours: 3
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: ENG 119

ENG 359
History and Grammar of English
Semester: Fall; Alternate years
Semester Hours: 3
Students are introduced to the linguistic and theoretic approaches to the study of English, including phonology and morphology. Students pursue an in-depth study of syntax, focusing on the grammar of words, phrases, clauses, and sentences. Students also review the history of English from proto-Germanic to the development of regional dialects, cultural variations, and “global” English.

IDS 304
Negotiations
Semester: Fall
Semester Hours: 3
Negotiation is the art and science of securing agreements between two or more interdependent parties. The purpose of this course is to understand the theory and processes of negotiation as it is practiced in a variety of settings. The course highlights the components of an effective negotiation and teaches students to analyze their own behavior in negotiations. The course has a strong experiential component, providing students with an opportunity to develop their skills by participating in negotiations and integrating their experiences with the principles presented in the assigned readings and lectures.

IDS 305
Mediation
Semester: Spring
Semester Hours: 3
Mediation is an interdisciplinary field. Mediators come from all disciplines and walks of life. A potential mediator ought to possess the patience of Job, the hide of a rhinoceros, and the wisdom of Solomon. Mediation is an alternative to a decision rendered by a judge, arbitrator, or other decision-maker. Mediators help the parties in a dispute to engage in constructive and creative communication, which will allow them to explore the issues and reach a mutually acceptable resolution of their dispute. The goal of the course is to provide those basic skills necessary to further pursue mediation, either as a profession or as another arrow in the student’s quiver of practical and life skills.

MAT 152
To Infinity and Beyond
Semester: Offered at discretion of department
Semester Hours: 3
Exploration of a variety of modern mathematical topics. Topics will illustrate mathematics as a way of representing and understanding patterns and structures, as an art, as a tool in other disciplines, and as a historical force. Topics may include infinity, chaos, fractals, symmetry, networks, and others.
Prerequisite: MAT 100 or the equivalent

MAT 210
Probability and Statistics
Semester: Fall, Spring, and Summer
Semester Hours: 3
This course provides a non-calculus-based study of discrete probability theory and its statistical applications. Distribution theory and its applications in hypothesis testing and setting confidence intervals are discussed.
Prerequisite: MAT 100 or satisfactory score on a placement exam

PHR 205
Logic
Semester: Offered at discretion of department
Semester Hours: 3
An introductory course in the principles and methods used to distinguish correct from 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 303
Ethics
Semester: Spring; Odd years
Semester Hours: 3
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.

POL 203
American National, State, and Local Government
Semester: Spring
Semester Hours: 3
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 412
Constitutional Law
Semester: Fall; Even years
Semester Hours: 3
A case-method approach to the landmark decisions of the Supreme Court, with an emphasis on the doctrine of judicial review and the role of the Court in interpreting the Constitution and shaping American legal culture. The course will focus on the exercise and limitations of federal power in the areas of the economy, civil rights, and individual liberties, as well as the Constitutional basis on which statutes and other regulatory provisions are adjudicated. Special attention will be given to Constitutional clauses related to free speech, due process, and equal protection under the law.

PSY 330
Psychology and Law
Semester: Fall; Offered at discretion of department
Semester Hours: 3
This course is an introduction to some of the ways in which psychological research, theory, and practice is applied to the legal system and issues of law. Topics covered in this course include why people commit crimes, the accuracy of eyewitness testimony, what it means to be found "not guilty by reason of insanity," and false and coerced confessions, among others.
Prerequisite: PSY 101

SOC 321
Criminology
Semester: Spring; Alternate years
Semester Hours: 3
This course focuses on the nature and extent of crime and delinquency, including a 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: SOC 101 or SOC 225

SOC 342
Deviance
Semester: Spring; Alternate years
Semester Hours: 3
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.
Prerequisite: SOC 101 or SOC 225

SOC 343
Punishment and Society
Semester: Fall; Alternate years
Semester Hours: 3
This course examines the complexities of punishment in the United States from colonial times to the present. It considers the types of behavior we punish, why we punish, how we punish, and whom we punish. Through a detailed analysis of the criminal justice system, the course evaluates the approaches of the United States to crime prevention, incarceration, and dealing with terrorism. We look at the history of punishment, study the birth of the modern prison, and consider various theories of criminology and the social nature of explanations of punishment. We then explore the massive growth of the prison population in the U.S. at the end of the twentieth century.
Prerequisite: SOC 101 or SOC 225

Psychology

Barbara Vail, Professor
Jenny Reichert, Associate Professor
Casey Bevens, Assistant 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 who 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 Learning Outcomes

Psychology
Students who graduate with a major in psychology will be able to:
1. Describe basic psychological theories including personality, learning, cognitive, biological/physiological, social, and psychopathological;
2. Apply the processes of scientific inquiry to questions concerning human behavior;
3. Outline human development in terms of physiological, social, and environmental influences throughout the lifespan;
4. Explain the theories and factors that contribute to psychological dysfunction of individuals and families;

Psychology Education
Students who graduate with a major in psychology education will be able to:
1. Describe basic psychological theories including personality, learning, cognitive, biological/physiological, social, and psychopathological;
2. Apply the processes of scientific inquiry to questions concerning human behavior;
3. Outline human development in terms of physiological, social, and environmental influences throughout the lifespan;
4. Explain the theories and factors that contribute to psychological dysfunction of individuals and families.

Major in Psychology
A minimum of 31 semester hours in psychology is required, with at least 3 hours in other disciplines, including:
MAT 210: Probability and Statistics
PSY 101: General Psychology
PSY 305: Abnormal Psychology
PSY 312: Behavior Management
PSY 410: Research Methods in Psychology
PSY 431: Psychological Testing and Assessment
PSY 483: Psychological Counseling

Choose one of the following:
PSY 205: Human Development I

PSY 206: Human Development II

Choose one of the following:
PSY 408: Directed Research in Psychology
PSY 450: Internship

Six semester hours of psychology electives (which may include SOC 321 Criminology) are also required. A course in biology and a course in chemistry are recommended.

Note: Students who apply SOC 321: Criminology toward their psychology major or minor requirements may not also apply SOC 321: Criminology to meet sociology major or minor requirements.

