



# ROCKY MOUNTAIN COLLEGE

## **Catalog 2009-2010**

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

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# Academic Calendar

## Fall Semester 2009

Validation must be complete (confirm attendance and make payment arrangements).	Aug. 7 (5 p.m.)
Early check-in for new students	Aug. 17
Classes begin	Aug. 24
Internship contracts due	Aug. 24
Labor Day-No classes	Sept. 7
Last day to add a course/Last day to drop a course with no record on transcript (class changes are final)	Sept. 4
Mid-term grades due in the Office of Student Records at Noon	Oct. 14
Mid-term break	Oct. 15 - 16
Last day to drop a course with a grade of 'W'	Oct. 21
Online registration open for Spring 2009	Oct. 19
Applications for graduation in May 2009 are due in the Office of Student Records	Oct. 31
Thanksgiving break	Nov. 26 - 29
Dead week	Nov. 30 - Dec. 4
Last day of classes	Dec. 4
Final examinations	Dec. 7 - 10
Final grades due in the Office of Student Records at Noon	Dec. 16

## Spring Semester 2010

Validation must be complete (confirm attendance and make payment arrangements).	Jan. 8 (5 p.m.)
Classes begin	Jan. 11
Internship contracts due	Jan. 11
Martin Luther King Day-No classes	Jan. 18
Last day to add a course/Last day to drop a course with no record on transcript (class changes are final)	Jan. 25
Mid-term break	Mar. 1-5
Mid-term grades due in the Office of Student Records	Mar. 10
Last day to drop a course with a grade of "W"	Mar. 19
Online registration for Fall 2009 opens. Summer 2009 registration available through paper registration.	Mar. 22 - Apr. 2
Easter Break-No classes	Apr. 2 - 5
Classes resume	Apr. 6
Dead week	Apr. 26 - Apr. 30
Applications for graduation in December 2009 are due in the Office of Student Records.	Apr. 30
Last day of classes	Apr. 30
Final examinations	May 3 - 6
Baccalaureate	May 7
Commencement	May 8
Final grades due in the Office of Student Records at noon.	May 12

# Academic Calendar

## Summer Session 2010

### Session 1

Classes begin. Validation must be complete (confirm attendance and make payment arrangements).

After this time, late penalties in effect (courses deleted and late fee charged).

Last day to add a course. Last day to drop a course without record on transcript

Last day to drop a course during Session 1 (with a "W" on transcript).

### Session 2

Classes begin. Validation must be complete (confirm attendance and make payment arrangements).

After this time, late penalties in effect (courses deleted and late fee charged).

Last day to add a course. Last day to drop a course without record on transcript.

Last day to drop a course during Session 2 (with a "W" on transcript).

### Combined Session

Classes begin. Validation must be complete (confirm attendance and make payment arrangements).

After this time, late penalties in effect (courses deleted and late fee charged).

Last day to add a course. Last day to drop a course without record on transcript.

Memorial Day-no classes

Last day to drop a course during Combined Session (with a "W" on transcript).

**May 7-May 28**

May 7

May 11

May 20

**Jun. 1-Jul. 2**

Jun. 1

Jun. 3

Jun. 18

**May 10-Jul. 2**

May 10

May 21

May 31

Jun. 24

# Degree Completion Programs Calendar

## Applied Management Program

For current scheduling information, link here. The Applied Management program is currently under moratorium and is not accepting students. Contact program director, Stevie Schmitz, at 657-1134 or *schmitzs@rocky.edu* for further information.

## Elementary Education Program Distance Learning

The distance-based Elementary Education program is currently under moratorium and is not accepting students. Contact program director, Stevie Schmitz, at 657-1134 or *schmitzs@rocky.edu* for further information.

# Master of Physician Assistant Calendar

In addition to fall and spring semesters, physician assistant students have an initial summer term and a full summer semester.

## Initial Summer Term 2008

Validation must be complete (confirm attendance and make payment arrangements); classes begin.

Independence Day – no classes

Last day of classes

**Jul. 2-Aug. 17**

Jul. 2

Jul. 4

Aug. 17

## Full summer semester 2010

Validation must be complete (confirm attendance and make payment arrangements); classes begin.

Memorial Day – no classes

Independence Day – no classes

Last day of classes

Final examinations

**May 12-Aug. 15**

May 12

May 26

Jul. 4

Aug. 8

Aug. 11-15

# Master of Educational Leadership Calendar

## Fall 2009

Classes begin

Initial seminar at Rocky Mountain College

Applications for May 2010 graduation due

Last day of classes for fall term

Final grades due

Aug. 3

Aug. 3-7

Oct. 31

Dec. 22

Jan. 4, 2010

## Spring 2010

Classes begin

Baccalaureate

Commencement

Capstone Seminar at Rocky Mountain College

Final grades due

Jan. 5

May 7

May 8

Jun. 14-18

Jun. 25

# General Information

## History of Rocky Mountain College

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

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

The committee 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 (payable in advance, of course).

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. Tuition had risen to \$5 per month. 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 Billings Polytechnic Institute campus. As affiliates, the institutions developed integrated programs and then merged into a single college named Rocky Mountain College by student vote in 1947.

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

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

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

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

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

## Mission

Rocky Mountain College educates students in the liberal arts and selected professional fields. The liberal arts underlie our commitment to rational inquiry, creative expression, critical thinking, and the practical application of knowledge. We strive to develop reflective, ethically responsible, and productive citizens. We celebrate and strengthen that which unites all of humanity.

## Core Values

With our roots in both the practical and liberal arts, we value the broadly educated person who is skilled both within a specific discipline and across other disciplines.

We honor intellectual curiosity, scientific reasoning, and open discussion. We advocate for a life committed to excellence and service to others, and we work to create a setting in which students are prepared to confront the significant challenges of our time.

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

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

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

# General Information

## Church Relations

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

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

## Peace Studies

*David Burt, Board Chair*  
*Cindy L. Kunz, Administrator*

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

Speakers are available, and visitors are welcome. The Peace Institute is located in 103 Alden Hall. Contact the Institute via email at [peacestudies@rocky.edu](mailto:peacestudies@rocky.edu) or at (406) 657-1042.

## 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.

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

**Anderson Hall**, 1970; 1998. Anderson Hall offers traditional residence hall housing for 72 students, with common restrooms, showers, and kitchens. One of the campus's most popular spots, the ASRMC lounge, is located in the basement. Yoder Lounge, a comfortable space for study, computer use, and relaxation, connects Anderson to Widenhouse Hall. Anderson is named for Lula Anderson, a member of the first graduating class of Billings Polytechnic Institute.

**Bair Family Center for the Sciences**, 1981. Named for the family of Montana pioneer and rancher, Charles M. Bair, Rocky Mountain College's major science facility houses the science and mathematics disciplines and is complete with classrooms, laboratories, seminar rooms, and faculty offices. It also houses the Nuclear Magnetic Resonance (NMR) Spectrometer. The facility was made possible by a major gift from Alberta M. Bair, daughter of Charles M. Bair, together with gifts from other donors to the Second Century Fund. **Bair Family Student Center**, 1961; 1997. Located in the center of the campus, north of the Rocky Green, this structure houses the dining room, snack bar, bookstore, game room, Fraley Lounge, campus mail services, the offices of ASRMC, career services, and the office of the dean for student life. The building has been extensively expanded and remodeled.

**Lillis Chapel**, 2007. Located in the lower level of the Bair Family Student Center.

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

**Rocky Mountain College Bookstore**, 1961; 1997. The College bookstore, stocked to meet students' needs for books and supplies, is located in the Bair Family Student Center.

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

**Educational Resource Center**, 1958; 1999. This building houses the Paul M. Adams Memorial Library, computer-equipped writing, data, and business classrooms, and a distance learning center. The library, now the largest part of the ERC, contains a collection of over 85,000 books and period-



## General Information

icals accessible via the library's computer catalog. The ERC also houses the Alice Giddings King Memorial Archives, the College's Heritage Archives and collections belonging to the United Methodist Church and the United Church of Christ.

**Flight Training Operations**, 2007. Aircraft with modern navigation and avionics systems provide basic training resources for students. The location at the 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, a gymnasium, auxiliary exercise areas, a swimming pool, a health suite, a large lecture hall, classrooms, laboratories, and offices for faculty and administrators. It is named for Philip Fortin, a Billings businessman and philanthropist.

**Intermountain Equestrian Center**. Located nine miles from campus, Rocky Mountain College contracts facilities that include two large heated indoor arenas, two extensive outdoor arenas, round pens, numerous trails for pleasure riding, and top-notch stabling for 75 horses.

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

**Morledge - Kimball Hall**, 1914. This stone and stucco building, formerly a residence hall for women, was named for the principal donor of funds, the late Mrs. Flora Kimball, Portsmouth, New Hampshire. This facility is currently undergoing renovation and will open in fall 2009 with faculty offices and classrooms.

**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 houses studios, practice rooms, and classrooms.

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

**Prescott Hall**, 1916; 2001. This stone building was erected through the generosity of the late Amos L. Prescott of New York City. The commons, a large paneled room with a wood-and-beam ceiling, has large fireplaces at each end. 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. Located on the western edge of campus, this residence hall provides 200 private rooms within a suite-style complex (four students with private sleeping quarters per suite). Each suite is equipped with a micro-kitchen and 1.5 baths. Occupancy of this facility is restricted to students with sophomore status or higher.

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

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

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

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

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

### Accreditation

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

### Admissions

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.

# Requirements for Admission

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 applicant's file is complete, the admissions committee will make a decision on the student's application for admission. It is in the student's best interest to apply early for admission.

Students seeking admission must submit:

1. completed Rocky Mountain College application for admission;
2. official transcripts (high school, GED, and any from post-secondary institutions);
3. results of ACT and/or SAT tests for traditional freshman students;
4. non-refundable application fee of \$35 (international students, \$40); this fee is waived for online applications; and
5. an essay and two letters of recommendation may be required.

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

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

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

## Freshman Student

### Admission Criteria

- High school diploma and a cumulative GPA of 2.50 or higher and an ACT/SAT score of 21/1000 or higher.
- The admissions committee, composed of staff and faculty, will consider students with a cumulative GPA below 2.50 or a GED and an ACT/SAT score below 21/1000 for admissions.
- A student who does not meet the normal requirements for admission must submit a personal essay and two letters of recommendation to the admissions office for review by the admissions committee, 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 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 requirement for regular admission. ACT/SAT scores are not required for an admissions decision, but are helpful for placement into the appropriate college-level English and mathematics courses.
- Students with a GED or a cumulative high school GPA of less than 2.50 are considered for admission by the admissions committee as outlined above. ACT/SAT scores are not required for an admissions decision, but are recommended.
- Students are required to submit an essay and solicit two letters of recommendation from references.

## Transfer Student

Transfer students must have official transcripts from all colleges, vocational schools, and other post-secondary schools previously attended sent directly from their previous institutions to Rocky Mountain College. Transfer students must complete all 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 general education requirements and/or a Rocky Mountain College established major; and who have a minimum of a 2.00 GPA, meet the requirement for regular admission.
- Students who have attempted 27 or more semester hours but have less than 27 semester hours that count toward Rocky Mountain College general education requirements and/or a Rocky Mountain College established major, will be reviewed by the admissions committee and may be required to submit additional materials.
- Students who have attempted less than 27 semester credits are reviewed according to the same criteria for admission as new freshmen (see Freshman Student Admission).
- 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 admissions committee and may be required to submit additional materials.

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

- a. No junior- or senior-level credit is allowed for courses from two-year colleges.
- b. No "D" or "F" grades are accepted.
- c. No preparatory/developmental classes below the 100 level are accepted.

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 Admission

## International Student

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

### Admission Criteria

Students for whom English is a second language, scores from a standardized test of English proficiency as follows:

- TOEFL (paper) score of 525 or higher.
- TOEFL (computer-based) score of 203 or higher.
- TOEFL (internet-based) score of 72 or higher.
- IELTS score of 5.5 or higher.
- Students with a high school diploma and a cumulative GPA of 2.50 or higher are considered for admission.
- Students with a cumulative GPA below 2.50 are required to submit additional information, including an essay and two recommendations from references prior to review by the admissions committee.

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

### Admission Checklist

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

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

1. results of standardized tests, such as ACT and/or SAT tests; and
2. letters of recommendation

## International Transfer Student

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

### Admission Criteria

- Students who have completed 27 or more transferable semester credit hours from an accredited college or university and who have a cumulative college GPA of 2.00 or higher and evidence of academic language proficiency meet the requirements for regular admission.
- Students transferring from colleges or universities in another country may have to pay an additional fee to have their credentials evaluated by an independent agency.
- Students with a cumulative GPA below 2.00 may be considered for admission as outlined in the "International Student Admission" section. Upon acceptance to Rocky Mountain College, international students will be forwarded an admissions packet containing the following items:
  1. official acceptance letter;
  2. I-20 AB (used by the student to obtain an F-1 student visa);
  3. a pre-arrival packet of information;
  4. a residence hall contract;
  5. an insurance guide and form; and
  6. a student health form and a news and information form.

Items 5 and 6 above and a non-refundable \$250 tuition deposit should be submitted to Rocky Mountain College after receipt of the acceptance packet. The deposit reserves space in the student's major, is credited to the student's account, and initiates pre-registration in courses for the first semester.

For more information, contact the office of international admissions at [international@rocky.edu](mailto:international@rocky.edu) or (406) 657-1107.

## International Exchange Student

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

### Admission Criteria

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

## Readmission Guidelines

Students who previously attended Rocky Mountain College but were not enrolled during the previous semester must apply

# Requirements for Admission

for readmission. Applications for readmission may be downloaded from the Rocky Mountain College website or from the office of student records. Students must submit the application along with all transcripts from institutions attended since their last enrollment at Rocky Mountain College.

## Admission Criteria

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

- have a minimum of 2.00 GPA on a 4.00 scale from any institution attended since their last enrollment at Rocky Mountain College;
- are in good standing at 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 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 which will contribute to academic success.

## Veterans Admission

Veterans of the armed services are encouraged to apply for admission and should follow the guidelines for "Freshman Admission" or "Transfer Admission." The College will give appropriate credit for college-level courses taken 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; letter from the student's high school principal recommending early admission; and
2. a letter from the student's high school counselor or teacher indicating the level of student's academic ability, emotional maturity, and social development.

A student accepted under the early admission policy is not required to show evidence of having earned a high school diploma. Upon request, the College will attempt to arrange a

freshman-year curriculum for the student with 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.

## "Explore College During High School"

High school juniors or seniors who wish to take college courses while still in high school need to complete the application for admission (high school) and submit a letter of recommendation from a high school counselor or principal. There is no application fee for this program. Students may enroll for up to six semester hours each semester while they are juniors and seniors, including summer session between their junior and senior years. Students wishing to continue their education at Rocky Mountain College after high school must follow the guidelines outlined in the "Freshman Student Admission" section.

## Audit Student

Individuals may attend classes 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 fees. Audit class availability is dependent on space and permission of the instructor. Contact the office of student records for more information.

## Students with Disabilities

### Admissions Process

There is no separate admissions process for students with disabilities. Students apply through the regular admissions process and must meet the College's admissions criteria. For services, 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. Admissions 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, as well as the following forms:

1. Residence hall contract or off-campus residency application
  2. News and information form
  3. Student health service form
  4. Services for academic success (SAS) application form
  5. Family Education Right to Privacy Act (FERPA) form
- Students are asked to submit a \$250 non-refundable tuition deposit (non-refundable after May 1). The deposit will be credited to the student's account and will guarantee enrollment in the student's chosen major.

# Requirements for Admission

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

## For information and application material, contact:

Rocky Mountain College  
Director of Admissions  
1511 Poly Drive  
Billings, MT 59102-1796

## Master of Physician Assistant Studies

*Robert Wilmouth, MD*  
*Program Director*

Admission to the physician assistant program is highly competitive and multi-faceted. Application through the CASPA system is required. Applicants are selected based on their academic preparation, health care experience, maturity, interpersonal skills, and knowledge of the physician assistant profession and its role in health care delivery.

Preference is given to applicants who graduate from high schools in rural areas and who are residents of Montana, Wyoming, Colorado, North Dakota, South Dakota, Idaho, or Utah.

### Applicants need the following to be considered:

1. bachelor's degree required upon matriculation to MPAS
2. science GPA of a B- or 2.7. No science prerequisite may be lower than a "C"; a "C-" is not included in the "C."
3. cumulative GPA of 3.0
4. a one-year sequence in general/organic/biochemistry, or 2 semesters of organic chemistry, or 1 semester of organic chemistry and 1 semester of biochemistry
5. biology coursework to include 12 credits of:
  - a. 2 semesters of anatomy & physiology with laboratory (from a biology or physiology department) 8 credits
  - b. 1 semester of microbiology with laboratory 4 credits
6. 4 credits of other biology or chemistry coursework at the 200 or higher level
7. Prerequisite biology and chemistry may not be taken by an on-line or correspondence format.
8. medical terminology (on-line course acceptable)
9. minimum combined score (verbal + quantitative) of 900 on the Graduate Record Examination
10. TOEFL required of all applicants when English is not the first language
11. Mathematics to include a pre-calculus course (or higher) and a statistics/probability course (6 credits)
12. 6 credits earned in two different 3 credit social science classes including one semester of psychology (developmental or abnormal highly recommended)
13. one course in English composition (3 credits)
14. 2000 hours of direct, hands-on patient care experience

We highly encourage 1 year of undergraduate physics or additional quantitative courses and/or laboratory experiences. We also recommend additional writing classes.

Students must use CASPA—the computerized application service—so that all student profiles look similar. Early submission of applications is highly encouraged as we will interview students on a rolling basis. CASPA applications must be electronically submitted by October 1 to be considered.

### Patient care experience

2000 hours of patient care experience that demonstrates your ability with patient interaction. The higher the quality of patient care experience, the more competitive the applicant will be judged. For example, a certified nurse assistant, a medical assistant, and a phlebotomist will be less competitive than an athletic trainer, emergency room technician, licensed practical nurse, or paramedic; a registered nurse and master's trained dietician are more competitive than the former professions. 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 prerequisites and have earned a bachelor's degree will be granted an automatic interview. Please note, this interview DOES NOT guarantee acceptance into the program—Rocky Mountain College graduates will compete with all other interviewing students for matriculating status.

**Note:** Applicants who have not completed the program specific prerequisite coursework or who are currently enrolled in a bachelor's degree program will be required to provide a written feasible plan for completion before the scheduled class matriculation date for which the applicant wishes to be considered. This plan must be sent to the PA admissions coordinator.

Applications which do not include this plan for prerequisite completion will be considered incomplete and will not be evaluated during the admissions cycle.

No transfer credit or advanced placement is allowed to replace any portion of the MPAS curriculum.

Applications are only valid for the admissions cycle during which they are submitted. Individuals who wish to re-apply during the admissions cycle of a subsequent year are required to submit a new and complete application.

All applicants who are accepted for admission to the Rocky Mountain College Master of Physician Assistant Studies program are required to submit official copies (i.e., not copies issued to the student) of their transcripts from all institutions of higher education previously attended (including non-U.S. schools). This set of transcripts is in addition to those submitted to CASPA.

# Requirements for Admission

## Master of Educational Leadership

*Stevie Schmitz, Director*

*Jo Swain, Assistant Professor*

*Christine Unquera, Program Assistant*

Admission to the master of educational leadership program is competitive and will be based on the following requirements for admission. Complete the following if applying to the educational leadership program for certification only. A master's degree must have been earned at another institution:

- Complete a separate application for admission
- Submit a current resume to include educational degrees/professional experiences as well as relevant awards, publications, presentations or other achievements;
- Submit one set of official transcripts from all degree-granting institutions and any institution where graded credits have been received;
- Submit 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 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. Interested individuals should complete the following if they are interested in a master's-level program in educational leadership:
- Complete online application. Submit a copy to the educational leadership program and to the education program;
- Submit a current resume 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 Rocky Mountain College educational leadership program and wishes to become an educational leader in the 21st century; and
  5. what pledge of support from the applicant's school district has been secured and how the applicant will arrange release time for the internship required in the Rocky Mountain College program.
- Submit one set of official transcripts from all degree-granting institutions and any institution where the applicant has received graded credits;
- Submit 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.

Acceptance into the program for either certification or completion of a master's degree will also include a successful interview prior to admission.

## Master of Accountancy Program

*Anthony R. Piltz, Professor*

*Sandra L. Barz, Professor*

*Rockland J. Tollefson, Visiting Assistant 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 an accredited institution. The candidate's major field of study must be a field other than accounting.
- Cumulative undergraduate GPA of 3.0, or above
- Completion of the GMAT Exam
- Completion of the following nine prerequisite courses.  
The cumulative GPA for the courses must be 3.0, or above
  1. BSA201 Principles of Accounting I (or equivalent)
  2. BSA202 Principles of Accounting II (or equivalent)
  3. ECO201 Principles of Macroeconomics (or equivalent)
  4. ECO202 Principles of Microeconomics (or equivalent)
  5. BSA209 Basic Statistical Methods (or equivalent)
  6. BSA351 Financial Reporting I (or equivalent)
  7. BSA352 - Financial Reporting II (or equivalent)
  8. BSA311 - Principles of Finance

### 3-2 Program Admission

Current RMC undergraduate students and undergraduate transfers to RMC are subject to a two-tiered admission process. Students are first admitted to the Accounting Program for the 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 admission to the Accounting Program, candidates must have completed 90 semester-hours of college-level credit with a cumulative GPA of 2.75, or above. The 90 earned credits must include: BSA201, BSA202, ECO201, ECO202, BSA209, BSA351, BSA352, and BSA311. The cumulative GPA for these eight courses must be 3.0, or above.
- Upon completing 125 college-level credits, candidates are eligible for formal admission to the Master of Accountancy Program. To be admitted, candidates must:
  1. Complete the GMAT Exam
  2. Be currently enrolled in the Accounting Program and be in good academic standing.

### 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 the first semester of the senior year (see 3-2 admission above). The program is designed to avoid any sequencing problems, so a student may begin the program in any individual semester. The only prerequisite for any of the master's level courses is BSA352 (Financial Reporting II).

# Financial Assistance

*Jessica Francischetti*  
*Director of Financial Assistance*

Students who intend to apply for financial assistance must be accepted for admission to Rocky Mountain College (see the "admissions" section of the catalog). If a student is applying for federal financial assistance, Rocky Mountain College will also need results from a completed Free Application for Federal Student Aid (FAFSA). With this form, the student's financial need and eligibility for the federal student financial aid programs and many Rocky Mountain College scholarships/grants are determined. The FAFSA is available online, or a paper FAFSA can be requested at the College's financial aid office. The preferred method for completing the FAFSA is online. The College will receive the results electronically when a student lists Rocky Mountain College as a college choice. Students who wish to be considered for federal financial assistance will need to complete the FAFSA each academic year that they attend Rocky Mountain College.

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

## Satisfactory Academic Progress

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

1. Students must maintain a cumulative GPA of at least 1.75 until they have completed 26 credits, including transfer credits;
2. Students must maintain a cumulative GPA of at least 2.00 after completing 27 credits, including transfer credits. Transfer students must also maintain a cumulative GPA of 2.00 in the credits attempted at Rocky Mountain College.
3. Students must complete at least 67 percent of all credits attempted, including transfer credits.

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

the grade for the last course attempted will be used to compute the academic record.

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

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

Suspensions from work-study may be appealed to the director of financial assistance within 15 days of notification of suspension. A written appeal must include an explanation of probationary status, a plan of action to meet the conditions of probation, and why working will not jeopardize that plan. A decision regarding the appeal will be sent by mail to the student in a timely manner. Any student who earns a GPA of 1.00 or less during any term, regardless of his or her cumulative GPA, will be placed on academic probation or may be suspended. If the student's cumulative GPA is at least a 2.00 after earning less than a 1.00 GPA during any term, the student will be put on financial aid probation. The student must meet satisfactory academic progress by completing at least 67% of credits attempted with at least a 2.00 GPA during the probationary semester in order to remove the financial aid probation. The student may be suspended from all financial aid if the conditions of probation are not met, regardless of that student's cumulative GPA.

Financial assistance suspensions may be appealed to the director of financial assistance within 15 days of notification of suspension. Generally, appeals will be granted for extraordinary circumstances beyond the student's ability to control, such as prolonged illness or injury or death of an immediate family member. The appeal must be in writing and be documented to the extent that proof exists. A decision regarding the appeal will be sent to the student in a timely manner. Students on financial aid suspension may regain eligibility for financial assistance by re-establishing the required GPA and/or completion ratios using their own resources.

# Financial Assistance

A student who repeatedly violates the standards for satisfactory academic progress may be suspended from further financial aid eligibility at Rocky Mountain College without a probationary period. It is the responsibility of the student to notify financial aid personnel when he or she has re-established satisfactory academic progress.

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

## Types of Financial Assistance

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

1. grants and scholarships
2. loans
3. work opportunities

### Grants and Scholarships

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

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

**Academic Competitiveness Grant (ACG):** Students must be a U.S citizen, eligible for the Pell Grant, be enrolled full time, and must have completed a rigorous course of study in high school. This grant is available to first- or second-year students; second-year students must have a 3.0 cumulative GPA.

**National Science and Mathematics Access to Retain Talent Grants (SMART):** Students must be a U.S. citizen, be eligible for the Pell Grant, be in their third or fourth academic year, be enrolled full time, have a cumulative GPA of at least 3.0, and be majoring in an eligible major.

**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. A student is not required to apply for federal student assistance in order to be eligible for Rocky Mountain College financial assistance. The maximum institutional amount for which a student is eligible is awarded to the incoming student and is guaranteed to the student within institutional packaging policy requirements. The student must be making satisfactory academic progress toward his or her degree and must maintain a cumulative GPA of at least a

3.00 in order to keep academic scholarships. The complete awarding policy is located in the financial aid office.

**Athletic Grants** are available for football, men's/women's basketball, men's/women's alpine skiing, men's/women's cross country, women's volleyball, women's golf, women's soccer, and cheerleading. Awards are made by the office of financial assistance in consultation with each sport's coach. Annual renewal of grants is determined by the coach.

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

**Academic Scholarship:** This scholarship is based on academic performance and on a calculated index based on an ACT/SAT score and high school GPA for incoming freshmen. Transfer students are awarded academic scholarships based on prior academic performance at their former school(s).

Students are eligible for only one institutionally funded academic scholarship each year. Students falling below a cumulative GPA of 3.00 will lose their academic scholarship. Reinstatement of an academic scholarship is at the discretion of the office of financial assistance and is dependent upon the availability of institutional funds.

### Other Grant and Scholarship Opportunities

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

**Scholarship Eligibility:** Rocky Mountain College students obtaining their first baccalaureate degree who are in good academic standing and enrolled full-time are eligible for institutionally funded financial assistance for up to four years unless they are enrolled in a five-year program. Students enrolled in a master's degree program are not eligible for institutionally funded financial assistance. Contact financial assistance personnel for complete policies and procedures regarding financial assistance.

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



# Financial Assistance

## Loans

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

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

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

An unsubsidized Stafford student loan is not based on need. Interest accrues to the student when the loan is disbursed. The principal payment is deferred while the student is attending college at least half time. The student borrower is responsible for the interest by either paying the interest or asking the lender to capitalize the interest when the student goes into repayment. Independent students and those dependent students whose parents have been denied a parent loan may be eligible to borrow additional unsubsidized Stafford loan amounts. The financial aid office determines eligibility for either of the above loans. The type of loan for which the student is eligible will be included with the financial aid award letter with instructions regarding lenders and loan amounts requested. The student will complete a master promissory note the first time a loan is borrowed.