Major in Psychology Education
A minimum of 31 semester hours in psychology is required, with at least 6 hours in other disciplines, including:
MAT 210: Probability and Statistics
PSY 101: General Psychology
PSY 205: Human Development I
PSY 206: Human Development II
PSY 302: Educational Psychology
PSY 305: Abnormal Psychology
PSY 312: Behavior Management
PSY 410: Research Methods in Psychology
PSY 431: Psychological Testing and Assessment
PSY 483: Psychological Counseling
EDC 320: Teaching Content Courses in Secondary Education

Choose one of the following:
PSY 408 Directed Research in Psychology
PSY 450: Internship

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 Learning Outcomes
Students who graduate with a minor in psychology will be able to:
1. Apply the processes of scientific inquiry to questions concerning human behavior;
2. Describe psychological theory;
3. Understand human interaction;
4. Understand human growth and development;
5. Have some appreciation of the clinical practice of psychology;
6. Demonstrate basic understanding of the relationship between psychology and society;
7. Demonstrate basic understanding of how the human mind/brain works.

Minor in Psychology
A minimum of 22 semester hours in psychology is required, with at least 6 upper-division credits, plus at least 3 hours in other disciplines, including:
MAT 210: Probability and Statistics
PSY 101: General Psychology
PSY 201: Social Psychology
PSY 410: Research Methods in Psychology

Choose one of the following:
PSY 205: Human Development I
PSY 206: Human Development II

Choose one of the following:
PSY 305: Abnormal Psychology
PSY 483: Psychological Counseling

Choose one of the following:
PSY 315: Community Problems/Contemporary Issues
PSY 330: Psychology and Law
SOC 321: Criminology

Choose one of the following:
PSY 320: Cognitive Psychology
PSY 490: Seminar in Physiological Psychology

Note: Students who apply SOC 321: Criminology toward their psychology major or minor requirements may not also apply SOC 321: Criminology to meet sociology major or minor requirements.

Minor in Psychology Education
A minimum of 22 semester hours in psychology is required, with at least 6 upper-division credits, plus 6 hours in other disciplines, including:
MAT 210: Probability and Statistics
PSY 101: General Psychology
PSY 205: Human Development I
PSY 206: Human Development II
PSY 302: Educational Psychology
PSY 410: Research Methods in Psychology
EDC 320: Teaching Content Courses in Secondary Education
Six semester hours of upper-division psychology electives

PSY 312 and PSY 431 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

EDC 320
Teaching Content Courses in Secondary Education
Semester: Fall and Spring
Semester Hours: 3
This course requires focused study and consultation with a practicing educator in the secondary field of study, blended with traditional coursework and exploration into the methods and materials specific to the content area. Students will also be required to explore the professional organization specific to their field of study. Music education students are exempt from this course.
Prerequisite: EDC 040, admission to the teacher education program; junior or senior standing required

MAT 210
Probability and Statistics
Semester: Fall, Spring, and Summer
Semester Hours: 3
This course provides a non-calculus-based study of discrete probability theory and its statistical applications. Distribution theory and its applications in hypothesis testing and setting confidence intervals are discussed.
Prerequisite: MAT 100 or satisfactory score on a placement exam

PSY 101
General Psychology
Semester: Fall and Spring
Semester Hours: 3
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 104
First-Year Psychology/Sociology Seminar
Semester: Fall
Semester Hours: 1
This seminar is intended to provide students with an in-depth orientation to the RMC psychology and/or sociology programs. It is designed to give students a general understanding of program expectations and appreciation of the value of the core educational experience at Rocky Mountain College. Students will explore ways to succeed as psychology and sociology majors, while being exposed to the variety of academic and career opportunities available to graduates with these majors. Students will begin forming professional relationships with psychology and sociology faculty, resulting in a more meaningful college experience.

PSY 201
Social Psychology
Semester: Spring
Semester Hours: 3
This course will focus on individual effect, behavior, and cognition in social environments. Topics will include conformity and obedience, aggression, prejudice and discrimination, culture, self-esteem, attitudes and persuasion, and attraction and relationships. This course is cross-listed with SOC 201.

PSY 205
Human Development I
Semester: Fall
Semester Hours: 3
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
Semester: Spring
Semester Hours: 3
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
Semester: Offered at discretion of department
Semester Hours: 3
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 course will require some knowledge of the therapy models utilized in psychotherapy.
Prerequisite: PSY 101

PSY 299
Directed Reading
Semester: Offered at discretion of department
Semester Hours: 1-3
This course allows a 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.

PSY 302
Educational Psychology
Semester: Spring
Semester Hours: 3
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. This course is cross listed with EDC 302.
Prerequisite: PSY 205 or PSY 206

PSY 305
Abnormal Psychology
Semester: Spring
Semester Hours: 3
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: PSY 101

PSY 312
Behavior Management
Semester: Fall
Semester Hours: 3
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: PSY 101

PSY 315
Community Problems/Contemporary Issues in Psychology
Semester: Fall; Every three years
Semester Hours: 3
This course provides students with the opportunity to explore issues facing modern society. Students will read and write essays on a variety of current issues, while exploring their own biases in regard to those issues.
Prerequisite: PSY 101 or SOC 101 or SOC 225

PSY 320
Cognitive Psychology
Semester: Spring; Offered at discretion of department
Semester Hours: 3
This course will familiarize the student with basic issues and recent advances in the study of the cognitive bases of behavior. Students will be introduced to the scientific study of attention, knowledge representation, memory, problem solving, decision making, learning and expertise, reasoning, and language. Students will learn to understand and critically evaluate theory and research in cognitive psychology, apply recent developments in cognitive psychology to their own work and way of thinking about how the brain processes information, and understand sources of individual differences and diversity in cognitive abilities and processes.

PSY 330
Psychology and Law

Semester: Fall; Offered at discretion of department
Semester Hours: 3
This course is an introduction to some of the ways in which psychological research, theory, and practice is applied to the legal system and issues of law. Topics covered in this course include why people commit crimes, the accuracy of eyewitness testimony, what it means to be found "not guilty by reason of insanity," and false and coerced confessions, among others.
Prerequisite: PSY 101

PSY 342
Psychology and the Soul
Semester: Offered at discretion of department
Semester Hours: 3
This course, delivered online, with some face-to-face sessions, 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.
Prerequisite: PSY 101 or PSY 205 or PSY 206

PSY 360
History of Psychology
Semester: Spring; Offered at discretion of department
Semester Hours: 3
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.
Prerequisite: PSY 101 and junior standing

PSY 408
Directed Research in Psychology
Semester: Fall and Spring; As needed
Semester Hours: 3
Directed research provides opportunities for advanced students to become familiar with and participate in ongoing research projects under the direction of a faculty member. The student will first read background literature on the content area to be investigated and the experimental methodologies to be used. Procedures involved in conducting psychological research, first learned in PSY 410, will be put to practice. Potential activities include the design of research and the defining of conceptual variables and the gathering, analyzing, and interpretation of data. Finally, students will prepare a paper describing the project, using APA style, and are encouraged to submit proposals to the annual Rocky undergraduate symposium or appropriate regional conference.
Prerequisite: PSY 410 and permission of instructor

PSY 410
Research Methods in Psychology
Semester: Fall
Semester Hours: 4
This course is 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.
Prerequisite: PSY 101 and MAT 210

PSY 431
Psychological Testing and Assessment
Semester: Spring
Semester Hours: 3
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.
Prerequisite: PSY 101 and MAT 210

PSY 450
Internship
Semester: Fall and Spring
Semester Hours: 1-12
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. Pass/no pass grading. Contract is required.
Prerequisite: PSY 305 and PSY 483

PSY 483
Psychological Counseling
Semester: Fall
Semester Hours: 3
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.
Prerequisite: PSY 101 plus six additional semester hours in psychology

PSY 490
Seminar in Physiological Psychology
Semester: Offered at discretion of department
Semester Hours: 3
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 will understand the biochemical principles that relate to the human nervous system and the physiology involved in phenomena such as sleep, memory, schizophrenia, and depression.
Prerequisite: PSY 101, one course in biology or one course in chemistry

PSY 499
Directed Reading
Semester: Offered at discretion of department
Semester Hours: 1-3
This course allows a 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

Julie Beicken, Associate Professor

Sociology is the study of social phenomena, from social movements to social change. Sociology seeks to relate our individual biographies to the larger social contexts in which we live, connecting individuals to groups and social institutions. Sociologists study diverse topics such as culture, gender and sexuality, health, inequality, demographic trends, and more. At RMC, sociology pairs a traditional core of theory and methods with an array of electives—from criminology to the sociology of public health and sport—preparing students for work in a variety of fields. Students develop into strong researchers and writers, skills essential to the academic and professional workplaces.

Major Learning Outcomes
Students who graduate with a major in sociology will be able to:
1. Display evidence of a developed sociocultural imagination, that is, the ability to conceive of the connections between individuals' behavior and the larger group(s) to which they belong;
2. Demonstrate knowledge of and an aptitude with cultural diversity defined here as the array of sociocultural positions in the social world;
3. Provide evidence of critical reading and analysis of important texts in the field;
4. Develop and execute research papers and projects that seek to expand the sociological purview;
5. Demonstrate expertise in sociology through writing.

Major in Sociology
A minimum of 33 semester hours is required, including:
MAT 210: Probability and Statistics
SOC 324: Sociocultural Theory
SOC 408: Introduction to Social Research
SOC/PSY 450: Internship (3 credits)

Choose one of the following:
SOC 101: Introduction to Sociology
SOC 225: Sociology of Public Health

Choose one of the following:
SOC 321: Criminology
SOC 353: Introduction to Social Work

Choose one of the following:
SOC 477: Sociocultural Analysis of Subcultures: Cults/Sects
SOC 490: Seminar in Sociology

Twelve credits of sociology electives. *Students who complete PSY 450 do not need to additionally take SOC 450, but must then complete 15 credits of sociology electives.

Note: Students who apply SOC 321: Criminology toward their sociology major or minor requirements may not also apply SOC 321: Criminology to meet psychology major or minor requirements.

Minor Learning Outcomes
Students who graduate with a minor in sociology will be able to:
1. Describe the complex relationships between social structures and individual agency and experience;
2. Explain major sociological theories and consider their empirical implications;
3. Demonstrate an understanding of the complex systems of inequality impacting different social groups;
4. Demonstrate expertise in sociology in writing.

Minor in Sociology
A minimum of 18 semester hours is required, including:
SOC 324: Sociocultural Theory

Six additional credits in upper-division electives

Note: Students who apply SOC 321: Criminology toward their sociology major or minor requirements may not also apply SOC 321: Criminology to meet psychology major or minor requirements.

Sociology courses

SOC 101
Introduction to Sociology
Semester: Fall
Semester Hours: 3
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 104
First-Year Psychology/Sociology Seminar
Semester: Fall
Semester Hours: 1
This seminar is intended to provide students with an in-depth orientation to the RMC psychology and/or sociology programs. It is designed to give students a general understanding of program expectations and appreciation of the value of the core educational experience at Rocky Mountain College. Students will explore ways to succeed as psychology and sociology majors, while being exposed to the variety of academic and career opportunities available to graduates with these majors. Students will begin forming professional relationships with psychology and sociology faculty, resulting in a more meaningful college experience.

SOC 201
Social Psychology
Semester: Spring
Semester Hours: 3
This course will focus on individual effect, behavior, and cognition in social environments. Topics will include conformity and obedience, aggression, prejudice and discrimination, culture, self-esteem, attitudes and persuasion, and attraction and relationships. This course is cross-listed with PSY 201.

SOC 225
Sociology of Public Health
Semester: Spring
Semester Hours: 3
This course considers public health from a sociological perspective, situating the historical and present health management challenges facing the United States population in context. It will consider the emergence of ‘public health’ as an area of popular and political interest, the reasons for health disparities across the population, and the rise and fall of various health concerns. It will address the main public health problems of the present moment, including HIV/AIDS, diabetes, obesity, heart disease, cancer, and communicable diseases. It will also focus on the sociological impetuses for various public health movements, such as the anti-vaccination trend that the U.S. is currently experiencing. Overall, the course will expose students to the complex relationship between health, healthcare, and social forces.

SOC 262
Life and Death Decisions
Semester: Fall
Semester Hours: 3
This course addresses the ethical dilemmas at the heart of beginning and ending life from a sociological perspective, considering the importance of social worth in assessing the value of life.

SOC 299
Directed Reading
Semester: Offered at discretion of department
Semester Hours: 1-3
This course allows a 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.