**Federal Parent Loan for Undergraduate Students (PLUS)** is also part of the Federal Family Education Loan program. As the name states, the parent is the borrower. This loan is not based on need and all families are eligible to apply. The Free Application for Federal Student Aid (FAFSA) does not need to be completed if the parent so desires. The maximum

amount available is determined by subtracting total financial assistance from the cost of attendance. The interest rate is fixed at 8.5%. Repayment begins 60 days after the loan is fully disbursed. For more information regarding this loan, please contact the financial aid office.

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

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

There are two types of work-study programs available.

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

Off-campus employment is available throughout the Billings area. The career services office receives inquiries for all off-campus job opportunities.

# Tuition and Fees

The board of trustees of Rocky Mountain College reserves the right to change the fee schedule without prior notice. For the 2009-2010 academic year tuition and fee schedule, see the office of the chief financial officer.

## 2009-2010 Academic Year Schedule

Tuition and general fees (12-19)	\$9834.00
Tuition, part-time (per credit)	820.00
Tuition, summer session (per credit)	331.00
Teacher Recertification program (summer; per credit)	115.00
Academic lab fee (per semester)	59.00
Campus technology fee	35.00
ASRMC student government fee (per semester)	55.00
ASRMC publication fee (per year)	25.00
Audit fee (per course)	105.00
Audit fee, age 60 or above (per course)	62.00
"Explore College During High School" tuition (per credit)	148.00
Credit for prior learning portfolio evaluation/development fee	200.00
Non-traditional credit transcribing fee (per credit)	39.00
CLEP/DANTES fee (per credit)	39.00
DANTES test fee (per test)	75.00
CLEP test fee (per test)	70.00
ACT test fee (per test)	30.00
Study Abroad Fee (outgoing-includes ISEP)	150.00
ISEP Exchange Fee (outgoing)	405.00
International Orientation (incoming – not ISEP students)	150.00

## Miscellaneous Fees

Admissions deposit (applied to tuition, non-refundable)	250.00
Application fee (non-refundable; waived for online applications)	35.00
International student application fee	40.00
Late registration/validation fee	100.00
Graduation application fee	75.00
Late graduation application fee	25.00
Transcript Fee (each)	7.00
Transcript Rush Fee (each)	15.00
ID card replacement	5.00
Parking card replacement	10.00
MMR injections	10.00
Overload fee (per credit over 19 credits)	820.00
Returned check fee (per check)	25.00
Online course fee (fully online)	54.00
Education student transcript review and licensure audit	75.00

## Tuition and Fees

### Housing Fees (per semester)

#### *Widenhouse Hall*

Single	1751.00
Double	1545.00
Triple	1339.00
Quad	1185.00

#### *Anderson Hall*

Large single	1545.00
Small single	1082.00
Double	1082.00
Triple	824.00

#### *Jorgenson Hall*

Cost differs for each unit. Refer to the housing office.

Apartment deposit	450.00
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#### *Rimview Hall*

Private room (4-room suite)	1854.00
Residence hall deposit	150.00
Forfeiture (residence hall contract penalty)	150.00

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

### Residence Board Meal Plans (per semester)

19 meals/week (the carte blanche meal plan)	1695.00
10 meals/week	1497.00
100 meals total	754.00
50 meals total	414.00

Insurance for athletics (per year)	160.00
Foreign student health and accident insurance (per semester)	Varies
Private music fee (per semester hour)	200.00
P.E. activities (refer to course schedule)	

### Education Program Fees

Field practicum fee	52.00
Student teaching fee (K-12)	283.00
Student teaching fee (Elementary)	250.00
Student teaching fee (Secondary)	250.00

### Equestrian Fees

Equestrian boarding deposit (per semester; paid against boarding fee)

Returning students	300.00
New students	500.00
Equestrian boarding fee (per semester)	2480.00
Equestrian vet/farrier deposit	300.00
Equestrian summer boarding fee	1000.00

### Aviation Lab Fees

Flight orientation AVS170	800.00
Private Pilot Flight Lab AVS153	9800.00
Winter Survival AVS 243	20.00
Instrument Rating flight Lab AVS253	8800.00
Commercial Pilot Flight Lab I AVS272	4000.00
Commercial Pilot Flight Lab II AVS273	4800.00
Commercial Pilot Flight Lab III AVS274	6200.00
Search Pilot Clinic AVS 322	75.00
Altitude Chamber Training AVS 343	5700.00
150.00 Certified Flight Instructor Flight Lab AVS361 (FAA part 141)	
Instrument Flight Instructor AVS362 (FAA part 141)	3100.00
Multi-Engine Flight Instructor AVS363 (FAA part 61)	8400.00
Certified Flight Instructor Flight Lab AVS371 (FAA part 61)	3900.00
Instrument Flight Instructor AVS372 (FAA part 61)	1500.00
Multi-Engine Flight Instructor AVS373 (FAA part 61)	2500.00
Multi-Engine rating Flight Lab AVS376	5700.00
Crew Resource Management with Lab AVS404	450.00
Air Transportation & Flight Operations AVS 405	50.00
Intercollegiate flight team	250.00
<b>Cost per flight hour</b>	
Piper Archer III	125.00
Beechcraft Bonanza	165.00
Piper Seminole	215.00

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.

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

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

The student pays the equestrian boarding fee to Rocky Mountain College. A non-refundable student deposit paid by the student to Rocky Mountain College on or before July 1 guarantees stalls. The College requires full payment of the boarding fee within five days of the beginning of the semester. The boarding fee (per semester, per horse) is \$2380.00 for a stall. The vet/farrier deposit is also required at the beginning of each semester. The equestrian stall schedule for each semester begins two days prior to registration for classes and ends the last day of finals week.

# Tuition and Fees

## Applied Management Science (Degree Completion)

Degree completion students can pay the semester's tuition and fees at registration or sign up for a payment plan through the College. Contact a student accounts representative at 406-657-1016 to enroll in the payment plan option.

Enrollment deposit (applied to tuition, non-refundable)	100.00
Tuition (per semester)	4988.00
Credit for prior learning (per credit)	39.00
Academic lab fee	50.00
Materials fee	25.00
Overload fee (non-applied management courses per credit)	415.67

## Physician Assistant Studies

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

Application fee (non-refundable, to CASPA)	35.00
First summer term tuition (per credit)	820.00
Fall tuition and fees (12-19 credits)	12044.00
Spring tuition and fees (12-19 credits)	12044.00
Fall summer semester tuition and fees (12-19 credits)	12044.00
Physician assistant masters assessment fee (included in tuition)	710.00
Physician assistant clinical training (included in tuition)	1500.00
Enrollment deposit (applied to tuition, non-refundable)	1000.00

## 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 at 406-657-1016 to enroll in the payment plan option. Financial aid is available to those who qualify. Call the financial aid office at 406-657-1031 for more information.

## Payment Policies

Tuition (per semester)	9100.00
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### Deposits

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

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

The veterinarian/farrier deposit is applied to veterinarian and farrier charges. Excess credit on the deposit account will be

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

### Validation and Payment Terms

Validation is the process of paying tuition and fees and confirming enrollment at Rocky Mountain College. Validation occurs in the student accounts office before the beginning of each semester. All students must validate regardless of whether fees are paid by financial aid or scholarships. A late validation fee of \$100 is assessed to students not validated by 5 p.m. on the validation deadline (see the academic calendar). A student may attend classes only if he or she is validated.

The College offers two payment methods:

1. Full Payment at time of validation.
2. Installment Payment Plan divides the semester's tuition, fees, and room and board charges into four payments. The first payment is due in full at the time of validation.

Subsequent monthly payments of the principal plus a 1% finance charge are due by the 10th of each month. Failure to make monthly payments may result in declaring all remaining installments due and payable. If the student withdraws from school and the budget payment plan contract is not paid in full, any refund due the student is applied first to the unpaid balance of the contract. Withdrawal from school does not void the contract.

### Student Account Policies

No student is allowed to validate or attend classes if he or she currently has a balance due to the College, excluding the amount due Rocky Mountain College as it relates to the federal Perkins loan program.

It is the student's responsibility to remain current in payment of charges to his or her account.

The privilege of attending classes may be denied for failure to pay account balances or failure to make payments in accordance with the installment payment plan contract. A hold is placed on a student's transcripts with account balances due and removed only when the obligation is cleared. Rocky Mountain College will not release the transcript of anyone subject to such a hold.

Past due accounts can result in financial suspension and/or the account being turned over to a collection agency or attorney. The College reserves the right to add to the debt any collection and court costs subsequently associated with collection of the debt.

### Return of Title IV Funds - Return of Institutional Funds

When a student withdraws before 60% of the semester elapses, the College must return to the Department of Education any unearned federal financial aid funds up to the unearned percentage of institutional charges for the portion of the period the student did not complete. Federal dollars which need

## Tuition and Fees

to be returned will be applied in the following order: unsubsidized federal Stafford loan, subsidized federal Stafford loan, federal Perkins loan, federal PLUS loan, federal Pell grant, federal Supplemental Education Opportunity Grant, and Leveraging Educational Assistance Partnership program funds. The calculation of the return of these funds may result in the student owing a balance to either the College and/or the federal government.

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

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

### **Other Refunds after the "Add" Deadline**

No financial adjustment is made for credit load reduction after the last day to add a course, unless the academic vice president has ordered the reduction.

# Campus Life

*Brad Nason, Vice President  
Dean of Student Life*

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

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

## Cultural Opportunities

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

## Cultural Series

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

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

## Student Activities

### The Concert Band

The concert band is a combination wind ensemble and pep band. The wind ensemble rehearses and performs selected band literature; the pep band supports the athletic functions of the College.

### The Concert Choir

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

### The Jazz Ensemble

The jazz ensemble performs in a variety of big band styles. The ensemble tours annually.

## Other Groups

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

## Publications

The College newspaper, the Top of the Rock, is printed monthly, and staff membership is open to all interested students. Soliloquy, a collection of students' poetry, fiction, and artwork, is published each spring, and all students are invited to submit their work. A yearbook is published each spring by interested student staff membership (open to all).

## Student Government

The Associated Students of Rocky Mountain College (ASRMC) consists of all students who register for six or more credit hours and such others as choose to pay the membership fee. ASRMC operates under a constitution available here or from the office of the vice president/dean for student life. The ASRMC governing council is the executive board of the associated students, duly elected and appointed in accordance with the ASRMC constitution. The executive committee consists of the president, vice president, financial administrator, and secretary. The student senate consists of 12 senators representing various campus constituencies. Three standing committees, appointed by the executive council, are responsible for social, cultural/political, and publication activities and events.

## Theatre

Students perform as many as three mainstage shows per year, often using the 260-seat Billings Studio Theatre on campus. A number of student-directed plays are also performed in Losekamp Hall's Taylor Auditorium throughout the year.

## Clubs and Organizations

### Alpha Chapter, Pi Kappa Delta-National Honorary Forensics Fraternity

Rocky Mountain College's chapter, established in 1920, was the first Montana chapter.

### Alpha Eta Rho National Aviation Fraternity

This fraternity provides students majoring in aviation an opportunity to become more knowledgeable about careers in aviation by sponsoring activities and programs of interest to the aviation student. Scholarships are available to members.

### Ambassador's Club

The Ambassador's Club members assist the admissions office and represent the College to prospective students and their families.

### American Indian Cultural Association (AICA)

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

# Campus Life

## **American Indian Science and Engineering Society (AISES)**

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

## **Aviation Ambassadors**

Students provide tours to prospective students, speak in schools, represent the Rocky Mountain College aviation program at state aviation conferences, and promote the program to the public.

## **BACCHUS**

The Rocky Mountain college BACCHUS (Boosting Alcohol Consciousness Concerning the Health of University Students) focuses on alcohol abuse prevention and other student health and safety issues. Through education and activities designed to increase awareness of changing student health and safety issues, BACCHUS focuses on the development and promotion of positive lifestyles and decision-making skills.

## **Chemistry Club**

The purpose of the chemistry club is to bring awareness of chemistry and science to the Rocky Mountain College and Billings communities. Members participate in on-campus activities (mole day activities, demonstrations, etc.) and in outreach activities with local school children. And we eat a lot of pizza. The chemistry club is open to all students at Rocky Mountain College, not just chemistry majors and minors.

## **Equestrian Club**

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

## **Geology Club**

The purpose of the Geology Club is to learn about and enjoy geology outside of the formal classroom setting. Members participate in field trips to places of geologic interest and enjoy other activities related to geology. Geology Club is open to all students, not just Geology majors and minors.

## **Intervarsity Christian Fellowship**

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

## **Investing Club**

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

## **Latter-Day Saint Student Association (LDSSA)**

The goal of this club is to help all Latter-Day Saint college

students stay closely affiliated with their church, succeed in their studies, and achieve a balanced life while on campus. LDSSA provides Latter-Day Saint students with meaningful activities which are consistent with church standards.

## **Music Club**

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

## **Newman Club**

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

## **Non-Traditional Students Club**

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

## **OISTERS**

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

## **Intercollegiate Flight Team**

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

## **Residence Hall Association (RHA)**

RHA serves to encourage the College's residents to voice concerns, suggestions, and feedback; get involved in decision making; govern themselves; create policies and programs to educate themselves about current issues; and help create a learning community within the residence halls.

## **Ski Club**

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

## **Sojourner Club**

The Sojourner Club promotes intercultural understanding within the College and in the community. The club, composed of international and domestic students, sponsors various activities and events on campus that relate to international and intercultural issues.

# Campus Life

## **Student Theater Association of Rocky (STARs)**

STARs provides additional opportunities beyond mainstage shows to students interested in theater. In addition, it sponsors various events STARs provides sound and entertainment for many campus events.

## **Student Alumni Association**

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

## **Students in Free Enterprise (SIFE)**

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

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

## **Campus Ministry**

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

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

## **Support Services**

As an institution grounded in the liberal arts, Rocky Mountain College is interested primarily in the development of the whole person. A caring, personal atmosphere fosters this development. Students are encouraged to seek the counsel of any faculty member, and special counseling services through the vice president/dean of student life office and services for academic success (SAS). Residence hall staff also provides support in educational, vocational, social, and personal matters.