SOC 310
Social Stratification
Semester: Fall; Alternate years
Semester Hours: 3
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: SOC 101 or SOC 225

SOC 315
Community Problems/Contemporary Issues in Psychology
Semester: Fall; Every three years
Semester Hours: 3
This course provides students with the opportunity to explore issues facing modern society. Students will read and write essays on a variety of current issues, while exploring their own biases in regard to those issues.
Prerequisite: PSY 101 or SOC 101 or SOC 225

SOC 321
Criminology
Semester: Spring; Alternate years
Semester Hours: 3
This course focuses on the nature and extent of crime and delinquency, including a 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: SOC 101 or SOC 225

SOC 324
Sociocultural Theory
Semester: Fall
Semester Hours: 3
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: SOC 101 or SOC 225

SOC 342
Deviance
Semester: Spring; Alternate years
Semester Hours: 3
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.
Prerequisite: SOC 101 or SOC 225r

SOC 343
Punishment and Society
Semester: Fall; Alternate years
Semester Hours: 3
This course examines the complexities of punishment in the United States from colonial times to the present. It considers the types of behavior we punish, why we punish, how we punish, and whom we punish. Through a detailed analysis of the criminal justice system, the course evaluates the approaches of the United States to crime prevention, incarceration, and dealing with terrorism. We look at the history of punishment, study the birth of the modern prison, and consider various theories of criminology and the social nature of explanations of punishment. We then explore the massive growth of the prison population in the U.S. at the end of the twentieth century.
Prerequisite: SOC 101 or SOC 225

SOC 353
Introduction to Social Work
Semester: Spring; Alternate years
Semester Hours: 3
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 365
Sociology of Gender and the Family
Semester: Fall; Alternate years
Semester Hours: 3
This course considers the family as a social institution in American society, paying particular attention to the relationship between the construction of gender and family formation. It will consider the family in historical perspective as well as modern incarnations of the family once seen as deviant. Particular attention will be paid to the relationship between family and health outcomes.
Prerequisite: SOC 101 or SOC 225

SOC 370
Sociology of Sport
Semester: Spring; Alternate years
Semester Hours: 3
This course explores the relationship between sport and society, analyzing the social structures, organizations, and groups involved in sport. After examining the sub-discipline of the sociology of sport, it utilizes the field of sport to conceptualize social phenomena and study social inequalities relating to race, class, gender, sexuality, and citizenship.
Prerequisite: SOC 101 or SOC 225

SOC 408
Introduction to Social Research
Semester: Spring
Semester Hours: 3
Students will complete the tasks necessary for conducting sociological research prior to the collection of data. Students will write a research proposal to include the development of a research question (hypothesis), a literature review of existing research on this topic, identification of a population for study, choice of two research methodologies for data collection, choice of analytical tools, and a statement of expected results. After successful completion of this course students will be prepared for SOC 409: Practicing Social Research.
Prerequisite: SOC 324

SOC 450
Internship
Semester: Offered at discretion of department
Semester Hours: 1-12
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. Pass/no pass grading.
Prerequisite: junior or senior standing

SOC 477
Sociocultural Analysis of Subcultures: Cults/Sects
Semester: Spring; Alternate years
Semester Hours: 3
This course uses sociology to examine a variety of historical and contemporary nontraditional groups in American society, such as the Oneida, People's Temple, Heaven's Gate, and Scientology. Students are expected to write a research paper using social science principles to examine a group or subculture not covered in class.
Prerequisite: one lower-division and one upper-division course in a related social science field: psychology, economics, or political science, or permission of the instructor; SOC 324 is recommended

SOC 490
Seminar in Sociology
Semester: Spring; Alternate years
Semester Hours: 3
This course enables an in-depth analysis of sociological concepts to majors. Students will engage in a large-scale research paper incorporating the application of research methods studied in Introduction to Social Research.
Prerequisite: SOC 324 or permission of the instructor

SOC 491
Practicum in Sociology
Semester: Offered at discretion of department
Semester Hours: 1-3
Students may earn course credit for field research supervised by a faculty member. For each hour of credit students are expected to spend 45 hours in the field. Students will also be asked to read relevant sociological literature related to their topic of research and submit written assignments analyzing any data collected and the research experience.
Prerequisite: SOC 101 or SOC 225 and permission of instructor

SOC 499
Directed Reading
Semester: Offered at discretion of department
Semester Hours: 1-3
This course allows a 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

Theatre Arts

Jayme Green, Instructor

Rocky Mountain College's theatre arts program provides students with a liberal arts-based theatre education. It is the goal of the program that students will develop a lifelong passion for this collaborative art form. The program encourages all students on campus to participate in theatre production. By its very nature, theatre is multi-disciplinary.

The theatre arts program provides both majors and non-majors with experience as performers, technicians, and designers. When building performance skills, students explore the creative process using their imagination, movement, and voice. According to their interests, students may also explore directing or stage management. Studies in technical design may include scenery, lighting, costumes, or sound. Upon graduation, students will have worked in all major genres and be prepared for a future in theatre.

Theatre arts currently offers a performance major and theatre arts minor. The theatre arts program encompasses intensive professional training to prepare students for graduate school or employment in theatre.

Major Learning Outcomes
Students who graduate with a concentration in theatre arts: performance will be able to:
1. Explore themselves and their production role through the creative process;
2. Work comfortably within a variety of styles and periods;
3. Use the senses, imagination, movement, emotion, concentration, and voice to build character (as either an actor or director);
4. Learn the necessary skills for placement in graduate school or the job market.

Major in Theatre Arts: Performance Concentration
A minimum of 39 semester hours is required, including:
THR 132: Acting I: Beginning Acting
THR 232: Acting II: Characterization
THR 240: Voice and Diction
THR 335: Acting III: Shakespearean
THR 349: Directing I
THR 432: Audition Preparation
THR 433: Theatre History I: Beginnings through Neoclassicism
THR 434: Theatre History II: Neoclassicism to the Present
THR 435: Acting IV: Period Acting Styles
THR 483: Senior Project

Three semester hours required:
THR 291: Theatre Practicum
or
THR 391: Theatre Practicum

Choose two of the following:
THR 135: Stage Makeup
THR 230: Movement for Theatre
THR 247: Puppetry
THR 347: Musical Theatre
THR 180, 280, 380, 480: Special Topics
THR 440: Performance/Design

Minor in Theatre Arts
A minimum of 19 semester hours is required, including:
THR 101: Introduction to Theatre
THR 131: Technical Production
THR 132: Acting I: Beginning Acting
THR 135: Stage Makeup
THR 291: Theatre Practicum
THR 433: Theatre History I: Beginnings Through Neo-Classicism
THR 434: Theatre History II: Romanticism to the Present

Theatre Arts courses

THR 101
Introduction to Theatre
Semester: Fall and Spring
Semester Hours: 3
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.

THR 131
Technical Production
Semester: Spring

Semester Hours: 3
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
Semester: Fall and Spring
Semester Hours: 3
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-awareness, vocal production, physical flexibility, and emotional exploration.

THR 135
Stage Makeup
Semester: Fall
Semester Hours: 3
Students receive practical training in the design and application of theatrical makeup. Class projects will include standard, corrective, animal, fantasy, monster, and other makeups.

THR 230
Movement for Theatre
Semester: Offered at discretion of department
Semester Hours: 3
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
Semester: Spring; Alternate years
Semester Hours: 3
This course builds upon the principles developed in THR 132. It stretches the actor's range by exploring 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: THR 132

THR 235
Drafting for the Stage
Semester: Offered at discretion of department
Semester Hours: 3
This course is 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
Semester: Spring; Alternate years
Semester Hours: 3
Fundamental concepts of vocal production are examined in this course. 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 245
Scene Painting
Semester: Spring; Alternate odd years
Semester Hours: 3
This course provides 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
Semester: Offered at discretion of department
Semester Hours: 3
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 291
Theatre Practicum
Semester: Fall and Spring
Semester Hours: 1
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 299
Directed Reading
Semester: Offered at discretion of department
Semester Hours: 1-3
This course allows a 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.

THR 310
Lighting Design
Semester: Offered at discretion of department
Semester Hours: 3
This course provides a study of the principles, technology, and aesthetics of designing stage lighting. Practical application is emphasized.

THR 315
Scene Design
Semester: Offered at discretion of department
Semester Hours: 3
This course examines the principles and aesthetics of generating practical, working designs for the modern stage. Requirements include models and research presentations.

THR 318
Properties Construction and Design
Semester: Offered at discretion of department, Every 3rd Fall
Semester Hours: 3
This course will be a hands-on exploration of different tools and techniques used to build props for the stage. Students will work through the process of prop-making from design to construction. The course will conclude with one project that is portfolio ready.

THR 320
Costuming for The Stage
Semester: Offered at discretion of department
Semester Hours: 3
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.

THR 335
Acting III: Shakespearean Techniques
Semester: Fall; Alternate years
Semester Hours: 3
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: THR 232

THR 336
Rendering for The Stage
Semester: Offered at discretion of department
Semester Hours: 3
A study of the media and techniques used to present a theatrical design. Practical application in rendering scenic, lighting, and costume design.

THR 347
Musical Theatre
Semester: Offered at discretion of department
Semester Hours: 3
This course provides an introduction to musical theatre. Study includes such topics as musical conventions, historical perspectives, actability of musical numbers, and staging of numbers. The course will culminate in an evening performance of prepared audition numbers.

THR 349
Directing I
Semester: Spring; Alternate years
Semester Hours: 3
This course examines and develops the skills necessary in stage directing, from play selecting to the final performance. Students will analyze, develop, and direct a one-act play presented for the public. This performance must incorporate informed criticisms. The following is a list of suggested classes the student should take prior to enrolling in this class: THR 131, THR 132, THR 230, THR 232, THR 240, and THR 291.

THR 391
Advanced Theatre Practicum
Semester: Fall and Spring
Semester Hours: 3
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. Pass/no pass grading.
Prerequisite: permission of the instructor

THR 432
Audition Preparation
Semester: Offered at discretion of department
Semester Hours: 3
Cold readings, prepared auditions, and the interview will be scrutinized. Upon completion of this course, students will be equipped to present diversified auditions. Effective résumés and photographs will be examined.
Prerequisite: THR 132

THR 433
Theatre History I: Beginnings to Neoclassicism
Semester: Spring; Alternate years
Semester Hours: 3
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: Neoclassicism to The Present
Semester: Spring; Alternate years
Semester Hours: 3
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 435
Acting IV: Period Acting Styles
Semester: Spring; Alternate years
Semester Hours: 3
Students examine and perform fundamental styles of movement and expression dictated by specific historical periods.
Prerequisite: THR 335

THR 440
Performance/Design
Semester: Offered at discretion of department
Semester Hours: 1-3
Performance concentration: Students prepare and perform a major role in a Rocky Mountain College production. Each role must be approved and supervised by faculty. A daily rehearsal and performance journal along with 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.

THR 450
Internship
Semester: Offered at discretion of department
Semester Hours: 1-12
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. Pass/no pass grading.
Prerequisite: junior or senior standing

THR 471
Shakespeare
Semester: Spring; Alternate years
Semester Hours: 3
Students are provided with an advanced examination of representative Shakespearean plays. Emphasis is placed equally on script analysis and the acting process.

THR 483
Senior Project
Semester: Offered at discretion of department
Semester Hours: 3
A course designed for the senior as a culmination of study in his/her area of concentration. Theatre faculty must approve the project by the end of the student’s junior year. Each project will be closely supervised by faculty. 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 are required.
• Directing: A student will direct a full-length play during Rocky Mountain College's main season. Journals and analysis are required.

• Play writing: A student will write a play and arrange for a public reading of that play. Journals and analysis are required.
• Technical: A student must complete a design for lights, costumes, and/or sets for a Rocky Mountain College or Billings Studio Theatre production. A technical student may also stage manage a major production. Journals and analysis are required.
Students will meet individually on a regular basis with their faculty supervisor throughout the duration of the project. Performance students will be required to turn in character analysis, play analysis, and/or research paperwork. Technical students will be required to turn in all design (or management) paperwork. Deadlines for the appropriate paperwork will be determined at the beginning of the semester during which the senior project will be completed. Following completion of the senior project, students will meet with all theatre faculty to discuss the production, journal, analysis work, and upcoming goals.
Prerequisite: To be eligible for THR 438, a performance major must have auditioned for every RMC production during the semesters they were a declared major and on RMC's campus.

THR 490
Seminar
Semester: Offered at discretion of department
Semester Hours: 1-3

Selected topics in theatre are explored.