## **Academic Advising**

The primary purpose of the Academic Advising program is to assist students in the development of meaningful educa-

tional plans that lead to the successful completion of a degree and the development of an interest in lifelong learning. More information is available in the Rocky Mountain College Advising Manual.

## **Counseling Services**

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

## **Career Services**

The career services office provides assistance to students in career awareness and decision-making, career-educational planning, and job searching. In addition, the career services office maintains a current list of full and part-time jobs, internships, and seasonal work available to Rocky Mountain College students. Information is accessible from the *career services website*. Career services assists students in establishing credentials, developing resume-writing and interviewing skills, and making contact with employers.

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

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

An internship usually lasts a full semester (3.5 months), depending on the position. For every 45 hours worked during the internship, one semester hour is earned. General requirements for the internship program include the following:

- Students must have achieved at least a 2.00 cumulative GPA and achieved a 2.25 GPA within the major;
- Students are required by faculty to complete both an assignment that coincides with the internship experience, as well as an internship orientation;
- Students may register for up to 15 semester hours of internship credit with the approval of a faculty member; and
- Students must be registered for an internship by the first day of classes for the semester in which they will be interning.

The following is a guide for students to use to plan for the internship experience:

- Discuss the internship with an academic advisor and decide on an appropriate time to register for the internship.
- If the student plans to register for a fall internship, he or she should meet with career services by March 15 of the previous academic year. If the student plans to register for a spring or summer internship, he or she should meet with career services by October 15.



# Campus Life

Some internship opportunities require extensive advance planning (one year or more in advance). It is the responsibility of the student to arrange for housing and transportation if the student plans to intern outside of Billings.

## Disability Services

Rocky Mountain College is committed to assuring an equal educational opportunity for students with disabilities. The dean of students serves as the Section 504/ADA coordinator for the College. Undergraduate students should request accommodations through the services for academic success (SAS) office (657-1070).

Graduate students should request accommodations through the office of the dean of students (657-1018). These offices provide accommodations in accordance with Section 504 and ADA regulations to ensure that all courses, programs, services, and facilities are accessible to students with disabilities. Students are responsible for identifying themselves, providing documentation, and requesting reasonable accommodations. (For further details see the disability services section under "general policies.")

## Admissions Process

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

## International Student and Scholar Services

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

## Student Health Service

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

The student must assume the cost of illness and injury requiring hospitalization or other referrals. The College is not responsible in the case of accidents incurred by students in 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. A free brochure on college student health insurance is available in the student services office.

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

## Services for Academic Success

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

To be eligible for the program, participants must meet one of the following criteria:

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

Participants must also be U.S. citizens and demonstrate an academic need for the program.

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

## Housing and Residence Life

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

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

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

# Campus Life

## Residence Halls

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

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

Rooms are furnished with bunkable beds, mattresses, dressers, desks, closets, and chairs. Students furnish blankets, sheets, pillows, pillowcases, towels, rugs, and other personal items. In addition, a microwave and refrigerator are provided for Rimview and Widenhouse suites. Laundry facilities are available in each of the residence halls free of charge.

## Apartments

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

## Food Service

Several options are available for all members of the Rocky Mountain College community. The McDonald Commons is open from 6:30 a.m. to 10:00 p.m. Monday through Thursday; 6:30 a.m. to 7:00 p.m. Friday, and 9:00 a.m. to 12:30 p.m. and 5:00 p.m. to 6:00 p.m. Saturday, Sunday, and holidays when classes are in session. The Commons features hot entrees, soups, salads, bagels, cereals, sandwich bars, beverages, baked goods, and ice cream.

The carte blanche meal plan (recommended) allows unlimited access to the Commons when it is open. The 10-meal plan allows the user any ten visits to the Commons each week. Students who live off-campus or in Jorgenson or Rimview may purchase a block of 50 or 100 meals to be used over the course of the year. To encourage healthy eating habits, Anderson and Widenhouse residents are required to purchase the carte blanche or the 10-meal plan. These plans are available through the office of housing and residence life.

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

## Intramural and Outdoor Recreation

Rocky's intramural and outdoor recreation programs provide students with experiences that encourage the development of a healthy balance between physical and mental needs, both in the present and for a lifetime. The recreational experiences permit students to discover goals experientially while becoming more aware of themselves and their environment.

### Outdoor Recreation Activities

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

### Intramural Athletics

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

### Intercollegiate Athletics

Rocky Mountain College is a member of the National Association of Intercollegiate Athletics and the Frontier Conference. Rocky Mountain College's approximately 180 student athletes participate in eight varsity sports, including football, men's and women's basketball, volleyball, men's and women's ski racing, men's and women's golf, men's and women's cross country and men's and women's soccer. All student athletes are required to purchase insurance (see the "Tuition and Fees" section of the catalog). A primary goal of Rocky 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

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

### Harassment 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 of students and employees. The College will not tolerate discrimination or harassment, which includes discrimination or harassment based on sex, race, color, religion, national origin, creed, disability, or sexual orientation.

Student claims of harassment and discrimination should be reported to the dean of students office, who will determine an appropriate course of action based on the nature of the claim, which may include filing a charge of harassment as outlined in the student judicial system or referring the complaint via the complaint resolution procedure outlined below. Student claims of harassment or discrimination by an employee of the College will be addressed in conjunction with the dean of students (administration and staff) or the provost's office (faculty).

# Campus Life

Any student who has a question or concern that he or she is being or has been harassed or discriminated against should contact the dean of students office (657-1018) or one of the liaisons listed below. The liaisons have training that can help identify the types of behavior, verbal or physical, that constitute harassment and discrimination and will assist in determining an appropriate response to an alleged incident. For instances involving alleged sexual misconduct, refer to the sexual harassment policy in the student handbook located on the College's homepage under current students.

Students may contact one of the following College community members if they have questions or concerns about harassment and discrimination:

Dean of Students . . . . .	657-1018
Academic Vice President/Provost . . . . .	657-1020
Vice President Enrollment Services . . . . .	657-1032
Services for Academic Success . . . . .	657-1070
Director of Human Resources . . . . .	657-1160

## Complaint Resolution Procedure

The following represents the procedure for resolving incidents where harassment or discrimination has been alleged.

### Informal Resolution

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

### Formal Complaint

1. Students, faculty, and staff may bring formal complaints to designated officers. For students with a complaint, the investigative officer is the vice president for student services/dean of students. For faculty with a complaint, the investigative officer is the vice president for academic affairs/provost. For staff with a complaint, the investigative officer is the director of human resources. Any one of the investigative officers named above may be appointed by the president of the College to investigate a complaint if the investigator originally contacted encounters a conflict of interest or of time. Other investigative officers may be designated by the president of the College as needed.
2. The complainant may have another member of the Rocky community or a friend present information at discussions of the complaint.
3. After discussion with the designated officer, the complainant submits a signed petition describing the complaint and requesting a formal investigation. In some cases it may be appropriate for the designated officer to draft the petition.
4. The petition will be shown to the accused person, who may then file a written response. This response will in turn be shown to the complainant.
5. The proceedings described here are not those of a court of law and the participation of legal counsel is not permitted during these discussions.

## The Complaint Process

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

1. Within three working days of receiving the written complaint, the investigative officer will consult with the complainant and with the accused, and others if appropriate, in order to ascertain the facts and views of both parties.
2. Within ten to fourteen working days from the date on which the complaint was filed, the investigative officer or a panel (see panel composition below) will conduct an inquiry and prepare a report, in confidence, summarizing the relevant evidence.
3. When a complaint is brought, either the complainant, the accused, or the investigative officer may choose to refer the matter to be formally heard, at any point prior to final disposition by the president of the College, by a five-person panel appropriate to the position of the accused (see panel composition below).
4. The report of the investigative officer or panel will be sent to the president of the College and shown to the complainant and to the accused. Within five working days thereafter, the complainant and the respondent may each submit a final statement to the president of the College concerning the report.
5. The investigative officer or panel may at any point dismiss a complaint if it is found to be clearly without merit. The complainant may appeal this determination using appeal procedures outlined in this policy.
6. Within five working days after the submission of any final statements from the complainant and the accused, the president of the College will decide whether a violation of this policy has occurred, and if so what the consequences shall be. These may range from reprimand, suspension or probation, to termination or expulsion.
7. If the accused individual is one of the potential investigative officers, or an administrator at the College, or if the president of the College believes it appropriate in any case, the College may employ an independent investigator. Such an independent investigator will report directly to the president of the College.
8. If the accused is the president of the College or is a member of the board of trustees, then the matter shall be investigated by an independent investigator and reported to a special committee of the board of trustees for final determination.

# Campus Life

## Panel Composition

Accused	Composition of Panel
Faculty member	Investigative officer, four members of the faculty judicial council and one person of the president's choice.
Administrator	<i>Ad hoc</i> panel of five persons appointed by the president. One panel member must be the investigative officer and at least two of the members must be from the president's council.
Other employee	Investigative officer, three staff chosen by the director of personnel, and one person of the president's choice.
Student	Investigative officer, two RA's from housing and two students from the student council appointed by the vice president for student services.

## Appeals Related to Harassment or Discrimination

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

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

## Sanctions

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

If the president of the College finds that harassment or discrimination has occurred, the president may impose sanctions as described above, and will act to redress actions for which the complainant has suffered. (For example, the president of the College may recommend to the academic vice president that a student's grade be changed.)

## Protection of Rights

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

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

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

## Sexual Harassment Policy

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

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

## Disability Services

Rocky Mountain College is committed to providing courses, programs, services, and facilities that are accessible to students with disabilities. So that the College can identify and provide necessary support services as soon as possible, undergraduate students with disabilities are encouraged to complete an application with services for academic success (SAS) at the same time they apply for admission to Rocky Mountain College (657-1070). Graduate students should request services through the office of the dean of students (657-1018).

The College offers a comprehensive program of individualized services to accommodate the needs of all undergraduate or graduate students with disabilities. Typical services may include advocacy, test taking accommodations, and tutoring.

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

# Campus Life

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

## Disability Documentation Requirements

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

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

## Policy and Procedures for Accommodations

1. All students must submit documentation of a disability to the appropriate office (SAS for undergraduate students or the dean of students for graduate students) and have it approved before any accommodations can be granted (see "documentation requirements").
2. The documentation provided by the student must support the need for the academic adjustments or accommodations that the student requests.
3. Undergraduate students must meet with their SAS advisor at least three days prior to the date of the test for testing accommodations. The SAS advisor will fill out and sign a test taking accommodations form ("green sheet"). 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.
7. Graduate students should request these services through the dean of students.

## Guidelines for Documentation of Attention Deficit Disorder

Both undergraduate and graduate students who seek support services from Rocky Mountain College on the basis of Attention Deficit Disorder are required to submit documentation to verify eligibility. Students with ADD are responsible for identifying themselves, providing appropriate documentation, and requesting reasonable accommodations. Diagnostic services are not available through Rocky Mountain College or the SAS program.

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

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

*All documentation is confidential.*

Undergraduates should submit documentation to:

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

Complaints concerning accommodations for disabilities follow the process outlined in the section "complaint resolution procedure" under "harassment and discrimination policy."

## 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 and rubella immunizations for all students unless born before Jan. 1, 1957. Prior to enrollment at Rocky Mountain College, prospective students must complete the immunization section of the health service form. If adequate documentation is not available, immunization must be performed at the Rocky Mountain College health service upon arrival.

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

## Alcohol and Drug Policy

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

# Campus Life

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 the College's residence halls. Further, the use or possession of illegal drugs and conduct deemed unlawful by the state or federal government is prohibited on campus.

## Other Policies

### Motor Vehicles

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

### Firearms and Weapons

Firearms and weapons are not permitted on campus.

### Pets

Students may not bring or keep pets on campus.

### Student Right to Know Act and Campus Information

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

### Directory Information Policy

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

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

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

### Student Records

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

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

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

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

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

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

## Academic Standards Committee and Student Appeals

The academic standards committee is the body of original jurisdiction for student requests to be granted exceptions to the standard academic policies of the College. The academic standards committee has jurisdiction over all such matters unless specifically noted otherwise in this document (see waivers and substitutions of program requirements, academic standing, and academic integrity). Common examples of student requests appropriate to the academic standards committee involve exceptions to the general education requirements and other requirements for graduation, exceptions to the College's drop/add policy, and exceptions to the College's policy related to participation in graduation ceremonies.

Requests for exceptions must be submitted in writing to the office of student records. Most requests should be accompanied by a letter of support from the student's academic advisor or an appropriate faculty member. Students should take steps to ensure that their requests reference specific policies to which they are seeking exceptions and specific desired remedies.

# Campus Life

Decisions of the academic standards committee may be appealed to the academic vice president/provost. Any appeal must be submitted, in writing, within 10 days of receipt of the academic standards committee's decision.

In some cases, requests made of the academic standards committee may be referred to an appropriate faculty member and/or academic division chair for informal resolution. In such cases, students should provide documentation of the results of said attempts should they desire to reinstate their request with the committee.

## **Judicial Council**

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

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

# Academic Information

Anthony Piltz  
Academic Vice President/Provost

## General Academic Information

### Degrees

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

### The Semester Plan

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

### Course Hours

In general, a course for one semester hour of credit meets for a 50-minute period once a week for the semester. For each class session, the student is expected to spend at least two hours in preparation. In studio, laboratory, or activity courses, at least two hours of attendance are required weekly for one semester hour 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. For regularly enrolled students, the usual class load is 15 to 16 semester hours per semester.

### Levels of Courses

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

### Rocky Freshman Experience (RFE)

The concept of the Rocky Freshman Experience (RFE) grew from research compiled by Rocky Mountain College professors Dr. Ron Cochran and Dr. Jay Cassel, who concluded that Rocky Mountain College students who associated with small groups enjoyed more academic and social success during their first year of college than those who did not. These findings suggested that small learning communities would benefit incoming freshmen. As a result, the RFE was established and is required of all new freshmen. Incoming freshmen choose from a variety of RFE groups ranging from six to eight semester hours and typically limited to around 20 students per RFE group. The discipline-specific courses from which students may choose often fulfill a general education requirement.