THR 499
Directed Reading
Semester: Offered at discretion of department
Semester Hours: 1-3
This course allows a 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, Faculty, & Staff

President, Dr. Robert Wilmouth, MD
Executive Assistant to the President, Tracy Davison, BA

Provost, Anthony Piltz, MAcc, CMA, CFM, CPA
Chief of Staff, Halle Labert, BS, MAcc
Academic Vice President, Erin M. Reser, BA, PhD
Executive Assistant, Linda Eliason, AA, BA

Academic Administrative Areas

Academic Computing
Director of Information Technology, Dan Wolters, BS, MS
Linux System Administrator, Larry Dillon, BS
Classroom Technology/Instructional Support Administrator, Beth Wojcik, BS
Director of Business Intelligence/Data Analyst, Erik Leone, BS, BA
Database/System Analyst, Paige Daugherty, AA
Athletic Director, James Klemann, BA
Athletics Operations Coordinator, Zane Guse, BS
Head Trainer/Senior Women's Leader (open)
Basketball – Men
Head Varsity Men's Basketball Coach, Bill Dreikosen, BA, MEd
Assistant Men's Basketball Coach, Steven Keller, BS, MS
Assistant Men's Basketball Coach/Head JV Coach (open)
Basketball – Women
Head Varsity Women's Basketball Coach, Wes Keller, BS
Assistant Women's Basketball Coach (open)
Assistant Women's Basketball Coach/Head JV Coach, Jason Federico
Cheerleading
Cheerleading Coach, Latisha DeMairas, BS
Assistant Cheer Coach, Britani Deming
Cross Country/Track
Head Varsity Cross Country Coach, Alex Oddy
Head Track Coach, Jackson Duffy
Football
Head Varsity Football Coach, Christopher Stutzriem, BA, MS
Assistant Football Coach, Joseph Dunning, BA, MS
Assistant Football Coach, Javon Washington
Assistant Football Coach, Teague Blome
Assistant Football Coach, Brandon Wilson
Assistant Football Coach, Broderick Thomas
Assistant Football Coach, Jordan Melendo, BA
Assistant Football Coach, Sam Mora
Assistant Football Coach, Mohammad Smart
Strength Coach, Will Peppard
Assistant Strength Coach, Briana Guse
Golf
Head Coach Golf, Nathan Bailey, BS
Skiing
Head Varsity Men's and Women's Skiing Coach, Jerry Wolf, BA
Soccer
Director of Soccer Operations, Richard Duffy, BS, MM
Assistant Coach for Men's Soccer, Jared Dickerson, BA
Assistant Coach for Women's Soccer, Kevin Luse
Volleyball
Head Varsity Women's Volleyball Coach, Aubrey Beaumont, BA, MA, MA
Assistant Volleyball Coach, Casie Lowden, BS, MA

Aviation
Director of Aviation, Daniel G. Hargrove, BS, MS
Aviation Safety Director, Mark Donohue, BS, MS
Computer Testing Administrator: Penny Hudson, BS
Director of Flight Operations, Jean "Nick" Vité, BS, MA
Chief Flight Instructor, Christopher Farmer, BS
Assistant Director of Flight Operations (open)
Lead Instructor Coordinator, Jackson Boehm, BS
Office Manager, Flight Operations, Amy Moore
Director of Maintenance, James Robbins
A&P Mechanics: James Powell, Brent Hammel

Educational Leadership Program
Director of Educational Leadership, Stephanie "Stevie" Schmitz, BS, MS, EdD
Office Manager, Christine Unquera, BS
Graduate Admissions Counselor, Cody Halverson, BS

Equestrian
Director of Equestrian Studies/Instructor of Equestrian Studies, Emily Brester, BA
Director of Daily Operations, Associate Professor, Amy Neuman, BA, MS

Library
Director of Library, Bobbi Otte, BA, MLS
Assistant Librarian and Web Developer, Bradley Coffield, BA, MLIS
Library Associate, Bethany Schatzke, BA

Occupational Therapy Program
Director of Occupational Therapy Program, Dr. Kalyn Briggs, BA, MS, PhD, OTR/L
Administrative Coordinator (open)
Graduate Admissions Counselor, Cody Halverson, BS

Physician Assistant Program
Director of Physician Assistant Program/Assistant Professor, Carrie Hall, BS, MPAS, PA-C
Office Manager/Program Review Coordinator, Tina Cook
Assistant to Director of Clinical Education, Amy Kintz
Graduate Admission Counselor, Cody Halverson, BS

Registrar
Registrar, Anthony Piltz, MAcc, CMA, CFM, CPA

Services for Academic Success
Director, Services for Academic Success (SAS), Jamie Lane, BS, MS
Academic Specialist, Robyn Cummings, BS, MEd
Academic Specialist/Disabilities Services Coordinator, Lisa Laird, BASW
Academic Specialist, Rena Woltjer, BA, MA
Administrative Assistant/Academic Specialist, Jess Dwyer

Vice President for Enrollment Services, Austin Mapston, BA, BS, MPR

Admissions
Director of Admissions, Sean Coleman, BS
Assistant Director of Admissions, Tori Niemi, BS
Admissions Counselor, Trevor Belnap, BA
Admissions Counselor, Katie Heyneman, BS
Application and Database Manager, Scott Kunz, BA, BS
Assistant Data Analyst, Lorinda Lucas, BS
Visit and Event Coordinator, Megan Cabe, BS, MBA
Enrollment Services Administrative Specialist, Kaylie Anderson
Financial Aid
Director of Financial Assistance, Jessica Francishetti, BA
Assistant Director of Financial Assistance (open)
Financial Assistance Counselor, Coleen Schultz
Media
Communications and Social Media Coordinator (open)
Native American Outreach
Coordinator of Native American Outreach Programming, Michaela Talksabout, BS
Coordinator of Native American Outreach Programming, Tauzha Grantham, BS
Student Records
Director of Student Records, Erica Johnson, BA
Assistant Director of Student Records, Shannon Ryan, BS
Enrollment Specialist, Maria Perna, BA

Development
Director of Development, John Pearson
Development Officer, Lisa Svendsen, BS
Alumni and Community Relations Coordinator (open)

Chief Financial Officer, Melodie Milroy, BA, MBA
Business Office
Accounts Receivable Representative, Dianne Capron
Student Accounts, Tiffany Canning, AA
Controller, Dylan Dahl, BS, CPA
Senior Accountant, Rachel Osburn, BS, MAcc, CPA
Senior Accountant (open)
Accounting Clerk I, Gavin Andrich
Staff Accountant (open)
Office Manager/Casher (open)
Human Resources
Chief Human Resources Office, Marcella Buster, BS, MBA-HRM
Human Resources Administrator, Tracy Czudak, BS

Vice President/Dean for Student Life, Brad Nason, BS, MS
Office Manager for Student Life, Kristin Mills, BS, MS
Student Life
Director of Intramurals/Outdoor Recreation, Tim Lohrenz, BA, MEd
Counselor, Cynthia Hutchinson, BA, MS, Licensed Clinical Professional Counselor
Director of Career Services, Lisa Wallace, BS, MPA
College Chaplain/Director of Campus Ministries and Church Relations, Kimberly Woeste, BA, MDiv, MTS
Director of Leadership, Engagement, and Achievement Program (LEAP), Steven Peterman, BS, MS
Coordinator of Student Activities, Alexandra Wolff, BS, MS
Campus Safety Coordinator, Donald Laux, BBA
Housing and Residence Life
Director of Residence Life, Shaydean Saye, BS, MS
Residence Life Coordinator, Alyssa Himmelspach, BS, MS
Housing Operations Coordinator, Hunter Stacey
Auxiliary and Co-Curricular Services
Central Operations
Director of Central Operations, Kelsey Dwyer, BA
Facility Services
Director of Campus Facilities, Planning and Administration, Keith North, AA, BBA
Head Groundskeeper, William Greenwalt, AA
Ground Technicians, Greg Carpenter, Jordin Myers, Quinn Goldhammer
Head Maintenance, Dan Root
Maintenance Technicians, Gary Zarn, Denise “Jay” Goldhammer, Bret Scala
Custodial Staff: Lori Look, Dan Capehart, Shelley Lang, Tanner Larson, Seth Eldridge, Marty Wallace
Fortin Education Center
Fortin Fitness Center Manager, Gail Nutting
Administrative Assistant - Auxiliary Services, Sally Paulson, BS

Division Structure

Anthony Piltz, Provost, MAcc, CMA, CFM, CPA
Erin Reser, Academic Vice President, BA, PhD

Humanities and Fine Arts
Todd Forsgren, Division Chair

Art
Communication Studies
English
Foreign Languages and Literature
History and Political Science
Interdisciplinary Studies
Music
Philosophy and Religious Studies
Theatre Arts

Natural Sciences and Mathematics
Dr. Ivy Fortmeyer, Division Chair

Biology
Chemistry/Biochemistry
Environmental Science and Studies
Geology
Mathematics
Physics

Professional Studies
Dr. Patrick Hughes, Division Chair

Aviation
Business Administration and Accounting
Education
Equestrian Studies
Health and Human Performance
Library
Sociology
Psychology

Graduate Programs
Accountancy, Anthony Piltz, MAcc, CMA, CFM, CPA
Educational Leadership, Stevie Schmitz, MEd
Physician Assistant Studies, Carrie Hall, MPAS, PA-C
Occupational Therapy, Dr. Kalyn Briggs, PhD, OTR/L

Faculty

Daniel Albrecht, Professor of Biology (2002). BA, St. Olaf College. MS, University of North Dakota. PhD, University of New Mexico.
Toby S. Anderson, Professor of Physics (2006). BS, Belmont University. MS, PhD, Vanderbilt University.
John Barbaro, Professor of Chemistry (2004). BA, The Catholic University of America. MS, PhD, Texas A&M University.
Holly A. Basta, Associate Professor of Biology (2014). BS, Montana State University. PhD, University of Wisconsin-Madison.
Julie Beicken, Associate Professor of Sociology (2015). BA, Oberlin College. MS, PhD, University of Texas at Austin.
Casey Bevens, Assistant Professor of Psychology (2024). BS, Berry College. MS, University of Louisiana. PhD, University of Edinburgh.
Jennifer R. Beverly, Assistant Clinical Professor of Physician Assistant Studies (2013). BS, Rocky Mountain College. MPAS, Kirksville College of Osteopathic Medicine. PA-C. DMSc, Lynchburg College.

Administration, Faculty, & Staff

Amanda R. Botnen, Professor of Health and Human Performance (2010). BA, St. Olaf College. MS, Montana State University Billings.

William Braubach, Assistant Professor of Mathematics (2024). BS, Lakeforest College. MS, PhD, University of Wisconsin.

Emily Brester, Interim Director, Instructor of Equestrian Studies (2022). BA, Rocky Mountain College.

Kalyn Briggs, Director and Assistant Clinical Professor and Academic Fieldwork Coordinator of Occupational Therapy (2018). BS, MS, University of Mary. PhD, Texas Woman's University, OTR/L.

Christi M. Brown, Associate Professor of Equestrian Studies (2003). BS, Rocky Mountain College. MS, University of St. Mary.

Jodi Carlson, Assistant Professor of Education (2021). BS, MS, Northern Arizona University.

Amanda Carroll, Assistant Clinical Professor of Occupational Therapy (2021). BA, MS, PhD, University of North Carolina-Chapel Hill.

Mindie Clark, Assistant Professor of Health and Human Performance (2023). BS, Utah Valley University. MS, Northern Michigan University. PhD, University of Utah.

Bradley Coffield, Assistant Librarian for Instruction and Web Development (2017). BA, MLIS, University of Pittsburgh.

Kevin Croff, Instructor of Education (2020). BS, Eastern Montana College. MEd, Montana State University. MEd, Rocky Mountain College.

Robyn M. Cummings, Professor of Mathematics/Academic Specialist for SAS (1994). BS, MEd, North Dakota State University.

Caroline Deigert, Assistant Clinical Professor of Physician Assistant Studies (2021). BS, Pembroke State University. MPAS, DMSc, Rocky Mountain College. PA-C.

Mark Donohue, Assistant Professor of Aviation (2023). BS, MS, University of Colorado, Boulder.

Gayle Fallon, Assistant Professor of English (2023). BA, Palm Beach Atlantic University. MA, Florida Atlantic University. PhD, Louisiana State University.

Danyela Farrar, Administrative Coordinator, Assistant Clinical Professor of Occupational Therapy (2022). MS, Montana State University-Billings, OTD, Rocky Mountain College.

Jolane K. Flanigan, Professor of Communication Studies (2011). BA, MA, University of Montana. PhD, University of Massachusetts.

Todd Forsgren, Associate Professor of Art (2020). BA, Bowdoin College. MFA, Jan Evangelista Purknye University.

Ivy Fortmeyer, Associate Professor of Chemistry (2016). BA, Columbia University. MA, PhD, Princeton University.

Deanne Gemmill, Instructor of Education (2020). BS, University of Northwestern-St. Paul. MS, Montana State University Billings.

Henrietta Goodman, Assistant Professor of English (2020). BA, University of North Carolina. MA, University of Montana. PhD, Texas Tech University.