Faculty teaching the courses within each RFE group develop their classes together and attend each other's courses. A variety of staff members teach the freshman seminar sections, thereby providing students access to counselors and other student service personnel and exposure to Rocky Mountain College resources. Students meet with their cohorts for both classes, which are frequently scheduled back-to-back, allowing flexibility for shared activities.

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

### Regular Courses

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

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

### Special Courses

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

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

All special courses are to be taken seriously as academic courses based on advanced planning. They are to be completed by the end of the semester or term when they are started, just as regular classes. Incomplete grades will be given only under unusual circumstances and with the instructor's consent. See "grades" under "academic policies" in the "academics" section of this catalog.

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

**Special Topics 180, 280, 380, 480, 580, 680**



# Academic Information

Faculty members may arrange, with the approval of the academic vice president, to offer under a special topics number courses not regularly listed in the catalog.

## **Independent Study 299**

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

## **Field Practicum 291, 391**

All programs may offer a field practicum for one to three semester hours, with the possibility of being repeated up to a total of 12 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 records. Practicum courses are graded on a pass/no pass basis.

## **Directed Reading 399**

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

## **Internship 450**

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

## **Seminar 490, 690**

Many academic programs offer a seminar as a capstone course carrying two to three semester hours of upper-division credit. Admission is restricted to juniors and seniors.

## **Independent Study 499, 699**

The purpose of Independent Study 499 is to allow a superior student to devise and pursue independent study in an area agreed upon in consultation with 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, 2) be a junior or a senior, and 3) carry a GPA of at least 3.00. Each independent study is 1 to 3 semester hours.

## **Nontraditional Credit**

Recognizing that valuable learning often takes place outside the classroom, the College offers the opportunity to obtain academic credit for nontraditional learning experiences within certain guidelines. Nontraditional credits are not

accepted in transfer from another institution and may apply to no more than 31 semester hours for a baccalaureate degree or 15 semester hours for an associate's degree.

Nontraditional credit is posted on the transcript after successful completion of one semester of full-time enrollment. Students may apply for non-traditional credit up to the end of their second term of attendance at Rocky Mountain College for work completed prior to enrolling at the college. Applications after the second term of attendance will not be accepted; non-traditional credit will not be granted for work done while enrolled at Rocky.

Non-traditional credits granted are indicated on student transcripts with a grade of "P." There is a \$39/credit transcripting fee. In all cases of nontraditional credit, it is the responsibility of the student to provide sufficient evidence to clearly show that he or she has earned the credit. For further information concerning the application process for nontraditional credit, including guidelines for the specific materials that need to be submitted for each type of nontraditional credit, and associated fees, contact the office of student records (657-1030). Details about the types of non-traditional credit that can be earned at Rocky Mountain College follow.

## **Challenge of a Course**

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

## **CLEP and DANTES**

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

## **Credit for Military Experience and Training**

Credit is evaluated based on the American Council on Education (ACE) recommendations for credit for military experience. Students should submit their information to ACE for evaluation. 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 determinations about which credits will transfer to Rocky Mountain College and how those credits will count toward graduation requirements.

# Academic Information

## **Credit for Advanced Learning in High School**

College credit is awarded for advanced work in high school through the advanced placement test of the College Entrance Examination Board and International Baccalaureate diplomas.

## **Advanced Placement Program**

In order for credit to be granted by Rocky Mountain College, the institution must have a copy of the student's score sheet sent directly from the College Board advanced placement program. Use 4660 as the Rocky Mountain College code.

Rocky Mountain College uses the American Council on Education (ACE) guidelines for determining the minimum score requirements for college credit on each AP exam.

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

## **International Baccalaureate Program**

Rocky Mountain College recognizes the standards set by the International Baccalaureate program for awarding college credit. For more information about the program, [link here](#). Contact the student records office (657-1030) for more information on how IB credits transfer to Rocky Mountain College.

## **Credit for Prior Learning**

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

The academic 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. Credits granted are subject to a \$39/credit transcribing fee. Students wishing to pursue this option should consult with the office of student records (657-1030) to begin the process.

## **Waivers and Substitutions of Program Requirements**

In exceptional circumstances specific program requirements may be waived or substituted. If the requested waiver or sub-

stitution 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. Waivers or substitutions related to the general education 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 elsewhere in this catalog).

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

## **Cancellation of Courses**

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

## **International Learning Experiences Rocky International: Study, Intern, Work, or Volunteer Abroad**

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

## **Rocky International Exchange Programs**

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

# Academic Information

## Academic Policies

### Family Educational Rights and Privacy Act

The Family Educational Rights and Privacy Act (FERPA) (20U.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 US Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Further information can be found here. Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance unless a student requests a "directory hold."

Rocky Mountain College asks that each student fill out a FERPA form indicating a waiver of 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.

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

### Examinations

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

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

### 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. For example, a stu-

dent may request the rescheduling of a final exam when the published schedule would require the student to take more than two final examinations on a single day. Since the final examination schedule is published well in advance, exceptions related to personal/travel reasons will not be granted.

Requests for exceptions to the published schedule are initiated through the office of the academic vice president/provost, and an official request form may be obtained therefrom. Requests will be granted only upon the approval of the academic vice president and the course instructor. Completed forms indicating instructor approval must be returned to the office of the academic vice president/provost prior to the earlier of the scheduled examination time or the requested alternate examination time.

### Dead Week

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

### Course Load

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

**Note:** A student must average 15.5 semester hours for eight semesters to complete the required minimum of 124 semester hours.

### Part-time Enrollment

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

### Addition of a Course or Change of Section

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

### Withdrawal from a Course

A student may withdraw from a course with a grade of "W" up to and including the last day to drop a class as published in the academic calendar. An exception to this date occurs for classes that only meet for part of the semester. For these classes, the student may withdraw from the course with a grade of "W" up to and including the day of the 50% point in the course. After that day a student who withdraws from a course shall receive a grade of "F" in that course. (Students who officially withdraw from the College are not subject to this regulation.) It is required that both the student's advisor and the instructor concerned initial the withdrawal form obtained from the office of student records. Failure to with-

# Academic Information

draw in the official manner will result in a grade of "F." No withdrawal is official until the proper form has been filed in the office of student records.

## Withdrawal from College

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

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

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

## Grade Points and Grade Point Average

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

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

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

## Course Grades

Grades in courses are recorded as follows: "A" – outstanding; "B" – above average; "C" – average; "D" – below average; "P" – pass; "NP" – no pass; "F" – unsatisfactory; "I" – incomplete; "X" – no grade received from the instructor, and "W" – withdrawn. All grades except "I" and "X" become a matter of permanent record.

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

A grade of "F" can be made up only by repeating the course. The previous "F" is not removed from the permanent record, but is removed from the GPA calculation. Students who have an "F" in required courses should give precedence to re-taking those courses in planning subsequent schedules. Grades not submitted to the office of student records by the due date will be recorded as "X."

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

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

## Pass/No Pass Grading Option

Junior and senior students may elect to take one course on a pass/no pass basis each semester of their last two years in residence at Rocky Mountain College. The student must indicate (to the office of student records) a decision to enter a course on a pass/no pass basis within two weeks of the beginning of the semester. Faculty will turn in letter grades to the office of student records. To receive a grade of "Pass" in this context, the student must achieve a grade of "C" or better. Students are warned that many graduate and professional schools equate a grade of "P" with a grade of "C" in determining admission to the school.

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

# Academic Information

## Report of Grades

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

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

## Dean's List

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

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

## Graduation with Honors

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

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

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

## Application for Graduation

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

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

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

- Applications must be received by the respective deadline. *See above for timeline.*
- All 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 term if a plan and enrollment documentation is submitted to the student records office by March 1.
- Student accounts must be in good standing by April 1.

## Transcripts

Transcripts are available upon the student's written request to the office of student records. Each official transcript costs \$7.00, which must be paid before transcripts will be issued.

No transcripts will be issued within two weeks of commencement. Transcripts will not be issued for students who are not in good financial standing with the College.

## Diplomas

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

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

# Academic Information

## 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:

If ...	Then ...
Semester GPA 1.00 - 1.75 and $\leq 26$ credits completed	Academic Probation for next semester (P)
Semestr GPA $< 1.00$ and comulative GPA is $< 2.00$	Academic Suspension for next semester (S)
Semester GPA $< 1.00$ and comulative GPA is $\geq 2.00$	Academic Probation for next semester (P)
Cumulative GPA between 1.00 and 2.00 and more than 27 credits completed	Academic Probation for next semester (P)
Cumulative GPA $< 2.00$ 27+ credits completed	Academic Probation for next semester (P)
Semester GPA 0.00	Academic Suspension for next semester (S)
While on Probation and semester GPA $\geq 2.00$ and cumulative GPA $< 2.00$	Academic Probation continues for next semester (P)
While on Probation and semester $< 2.00$ and cumulative GPA $< 2.00$	Academic Suspension for next semester (S)

**Note:** Each major has a minimum cumulative GPA required for graduation. Check with your academic advisor.

A student may appeal an academic suspension by indicating in writing the reasons why he or she did not make satisfactory academic progress, submitting a letter of support from a faculty member or academic advisor and submitting a plan for improvement. The appeal must be made within 15 days of notification of suspension and directed to the office of student records. The office of student records will forward appeals to the academic progress committee for review.

Students on probation must follow specific steps to remove probationary status. These include enrolling for no more than 13 credits, meeting weekly with his or her academic advisor and seeking assistance from other resources.

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

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

## Academic Dismissal

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

## Academic Integrity

Academic integrity at Rocky Mountain College is based on a respect for individual achievement that lies at the heart of academic culture. Every faculty member and student belongs to a community of learners where academic integrity is a fundamental commitment. This statement broadly describes principles of student academic conduct supported by all academic programs. It is the responsibility of every member of the academic community to be familiar with these policies.

### Basic Standards of Academic Integrity

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

- 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.
- Plagiarism:** submitting material that in part or whole is not entirely one's own work without attributing those same portions to their correct source; not properly attributing words or ideas to a source even if not quoting directly; quoting from another author's writing without citing that author's work, including material taken from the World Wide Web, books, and/or papers; citing, with quotation marks, portions of another author's work but using more of that work without proper attribution; taking a paper, in whole or part, from a site on the Web or a "library" of already-written papers, copying work from another student.
- Fabrication:** falsifying or inventing any information, data or citation; presenting data that were not gathered in accordance with standard guidelines defining the appropriate methods for collecting or generating data and failing to include an accurate account of the method by which the data were gathered or collected.
- Obtaining an unfair advantage:** (a) stealing, reproducing, circulating or otherwise gaining access to examination materials prior to the time authorized by the instructor;

# Academic Information

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

5. *Aiding and abetting academic dishonesty*: (a) providing material, information, or other assistance to another person with knowledge that such aid could be used in any of the violations stated above, or (b) providing false information in connection with any inquiry regarding academic integrity.
6. *Falsification of records and official documents*: altering documents affecting academic records; forging signatures of authorization or falsifying information on an official academic document, grade report, letter of permission, petition, drop/add form, ID card, or any other official College document.
7. *Unauthorized access to computerized academic or administrative records or systems*: viewing or altering computer records, modifying computer programs or systems, releasing or dispensing information gained via unauthorized access, or interfering with the use or availability of computer systems or information.

## Due Process and Student Rights

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

1. be apprised of the charge(s) against him or her;
2. be provided with an opportunity to present information on his or her behalf;
3. be given the right to appeal any decision of an individual faculty member or the academic progress committee to the academic vice president or judicial council. Appeals to the academic vice president must be submitted in writing within 48 hours of the student being formally sanctioned.

Appeals utilizing the Rocky Mountain College judicial process should follow the procedures outlined in the student handbook.

## Sanctions

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

- issue a private reprimand;
- issue a formal letter of reprimand;
- reduce the student's grade or fail him or her in the course.

All incidents of academic dishonesty will be reported to the student records director who reserves the right to forward the matter to the academic progress committee for further action. The committee may take the following actions:

1. define a period of probation, with or without the attachment of conditions;
2. withdraw College scholarship funding;
3. define a period of suspension, with or without the attachment of conditions;
4. expel the student from the College;
5. make a notation on the official record;
6. revoke an awarded degree; or
7. act on any appropriate combination of 1-6 above.

## Faculty and Administrative Responsibilities

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

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

# The Curriculum

## Baccalaureate Degree Programs

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

### Bachelor of Arts

Art  
Communication Studies  
Education  
English  
Environmental Studies  
History  
Individualized Program of Study  
Music  
Philosophy and Religious Thought  
Theatre

### Bachelor of Science

Applied Management (*currently not accepting new students*)  
Aviation  
Biology  
Business Management  
Chemistry  
Computer Science  
Environmental Science  
Equestrian Studies  
Geology  
History and Political Science  
Individualized Program of Study  
Managerial Accounting  
Math  
Physical Education and Health  
Psychology  
Sociology and Anthropology

### Minors

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

Organizational Leadership  
Physics  
Writing

### Masters

Master of Accountancy (MAcc)  
Master of Physician Assistant Studies (MPAS)  
Master of Educational Leadership (MEd)

### Individualized Program of Study (IPS)

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

An IPS must be a pre-planned program of study; therefore, IPS proposals should be submitted 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. Please contact the office of student records (657-1030) 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.

### Associate of Arts Degree Requirements

A minimum of 62 semester hours is required, of which at least the last 31 have been taken at Rocky Mountain College; the general education requirements listed below must be met, except for BSA 365, reducing the social science requirements to six credits. A candidate must have a cumulative GPA of 2.00 ("C") for all courses applying to the degree.

### Baccalaureate Degree Requirements

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

The general education requirements listed below must be met:

- A candidate must have a cumulative grade point average (GPA) of at least 2.00 for all courses applying to the degree, and a cumulative GPA of at least 2.00 in all courses taken at Rocky Mountain College.
- Students must complete a major with a GPA of at least 2.25 in courses in the major. The specific requirements for a particular major are listed in the catalog under the program concerned. The student must complete at least three courses in their major field at Rocky Mountain College.



# The Curriculum

Forty 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.

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 40 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 approval of the academic vice president.

## Master of Accountancy Degree Requirements

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

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

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

## 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.

## Master of Educational Leadership Degree Requirements

The Master of Educational Leadership program at Rocky Mountain College is designed to prepare educational leaders for a career as a principal or superintendent. This cohort-based program begins in the early fall and completes in late spring over a course of eleven 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 depending on previous coursework. This program has a minimal residency requirement.

## General Education Requirements

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

## Mathematics

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

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

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

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

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

## Writing

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

*Requirement: (6 semester hours)* Students must successfully complete both ENG119 – First Year Writing and ENG120 – Critical Reading and Evaluative Writing. Advanced placement courses may not be used to satisfy this requirement.

# The Curriculum

## Communication

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

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

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

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

## Health and Wellness

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

*Requirement:* (1 semester hour) Fulfilled either by successfully completing PEH 115 – Introduction to Wellness Concepts, or by achieving a satisfactory score on a challenge exam. The challenge exam is offered once each semester. Contact the student records office for the scheduled time and location of the exam. This requirement should be completed by the end of a student's second semester of attendance at Rocky Mountain College.

## Fine Arts

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

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

## Humanities

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

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

*Requirement 2:* Literature (3 semester hours) Students must successfully complete a course in literature of at least three semester hours. Options include:

ENG223, ENG224, ENG231, ENG236, ENG238, ENG241, ENG242, ENG245, ENG247, ENG252, ENG253, ENG258, ENG270, ENG272, ENG273, ENG282, ENG283, ENG291, ENG314, ENG322, ENG333, ENG334, ENG344, ENG347, ENG356, ENG358, ENG362, ENG370, ENG445, ENG447, ENG452, ENG458, or ENG471.

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

## Social Sciences

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

*Requirement 1:* Economic Decision Making (3 semester hours) Fulfilled by successfully completing either:

- a major or minor in business administration, managerial accounting, equine business, aviation management, sports management, or applied management
- BSA365 – Economic Decision Making

*Requirement 2:* (6 semester hours) Students must complete two courses of at least three semester hours each in psychology, sociology and anthropology, or political science. These two courses must be in different disciplines. Courses satisfying this GER include:

- in psychology: PSY101, PSY205, or PSY206
- in sociology/anthropology: SOC101, , SOC240, SOC241, SOC242
- in political science: POL101 , POL313, POL318, POL325, or POL343.

## Natural Sciences

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

*Requirement:* (7 semester hours) Fulfilled by successfully completing two courses in biology, chemistry, environmental science, geology, or physics. At least one of the courses must have a lab component. Both courses can be in the same discipline. Courses that satisfy this GER include:

- in biology: any course of at least three semester hours in biology.
- in chemistry: CHM100\*, CHM101\*, CHM102\*, and CHM260.

# The Curriculum

- in environmental science: ESS105\*, ESS115\*, ESS207\*, ESS225, ESS230, ESS307\*, ESS321, and ES S436\*.
- in geology: GEO101 (if taken with GEO104 will count as a lab science), GEO105\*, or GEO204\*.
- in physics: PHS100, PHS101\*, PHS102\*, PHS105\*, PHS201\*, or PHS202\*.

*Courses marked with \* have a laboratory component.*

## Transfer Credits for GER's

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

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

## Second Degree

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

## Registration

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

## Classification of Students

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

<i>Freshman</i>	A student who has earned fewer than 27 semester hours.
<i>Sophomore</i>	A student who has earned 27 to 59 semester hours.
<i>Junior</i>	A student who has earned from 60 to 89 semester hours.
<i>Senior</i>	A student who has earned 90 or more semester hours.

## Registration Status

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

## Academic Advisors

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

# Academic Programs

## Applied Management (Degree Completion)

Stephanie "Stevie" Schmitz, Director

*This program is currently under moratorium and is not accepting new students.*

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

### Curriculum

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

### Graduation Requirements

In addition to fulfilling all requirements for a baccalaureate degree (see "academics" section), degree completion students must complete all applied management courses with a minimum GPA of 2.25.

## Applied Management

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

### AMS 201

#### Principles of Macroeconomics

3 semester hours.

This course is the study of aggregate economic problems, including an introduction to the economics of full employment, economic growth, and price stability.

### AMS 202

#### Principles of Microeconomics

3 semester hours.

Students study individual economic problems. This course offers an introduction to production and exchange, pricing policies, and resource allocation under alternative competitive situations.

### AMS 301

#### Small Group and Organizational Behavior

3 semester hours.

Students study small group behaviors and how those behaviors interact with organizational objectives.

### AMS 312

#### Management Concepts

3 semester hours.

Students examine management functions, basic concepts, and principles of management, including group dynamics, motivation, planning, organizational problems, coordination control, job design, and power structures.

### AMS 318

#### Entrepreneurship

3 semester hours.

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

### AMS 355

#### Accounting and Financial Statement Analysis

3 semester hours.

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

### AMS 402

#### Small Business Finance

3 semester hours.

Financial management is often the difference between the survival and failure of a small business. Students learn how to use financial tools to manage cash flow, measure profitability and liquidity, determine leverage, and value a business. The use of ratio analysis within the balance sheet and income statement are coupled with budgeting and break-even analysis to complete the picture.

### AMS 405

#### Human Resource Management

3 semester hours.

This course provides an analysis of the policies and practices of employee recruitment, selection, training, development, and compensation.

### AMS 407

#### Marketing

3 semester hours.

This course is a study of the marketing process, including examination of consumer buying behavior, products and product development, distribution channels, pricing policies, and promotion.

### AMS 415

#### Managerial Accounting

3 semester hours.

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

# Academic Programs

## **AMS 420**

### **Managerial Ethics**

3 semester hours.

This course presents different perspectives on the basic concepts and concerns of business ethics. Ideas on how to incorporate these concepts into the policies and decision-making processes of businesses are introduced through a case study approach.

## **AMS 426**

### **Strategic Planning**

3 semester hours.

This course introduces various management planning models and techniques and applies them to business cases. The concept of strategic planning used in achieving organizational goals is stressed.

## **AMS 443**

### **Literature of Leadership**

3 semester hours.

This course is a review of the current literature regarding leadership. Different management/ leadership theories are explored in the context of current literature.

## **AMS 455**

### **Research**

3 semester hours.

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

## **AMS 483**

### **Management Simulation**

3 semester hours.

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

## **Art**

*James A. Baken, Professor*

*Mark S. Moak, Professor*

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

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

### **Note:**

1. Students with exceptional preparation in some area of art study may consult with faculty concerning substitutions or waivers of prerequisites.
2. Independent study, directed reading, field practica, among others, may not be taken in art until at least 15 semester hours of regular coursework have been satisfactorily completed.
3. Internship credits may be used for no more than three semester hours of the required total for the major or minor.
4. Art education majors must complete the professional education program for K-12 teaching. See the "education" section of the catalog.
5. Students wishing more depth in a studio course may take that course a second time at a higher level, with instructor's approval.
6. Additional expenses for tools and materials can be expected in most art courses.

### **Major in Art**

Requirements include a minimum of 36 semester hours including the following 30 hours: ART101, ART121, ART220, ART221, ART222, ART231 or ART232, ART251 or ART252 or ART350, ART483, ART490, and two of the following: ART321, ART322, ART323. The additional six semester hours for the major may be elected from the remaining art courses listed. A significant exhibit of work is required during the art major's senior year.

### **Major in Art Education**

Requirements include a minimum of 41 semester hours including the 36 hours listed under the major in art plus ART338. Discipline-based art education, art production, art history, aesthetics, and criticism are the focus for this major. Art education majors must complete the professional education program for K-12 teaching as described in the "education" section of the catalog.

### **Minor in Art**

Requirements include a minimum of 21 semester hours including ART101 or ART121; two of the following: ART220, ART221, ART222; one of the following: ART321, ART322, ART323; and nine semester hours of electives.

### **Minor in Art Education**

Requirements include a minimum of 27 semester hours including ART101 or ART121; two of the following: ART220, ART221, ART222; one of the following: ART321, 322, 323; ART338; ART483; ART490, and six semester hours of electives in art. Discipline-based art education is the goal of this minor. Art education minors must complete the professional education program for K-12 teaching as described in the "education" section of the catalog.

# Academic Programs

## Art courses

### **ART 101** **Drawing I**

Fall semester. 3 semester hours.

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

### **ART 114** **Gallery**

Fall and spring semesters. 1 semester hour.

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

### **ART 121** **Design**

Spring semester. 3 semester hours.

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

### **ART 170** **History of Architecture**

On demand. 3 semester hours.

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

### **ART 176** **Architectural Graphic Communication**

On demand. 3 semester hours.

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

### **ART 214** **Gallery**

Fall and spring semesters. 1 semester hour.

This course is designed to provide the student with gallery experience. Responsibilities include preparing the gallery for all exhibits, providing and collecting entry forms, cataloguing, making and placing labels for all student show work, hanging the student show, organizing the artist's

reception and advertising for the student show, helping with the hanging, reception, and advertising of all other exhibits including senior shows and those of guest artists, and working with art faculty.

### **ART/MUS/THR 215** **Creativity**

Fall semester, alternate years. 3 semester hours.

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.

### **ART 220** **Art History Survey I**

Fall semester. 3 semester hours.

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

### **ART 221** **Art History Survey II**

Spring semester. 3 semester hours.

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

### **ART 222** **Art History Survey III**

Fall semester. 3 semester hours.

This is a general survey of art historical periods and movements during the 17th, 18th, 19th, 20th, and 21st centuries. Study focuses on the materials, techniques, style, historical context, aesthetics, and criticism of this wide variety of art. Traditional art historical methods of slide lecture, discussion, written exams, and papers are de rigueur as well as exploration of relevant topics on the Internet and via the course website. Though sequential, ART220, ART221, and ART222 may be taken separately.

# Academic Programs

## **ART 231**

### **Painting I**

Spring semester. 3 semester hours.

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

## **ART 232**

### **Painting II**

Fall semester. 3 semester hours.

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

## **ART 243**

### **Digital Photography**

On demand. 3 semester hours.

This course introduces the process of digital photography. Camera handling, editing techniques, and the elements of design are covered. Students are encouraged to pursue this art form in the surrounding community and landscape.

## **ART 244**

### **Calligraphy**

On demand. 3 semester hours.

The purpose of this course is to connect with scribes, past and present, to learn their skills and apply them today. Though immersed in art history, students of calligraphy spend most of the course studying, practicing, and laying out a variety of hands including Roman, Insular, National, Caroline, Gothic, Italian, Humanist, and post-Renaissance scripts. Traditional tool-making and usage include quill, reed, and bamboo pens and ink; other tools, media, and techniques may include brushes, steel pens, paper, papyrus, vellum, watercolor, gouache, embossing, relief printing, resist, computer-generated layouts, and more. Projects range from quotes to cards to wine labels to small books. Students will create, critique, and display original works of art.

## **ART 245/SOC 244**

### **Introduction to Flint Knapping I**

Summer semester. 3 semester hours.

Students manufacture a variety of stone tools to learn about the evolution of prehistoric technology. Obsidian, flint, and bottle glass are worked with stone, antler, bone, and wood to fashion arrowheads, spear points, knives, and scrapers. Normally offered May term. Non-refundable materials fee required. Preference is given to majors and minors. This course may be taken either at the lower-division level or at the upper-division level, but not both.

## **ART 251**

### **Clay I**

Fall semester and on demand. 3 semester hours.

Students in this studio course create original works of art using hand-building techniques such as pinching, slab-building, coiling, and modeling (sculpting). Wheel-throwing is also introduced. Students are encouraged to explore the use

of design elements in the clay medium. They are also expected to be able to identify and articulate qualities that characterize notable ceramic works by studying both modern and historic ceramic pieces. Students will create, critique, and display original works of art.

## **ART 252**

### **Jewelry and Metalwork I**

Spring semester. 3 semester hours.

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

## **ART 271**

### **Design of the Earth's Landscape**

On demand. 3 semester hours.

This course is an overview of the influence of geography and culture on historical and contemporary human settlement patterns. It explores the interrelationships between climate, natural resources, cultural values, and technology in the evolution of a variety of land use patterns around the globe.

## **ART 275**

### **Elements of Architecture**

On demand. 3 semester hours.

This is a lecture/studio course concerned with the elemental "building blocks" of architecture as well as with basic two-dimensional architectural graphic expression.

## **ART 301**

### **Drawing II**

On demand. 3 semester hours.

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

## **ART 314**

### **Gallery**

Fall and spring semesters. 1 semester hour.

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

# Academic Programs

## **ART/MUS 315**

### **Creativity**

Fall semester, alternate years. 3 semester hours.

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.

## **ART 321**

### **Topics in Art History I**

On demand. 3 semester hours.

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

## **ART 322**

### **Topics in Art History II**

On demand. 3 semester hours.

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

## **ART 323**

### **Topics in Art History III**

On demand. 3 semester hours.

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

## **ART/EDC 338**

### **Methods and Materials:**

### **Teaching Art in the Elementary School**

Spring semester. 3 semester hours.

This course focuses on the methods and materials for teaching art in the elementary and middle school. Prerequisite: admission to the teacher education program or permission of instructor.

## **ART 342**

### **Printmaking**

On demand. 3 semester hours.

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

## **ART 345/SOC 344**

### **Introduction to Flint Knapping II**

Summer semester. 3 semester hours.

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

## **ART 350**

### **Sculpture**

Fall semester. 3 semester hours.