Jayme C. Green, Instructor of Theatre Arts (2015). BA, Rocky Mountain College.

Carrie A. Hall, Director, Assistant Clinical Professor of Physician Assistant Studies (2013). BS, MPAS, Rocky Mountain College. PA-C.

Daniel G. Hargrove, Director of Aviation/Professor of Aviation (2003). BS, U.S. Air Force Academy. MS, Montana State University.

Dwight Harley, Associate Clinical Professor of Physician Assistant Studies. BS, Medical College of George. BS, MS, Georgia College.

Steven R. Hart, Professor of Music (2000). BM, Western Michigan University. MM, University of South Dakota. PhD, University of Colorado.

Jeri Heard, Instructor of Education (2020). BS, Montana State University. MEDL, Rocky Mountain College.

Heather L. Heggem, Assistant Clinical Professor of Physician Assistant Studies (2010). BS, MPAS, Rocky Mountain College. PA-C. DMSc, Lynchburg College.

Ulrich A. Hoensch, Professor of Mathematics (2003). MSc, Technical University Darmstadt, Germany. PhD, Michigan State University.

Alexis Hodik, Assistant Professor of Business (2024). BS, MAcc, Rocky Mountain College.

Patrick Hughes, Assistant Professor of Health and Human Performance (2019). BA, Purdue University. MS, Montana State University Billings. PhD, Montana State University.

Cristi H. Hunnes, Professor of Chemistry (1995). BA, Carleton College. PhD, University of Illinois at Urbana-Champaign.

Christopher Irvine, Assistant Professor of Health and Human Performance (2019). VS, MEd, Bowling Green State. PhD, Texas Women's University.

Thomas J. Kalakay, Professor of Geology (2004). BSc, Montana State University. MSc, PhD, University of Wyoming.

Twylla Kirchen, Associate Clinical Professor of Occupational Therapy (2018). BA, University of Nevada, Reno. MS, University of North Carolina, Chapel Hill. PhD, Texas Woman's University. OTR/L.

Ashley Kunsa, Associate Professor of Creative Writing (2017). BA, University of Pittsburgh. MFA, Pennsylvania State University. PhD, Duquesne.

Timothy Lehman, Professor of History and Political Science (1990). BA, Earlham College. MA, PhD, University of North Carolina at Chapel Hill.

Seth Livengood, Assistant Professor of Aviation (2022). BS, Rocky Mountain College. MSW, Walla Walla University.

Robin "Chip" W. Lowery, Instructor of Chemistry (2011). BS, Montana State University. MEd, Lesley University.

Paul MacMillan, Assistant Clinical Professor of Physician Assistant Studies (2024). BS, Western Montana College. MPAS, Rocky Mountain College. PA-C, MPAS.

Meredith Munson, Assistant Professor of Art (2022). BA, Baylor University. MA, Texan Christian University. PhD, Union and University of California, Berkeley.

Amy N. Neuman, Associate Professor of Equestrian Studies (1999-2000, 2003). BS, Rocky Mountain College. MS, University of Edinburgh.

John Philip Nordeck, IV, Assistant Clinical Professor of Occupational Therapy (2022). BA, University of Colorado. OTD, Rocky Mountain College.

Matthew O'Gara, Professor of Political Science (2008). BA, California State University. MA, San Diego State University. PhD, University of Southern California.

Mark T. Osterlund, Professor of Biology Studies (2008). BS, Clemson University. MPhil, MS, PhD, Yale University.

Kayhan Ostovar, Professor of Environmental Science (2007). BS, North Carolina State University. MS, Montana State University.

Bobbi A. Otte, Director of Library (2000). BS, Montana State University Billings. MLS, Drexel University.

Jenifer L. Parks, Professor of History (2009). BA, Oglethorpe University. MA, PhD, University of North Carolina at Chapel Hill.

Anthony R. Piltz, Provost, Professor of Business Administration/Economics (1990). BS, Grand Canyon University. MAcc, Truman State University. CMA, CMF, CPA.

Nicholas A. Plunkey, Professor of English (2010). BA, University of Michigan-Flint. BA, PhD, University of Nevada.

Megan M. Poulette, Associate Professor of Environmental Science (2014). BS, Grove City College. MS, PhD, University of Nevada.

Jill Powell, Co-Director of Clinical Education, Assistant Clinical Professor of Physician Assistant Studies (2019). BS, Montana State University. MS, PA-C, University of South Dakota.

Matthew Prinkki, Assistant Professor of Aviation (2014). BS, Rocky Mountain College. MBA, Walsh College.

Jenny Reichert, Associate Professor of Psychology (2017). BS, Baylor University. MA, PhD, University of Nevada, Reno.

Erin M. Reser, Academic Vice President, Professor of Communication Studies (2007). BA, MA, Colorado State University. PhD, University of Utah.

Ashlynn Reynolds, Associate Professor of Rhetorical Studies. BA, MA, University of Montana. PhD, Texas Tech University.

Paulina Ross, Instructor of Anatomy and Physiology (2022). BS, University of Utah.

Lauren Rucker, Co-Director of Clinical Education, Assistant Clinical Professor of Physician Assistant Studies (2022). BA, Vassar College. MS, Philadelphia College of Osteopathic Medicine.

Brady Ruff, Assistant Clinical Professor of Physician Assistant Studies (2019). BA, MPAS, Rocky Mountain College.

Stephanie "Stevie" J. Schmitz, Director of Educational Leadership (2004). BS, Eastern Montana College. MS, Montana State University Billings. EdD, Montana State University.

Cara Schreffler, Assistant Professor of Music (2020). BMus. Ed, New Mexico State University. MM, University of New Mexico. PhD, University of Colorado-Boulder.

Maclain Scott, Director of First-Year Writing Program, Assistant Professor of English (2023). BA, MS, Illinois State University. PhD, The University of Texas at Austin.

B. Scott Severance, Professor of Business (1996). BS, Rocky Mountain College. MA, University of Nevada-Las Vegas.

Derek J. Sjostrom, Professor of Geology (2003-2004, 2009). BS, University of Washington. MS, University of Montana. PhD, Dartmouth College.

James J. Smith, Professor of Business (2001). BS, Rocky Mountain College. MBA, University of Montana.

Cedric O. Snelling, Associate Professor of Accounting (2014). BS, MAcc, Rocky Mountain College.

David Strong, Professor of Philosophy and Environmental Studies (1988). BA, University of Montana. PhD, State University of New York-Stony Brook.

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