Students will explore the third dimension by creating works in a variety of materials such as clay, plaster, wood, metal, found objects, and mixed media. Processes and techniques include modeling, carving, lost wax casting, and construction. Students will create, critique, and display original works of art. Prerequisite: ART 121.

## **ART 351**

### **Clay II**

Fall semester. 3 semester hours.

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

## **ART 352**

### **Jewelry and Metalwork II**

Spring semester. 3 semester hours.

Students are allowed to pursue areas of individual interest by investigating advanced techniques and/or by expanding basic jewelry and metalworking skills. Student and instructor will develop a mutually agreeable plan of study at the



# Academic Programs

beginning of the semester. Students will create, critique, and display original works of art. ART352 is a continuation of and is offered concurrently with ART252. Prerequisite: ART252.

## **ART 450**

### **Internship**

On demand. 1-12 semester hours.

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

## **ART 483**

### **Senior Project**

On demand. 1 semester hour.

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

## **ART 490**

### **Art Seminar**

Fall semester, alternate years. 2 semester hours.

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

## **ART 499**

### **Independent Study**

On demand. 1-3 semester hours.

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

## **Aviation**

*Daniel Hargrove, Professor and Director of Aviation*

*Scott Wilson, Professor*

*David Ison, Assistant Professor*

*Clete Knaub, Assistant Professor of Aviation Management*

*Chris Wiens, Director of Flight Operations*

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 Rocky Mountain College aviation program provides students with the knowledge and skills required to enter the

exciting world of professional aviation. Rocky Mountain College offers bachelor of science degrees in aeronautical science (professional pilot) and aviation management. Graduates are prepared to begin careers as pilots or managers in the airline, business, air cargo, military or other sectors in the aviation industry.

Flight training is conducted in Piper and Beechcraft aircraft owned by the College. Glass cockpit aircraft and sophisticated simulators are used in training to prepare graduates for competitive careers in aviation. Further training is conducted using state-of-the-art 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 a minor is offered in aeronautical science. The aeronautical science major combines pilot certification with studies of the air transportation-operating environment. The aviation management major combines studies of aviation with business and economics. Pilot certification is elective under this major.

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

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

### **Pilot Certification**

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

### **Medical Certification**

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

### **Admission Criteria**

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

# Academic Programs

## Program Costs

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

## Citizenship

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

## Major in Aeronautical Science (Professional Pilot)

The following are required as part of the general education core courses: PSY101; PHS101 or PHS105 or PHS201; and MAT110. A minimum of 52 semester hours is required in the major, including AVS100, AVS101, AVS150, AVS153, AVS201, AVS202, AVS203, AVS205, AVS253, AVS272, AVS273, AVS274, AVS306, AVS308, AVS312, AVS317, AVS318, AVS376, AVS400, AVS404, AVS405, AVS419, and three semester hours of upper-division aviation electives. No internship is required, but is recommended. The first three credits of an internship will be graded. Additional credits up to a maximum of 9 will be graded pass/fail.

## Major in Aviation Management

The following are required as part of the general education core courses: PSY101; PHS101, PHS105, or PHS201; and MAT110. A minimum of 52 hours is required, including AVS100, AVS101, AVS150, AVS170 or AVS153; AVS307, AVS308, AVS312, AVS400, AVS405, BSA201, BSA202, BSA311, BSA321, BSA343, ECO201, ECO202, MAT210 and six semester hours of upper division electives in aviation or business. Three credits of internship are required and will be graded. Additional credits up to a maximum of 9 will be graded pass/fail.

## Minor in Aeronautical Science

A minimum of 20 semester hours, including AVS101, AVS150, AVS153, AVS203, AVS308, and five semester hours of aviation electives. At least six semester hours must be in upper-division courses.

## Aviation courses

### AVS 100

#### Introduction to Professional Aviation

Fall semester. 1 semester hour.

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

### AVS 101

#### Private Pilot Ground School

Fall, spring, and summer semesters. 4 semester hours.

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. Corequisite: AVS153.

### AVS 150

#### Aviation Meteorology

Spring semester. 3 semester hours.

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

Fall, spring, and summer semesters. 2 semester hours. EL.

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

### AVS 170

#### Flight Orientation Lab

Fall, spring, and summer semesters. 1 semester hour.

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

### AVS 200

#### Intercollegiate Flight Team Competition

Fall and spring semesters. 1 semester hour.

Students train for and participate in intercollegiate flight competition as a member of the Rocky Mountain College Flight Team. Additional fee required during semesters in which the team travels to competition.

### AVS 201

#### Instrument Rating Ground School

Fall, spring, and summer semesters. 3 semester hours.

This course prepares students for the FAA instrument rating knowledge examination, providing an in-depth study of flight instruments, physiology of flight, aviation weather reports and forecasting, radio navigation, IFR departure, en route and arrival procedures, IFR flight planning, and emergency procedures. Prerequisites: AVS101, AVS153; or permission of the director of aviation. Corequisite: AVS253.

# Academic Programs

## **AVS 202**

### **Commercial Pilot Ground School**

Fall and spring semesters 3 semester hours.

This course prepares students for the FAA commercial pilot knowledge examination, covering meteorology, airspace, pilotage, aviation physiology, advanced aerodynamics, commercial flight maneuvers, aircraft stability and performance, flight in complex aircraft, flight management and emergency procedures, and regulations related to commercial flight operations. Prerequisites: AVS201, AVS253 ; or permission of the director of aviation. Corequisite: AVS272.

## **AVS 203**

### **Introduction to Air Traffic Control**

Fall semester. 3 semester hours.

This course provides a detailed study of the science of air traffic control for professional pilots and aviation managers. Topics include the national airspace system, air traffic control, navigation aids, communications and operations procedures, airport traffic control, radar operations, and ATC facility management. Prerequisite: AVS101.

## **AVS 205**

### **Global Positioning System and Glass Cockpit Lab**

Fall and spring semesters. 1 semester hour.

Students complete hands-on global positioning system and glass cockpit training using software in the classroom and hardware in flight training devices in order to integrate and apply these systems in instrument flight. Prerequisites: AVS101, AVS153. Corequisite: AVS201 and AVS253.

## **AVS/HST 231**

### **Aviation History**

Spring semester. 3 semester hours.

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

## **AVS 243**

### **Aviation Winter Survival**

Spring semester. 1 semester hour.

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. There is a small fee, plus cost of travel and one night lodging. Registration with the Montana Aeronautics Division, which is the sponsor, must be completed by Dec 1st. Pass/no pass grading. Prerequisite: AVS101.

## **AVS 253**

### **Instrument Rating Flight Lab**

Fall, spring, and summer semesters. 2 semester hours.

Students complete all three stages of the instrument pilot flight syllabus, which includes instrument departure, en route and approach procedures in both the airplane and flight

training device (simulator). This course prepares students for the FAA instrument rating oral and flight examinations. FAA instrument rating must be completed to fulfill course requirements. Prerequisites: AVS101 and AVS153 or private pilot certificate. Corequisite: AVS201.

## **AVS 272**

### **Commercial Pilot Flight Lab I**

Fall, spring, and summer semesters. 1 semester hour.

This course provides flight instruction covering commercial navigation, cross-country flights, and night flying procedures allowing students to complete stage 1 of the flight syllabus. Prerequisites: AVS253. Corequisite: AVS202.

## **AVS 273**

### **Commercial Pilot Flight Lab II**

Fall, spring, and summer semesters. 1 semester hour.

This course provides flight instruction covering commercial flight maneuvers allowing students to complete Stage two of the flight syllabus. Prerequisite: AVS272.

## **AVS 274**

### **Commercial Pilot Flight Lab III**

Fall, spring, and summer semesters. 1 semester hour.

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. Prerequisite: AVS273.

## **AVS 301**

### **Certified Flight Instructor Ground School**

Fall and spring semesters. 3 semester hours.

This is a two-part course that prepares students for the FAA Fundamentals of Instruction and Flight Instructor Knowledge Examinations. Part one covers fundamentals of teaching and learning, including effective teaching methods, aerodynamics analysis, instructional syllabus development, and flight instructor responsibilities. Part two addresses the analysis of flight maneuvers involved in the private, commercial, and flight instructor certificates. Prerequisites: AVS201, AVS202, and AVS274; or permission of the director of aviation.

## **AVS 306**

### **Multi-Engine Rating Ground School**

Fall and spring semesters. 1 semester hour.

This course covers the operation of multi-engine airplanes including performance, normal and emergency operating procedures, electrical and hydraulic systems, and other installed equipment commonly found on multi-engine airplanes. Prerequisite: AVS202, AVS273, or permission of the director of aviation. Corequisite: AVS376.

## **AVS 307**

### **FBO and General Aviation Operations**

Spring, alternate years. 3 semester hours.

This course examines the factors involved in running a successful fixed base operation (FBO) and operating a general aviation business. The course includes the certification

# Academic Programs

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**

Spring semester. 3 semester hours.

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

## **AVS 310**

### **Airport Planning and Administration**

Fall, alternate years. 3 semester hours.

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

## **AVS 312**

### **Aviation Law**

Fall semester. 3 semester hours.

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

## **AVS 317**

### **Aircraft Power Plants**

Fall semester. 3 semester hours.

An in-depth study of reciprocating, turbine, and turbo-prop engines and propeller systems and the engine accessory equipment used on modern aircraft. Prerequisite: AVS202, PHS101 or PHS105 or PHS201, or permission of professor.

## **AVS 318**

### **Advanced Aircraft Systems**

Spring semester. 3 semester hours.

An in-depth study of advanced aircraft systems including fuel, hydraulic, electrical, engine accessory, and auxiliary systems. Prerequisite: AVS202 or permission of professor.

## **AVS 322**

### **Search Pilot Clinic**

Fall semester. 1 semester hour.

This course consists of a trip to another town in Montana for training over a weekend in September. The course includes classroom and field training on survival skills and two hours of flight time for search pilot training. This is not a mountain flying course. The course fee covers classroom instruction, field training, and flight time. Cost of travel and lodging is extra. Registration with the Montana Aeronautics

Division (the sponsor) must be completed by May 1st. Each participant must be a Montana pilot registered with the Montana Aeronautics Division. Pass/no pass grading. Prerequisite: AVS274 and permission of the director of aviation.

## **AVS 325**

### **Advanced Flight Systems**

Fall and spring semesters. 3 semester hours.

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

## **AVS 343**

### **Altitude Chamber Training**

Spring semester. 1 semester hour.

This course provides classroom instruction and hands-on training on the physiological effects and hazards associated with high altitude flight. The course includes a field trip to a U.S. Air Force base to participate in training in an altitude chamber. Pass/no pass grading. Prerequisite: AVS101, AVS153.

## **AVS 345**

### **Tail Wheel Endorsement**

Fall, spring and summer semesters. 1 semester hour.

This course includes flight and ground training required to obtain a log book endorsement to fly a tail wheel aircraft, as specified by the FAA. Coordination with academic advisor and director of flight operations is required before start of training. Pass/no pass grading. Prerequisite: AVS101, AVS153.

## **AVS 361**

### **Certified Flight Instructor Flight Lab (FAA Part 141)**

Fall, spring, and summer semesters. 2 semester hours.

This course provides flight instruction under FAR Part 141 prepares students for the FAA flight instructor oral and flight examinations. The course includes dual flights covering all maneuvers necessary to instruct students for the private and commercial pilot certificates. The FAA flight instructor certificate must be completed to fulfill course requirements. Prerequisite: AVS274. Corequisite: AVS301.

## **AVS 362**

### **Instrument Flight Instructor (FAA Part 141)**

Fall, spring and summer semesters. 3 semester hours.

This course provides ground and flight instruction under FAR Part 141 prepares students for the FAA instrument flight instructor written, oral, and flight examinations. The FAA instrument instructor rating must be completed to fulfill course requirements. Prerequisite: AVS361 or AVS371.

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## **AVS 363**

### **Multi-Engine Flight Instructor (FAA Part 141)**

Fall, spring and summer semesters. 3 semester hours.  
This course provides ground and flight instruction under FAR Part 141, preparing students for the FAA multi-engine flight instructor rating oral and flight examinations. The FAA multi-engine instructor rating must be completed to fulfill course requirements. Prerequisite: AVS361 or AVS371.

## **AVS 371**

### **Certified Flight Instructor Flight Lab (FAA Part 61)**

Fall, spring, and summer semesters. 2 semester hour.  
This course provides flight instruction under FAR Part 61, preparing students for the FAA flight instructor oral and flight examinations. The course includes dual flights covering all maneuvers necessary to instruct students for the private and commercial pilot certificates. The FAA flight instructor certificate must be completed to fulfill course requirements. Prerequisite: AVS274. Corequisite: AVS301.

## **AVS 372**

### **Instrument Flight Instructor (FAA Part 61)**

Fall, spring and summer semesters. 2 semester hours.  
This course provides ground and flight instruction under FAR Part 61, preparing students for the FAA instrument flight instructor written, oral, and flight examinations. The FAA instrument instructor rating must be completed to fulfill course requirements. Prerequisite: AVS361 or AVS371.

## **AVS 373**

### **Multi-Engine Flight Instructor (FAA Part 61)**

Fall, spring and summer semesters. 2 semester hours.  
This course provides ground and flight instruction under FAR Part 61, preparing students for the FAA multi-engine flight instructor rating oral and flight examinations. The FAA multi-engine instructor rating must be completed to fulfill course requirements. Prerequisite: AVS361 or AVS371.

## **AVS 376**

### **Multi-Engine Rating Flight Lab**

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

## **AVS 400**

### **Aviation Professional Development**

Fall and spring semesters. 1 semester hour.  
This culminating course focuses on professional issues and integrates all facets of the student's college educational experience. Students explore issues in aviation including professional standards, ethics, and career advancement. Guest lectures will provide perspectives from leaders in the aviation industry. Prepares the graduate for transition to a career in aviation and develops job placement skills. Prerequisite: senior standing.

## **AVS 404**

### **Crew Resource Management with Lab**

Fall and spring semesters. 2 semester hours.  
This course provides advanced ground and simulator instruction with an emphasis on the application of aviation and human factors in Crew Resource Management skills. The lab includes Line-Oriented Flight Training (LOFT) sessions in a flight-training device to develop crew resource management skills in a variety of realistic situations encountered by flight crews. Prerequisite: AVS376 or permission of the director of aviation.

## **AVS/BSA 405**

### **Air Transportation Management**

Fall semester. 3 semester hours.  
This course provides a comprehensive experience for the aviation or business student by examining the air transportation industry. Areas of concentration: 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. Prerequisite: junior or senior standing.

## **AVS 410**

### **Advanced Aerodynamics and Aircraft Performance**

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

## **AVS 419**

### **Air Carrier Operations**

Fall and spring semesters. 3 semester hours.  
This course focuses on a study of transport category aircraft systems; flight planning; airport analysis; advanced weather analysis; and economic and safety issues related to transport category aircraft operations, including HMR 175 and FAR Part 135 and 121 regulatory requirements. This course provides the knowledge required to qualify for the FAA airline transport pilot and aircraft dispatcher knowledge examinations. Prerequisites: AVS202, AVS405.

## **AVS 443**

### **Airline Dispatcher Certification**

Spring semester. 2 semester hours.  
This course is a culminating study of airline operations, preparing students for the FAA dispatcher certification knowledge and practical examinations. The course includes 20 hours of practical experience and observation of airline dispatch operations. Students must be 21 years of age by the middle of the semester that the course is taken to meet FAA examination requirements. Prerequisites: AVS150, AVS201, AVS203, AVS205, AVS318, AVS419. The FAA dispatcher written exam (ADX) is also a prerequisite.

# Academic Programs

## **AVS 447**

### **Boeing 737 Aircraft Systems**

Fall, spring and summer semesters. 1 semester hour.

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. Prerequisite: AVS202. Corequisite: AVS318.

## **AVS 449**

### **Regional Jet Aircraft Systems**

Fall, spring and summer semesters. 1 semester hour.

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

## **AVS 450**

### **Internship**

Fall, spring, and summer semesters. 1-12 semester hours.

This course is a guided work experience in an already established place of business. The student must arrange the internship in agreement with the instructor and the office of career services. The internship should relate to the student's major or minor area of study. Contract is required. Prerequisites: junior or senior standing and permission of the director of aviation.

## **AVS 499**

### **Independent Study**

On demand. 1-3 semester hours.

This course allows a strong student to devise and pursue independent study in an area agreed upon in consultation with, and supervised by, a faculty member. Students should be either a major or minor and have a cumulative GPA of 3.00 or greater. Prerequisite: junior or senior standing.

## **Biology**

*Daniel Albrecht, Professor*

*Cristi Hunnes, Professor*

*Jennifer Lyman, Professor*

*Claire Oakley, Professor*

*Phillip Jensen, Assistant Professor*

*Mark Osterlund, Assistant Professor*

*Kayhan Ostovar, Assistant Professor*

The biology program studies the breadth of life, from cellular mechanisms to ecosystem processes. Students are encouraged to view biological concepts from historical, political, and ethical perspectives as they integrate new ideas and concepts with older ones. The faculty stresses the process of science and the ability to analyze the surrounding world by generating hypotheses, testing hypotheses, analyzing data, and drawing conclusions. Students develop oral and written communication skills through active participation in lecture/discussions and collaborative projects both in the classroom and in laboratory/field settings.

Biology students at Rocky Mountain College get a broad exposure to the three main areas of biology. 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 in Biology:**

1. A minimum of 33 semester hours of biology courses;
2. Biology core: BIO111 and BIO112 (8 cr), BIO203 Genetics (3 cr), and BIO306 Evolution (3 cr);
3. One course from each of the following three categories:
  - a) Cell and Molecular Biology: BIO250 Microbiology, BIO426 Biotechnology, BIO/CHM452 Biochemistry I, BIO/CHM460 Biochemistry II, any cell biology course;
  - b) Ecology and Behavior: BIO241 Biological Anthropology, BIO311 Botany, BIO317 Ornithology, BIO347 Animal Behavior, BIO410 Conservation Bio, BIO415 Ecology;
  - c) Animal Structure and Function: BIO252 Animal Physiology, BIO305 Vertebrate Anatomy, BIO321 Anatomy and Physiology I, BIO322 Anatomy and Physiology II or any developmental biology class.
4. Biology capstone course (5 cr). As students choose courses from the three categories listed above, they must take BIO/CHM452 (biochemistry) OR BIO415 (ecology) as their capstone course;
5. Internship: BIO450 credits do not count toward the 33 credit minimum.
6. In addition: IDS243 (Scientific Writing and Analysis), CHM101, CHM102, CHM300, CHM301, and either PHS101 and PHS102 or PHS201 and PHS202.

Students completing BIO111, BIO112 and either of the capstone courses (BIO415 or BIO452) satisfy the Rocky Mountain College general education requirement for experiential learning.

### **Major in Biology Education**

Students must complete the above biology major and the required secondary education courses.

### **Minor in Biology**

A minimum of 20 semester hours in biology (6 credits of upper-division courses), IDS243, plus one course in chemistry with a laboratory component is required.

### **Minor in Biology Education**

For students pursuing a teaching minor in biology, the following courses must be taken in addition to coursework required in the secondary education program: a minimum of 24 hours in biology including BIO111, BIO112, BIO203; a choice of BIO250 or BIO311 or BIO317; either BIO252 or BIO321; BIO306; and BIO415, IDS243. Additionally, one chemistry course with a laboratory component is required.

# Academic Programs

Note: The following courses are eligible for biology credit: ESS307, ESS314, and ESS325. EQS300 will be accepted as a biology elective for students who have successfully completed BIO111, BIO112, CHM101, and CHM102. **Note:** EQS300 and EQS400 are highly recommended for students pursuing veterinary school or graduate programs in animal science.

## Biology courses

### BIO 102

#### Introduction to Biology

Summer semester. 4 semester hours.

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

### BIO 111

#### General Biology I

Fall semester. 4 semester hours.

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

### BIO 112

#### General Biology II

Spring semester. 4 semester hours.

An introductory course emphasizes organization within the individual, population, and community levels of biology. Topics include basic genetics, population genetics, evolution, diversity of organisms, and ecology. The laboratory emphasizes the process of scientific investigation, including the design, analysis, and presentation of biological experiments. Field trips outside of regular class time may be required. Three hours of lecture and one two-hour laboratory session per week.

### BIO 203

#### Genetics

Fall semester. 4 semester hours.

The course provides a detailed overview of the mechanisms of heredity. Topics include Mendelian, quantitative, and molecular genetics. Three hours of lecture per week and one two-hour laboratory session per week. Prerequisites: BIO111, BIO112, and CHM101.

### BIO 216

#### Research Techniques in Ecology

Spring semester, even years. 4 semester hours.

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, amphibians 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. Additional fee required. Prerequisite: ESS105 and/or BIO112 or permission from the instructor.

### BIO/SOC 241

#### Biological Anthropology

Spring semester. 3 semester hours.

History of the theory of evolution, including the modern synthetic theory of evolution, population genetics, hominoid evolution from the Miocene hominids to Homo sapiens, primate ethnology, and sociobiology.

### BIO 250

#### Microbiology

Spring semester. 4 semester hours.

This course focuses on the biology of microorganisms including bacteria, viruses, yeasts, protozoa, and fungi. An investigation of the structure, metabolism, and reproduction of microorganisms lays the groundwork for health-oriented microbial topics including epidemiology, immunology, immunity, antimicrobials, and major microbial diseases. In the laboratory, students learn techniques for the isolation, detection, identification, and characterization of bacteria within various types of samples. Three hours of lecture and one two-hour laboratory session per week. Prerequisites are BIO111 and CHM101.

### BIO 252

#### Animal Physiology

Spring semester, even years. 3 semester hours.

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

### BIO 305

#### General Vertebrate Zoology

Fall semester, odd years. 4 semester hours.

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

### BIO 306

#### Evolution

Spring semester. 3 semester hours.

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

# Academic Programs

## **BIO 311**

### **Botany**

Spring semester, odd years. 4 semester hours.

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

## **BIO 317**

### **Ornithology**

On demand. 4 semester hours.

A lecture and field/laboratory course detailing anatomy and physiology, ecology, evolution, and identification of birds. Topics include morphology, flight, foraging, migration, mating systems, and bird conservation. Three hours of lecture and one two-hour laboratory session per week. Prerequisite: BIO111, BIO112, and BIO306.

## **BIO 321**

### **Human Anatomy and Physiology I**

Fall semester. 4 semester hours.

A course requiring students to incorporate concepts from physics, chemistry, and biology to understand the interface between human structure and function and the regulatory mechanisms in play. Topics include tissue types, skeletal, muscular, nervous, respiratory, and reproductive anatomy and physiology. Three hours of lecture and one two-hour laboratory session per week. Human cadavers are used in the laboratory. Prerequisites: BIO111 and CHM101 required. CHM301 and PHS102 or PHS 202 highly recommended.

## **BIO 322**

### **Human Anatomy and Physiology II**

Spring semester. 4 semester hours.

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

## **BIO 347**

### **Animal Behavior**

Fall semester, even years. 3 semester hours.

This course provides a broad overview of the development, expression, and control of behavior. This course provides a foundation for understanding animal ecology, revealing evolutionary relationships, and managing fish and wildlife populations. Topics include communication, predation, foraging, mating, parental care, and sociality. Prerequisite: BIO306.

## **BIO 349**

### **Animal Behavior Lab**

Fall semester, even years. 1 semester hours.

This course provides a broad overview of the development,

expression, and control of behavior. This course provides a foundation for understanding animal ecology, revealing evolutionary relationships, and managing fish and wildlife populations. Topics include communication, predation, foraging, mating, parental care, and sociality. One two-hour laboratory session per week. Corequisite: BIO347.

## **BIO 410**

### **Conservation Biology**

Spring semester, odd years. 2-3 semester hours.

Students experience a multi-disciplinary approach to conservation encompassing genetics to ethics. Discussions emphasize biological diversity, extinction probability theory, reserve design, management, and reintroduction strategies. Written and oral presentations are required. Prerequisite: BIO415.

## **BIO 415**

### **Ecology**

Fall semester. 5 semester hours.

Students are provided with an overview of the interactions among biotic and abiotic environments. Topics include climate and vegetation, resource acquisition and allocation, demography, population growth and regulation, sociality, competition, niche theory, predation, and community and ecosystem ecology. Three hours of lecture and one two-hour laboratory session per week. Prerequisites: BIO306 and MAT110 or above.

## **BIO 420**

### **Methods and Materials of Teaching Secondary Science**

On demand. 2 semester hours.

This course requires focused study with a science teacher in an accredited secondary school 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. The course provides competence for the delivery and evaluation of planned learning activities. Areas of concentration include active hands-on experiences, reviewing texts for content appropriate to various grade levels, and the use of technology in the classroom. Prerequisites: acceptance in the teacher education program; senior standing required.

## **BIO 426**

### **Biotechnology**

Spring semester. 4 semester hours.

Students learn the basic tools used in modern biotechnology including techniques involved in DNA manipulation, cloning, molecular diagnostics, and sequence information analysis. This course includes an extensive, hands-on laboratory-based introduction to basic molecular biology techniques. Students learn how these techniques are used in many exciting fields of research such as gene therapy, genomics, and proteomics. The ethical implications of selected topics are discussed. Three hours of lecture and one three-hour laboratory session per week. Significant time working independently in the laboratory is required. Prerequisites: BIO203 and CHN301.



# Academic Programs

## **BIO 450**

### **Internship**

On demand. 1-12 semester hours. Pass/fail.

An internship is arranged between a member of the discipline's faculty and the student. The internship will not count as part of the minimum number of required credits to the major or minor. Contract required. If an internship is two or more credits, the student will typically be required to write a paper. The contract will specify the minimum length of the paper and the required scholarly sources. Prerequisite: junior or senior standing.

## **BIO/CHM 452**

### **Biochemistry I**

Fall semester. 5 semester hours.

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

## **BIO/CHM 460**

### **Biochemistry II**

On demand. 3 semester hours.

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

## **BIO 483**

### **Dissection**

Summer semester, May term. 2-3 semester hours.

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. Prerequisites: BIO322.

## **BIO 490**

### **Seminar**

Spring semester. 1 semester hour.

Selected topics in biology are explored.

## **BIO 499**

### **Independent Study**

On demand. 1-3 semester hours.

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

## **Business Administration and Accountancy**

*Sandra L. Barz, Professor*

*James I. McDowell, Professor*

*Anthony R. Piltz, Professor*

*Scott Severance, Associate Professor*

*James Smith, Associate Professor*

*Karen Beiser, Assistant Professor*

*Clete Knaub, Assistant Professor*

*James D. Anderson, Visiting Assistant Professor*

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

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

### **Major in Business Management**

BSA201, BSA202, BSA311, BSA321 or BSA422, BSA343, BSA450, ECO201, ECO202, ENG325, MAT210, and nine semester hours of electives.

### **Major in Managerial Accounting**

BSA201, BSA202, BSA450, BSA311, BSA320, BSA321, BSA324, BSA351, BSA352, BSA371, BSA422, ECO201, and MAT210.

### **Minor in Business Management**

Required: BSA321, ECO201, MAT210, BSA201, BSA202  
One elective from the following: AVS405, BSA412, BSA331, BSA318, COM306, BSA311, BSA315, BSA343, BSA347, BSA361, BSA371, BSA422, ECO301, ECO345, ECO346

### **Minor in Accounting**

BSA201, BSA202, BSA324, BSA351, BSA352, and BSA371.

### **Minor in Economics**

ECO201, ECO202, ECO345, ECO346, ECO402, and one of the following: ECO301, ECO305, ECO354, ECO401.

# Academic Programs

## Master of Accountancy

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

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

### Master of Accountancy with a BS in Business Management

Required courses include: BSA201, BSA202, BSA311, BSA321 or BSA422, BSA343, BSA450, ECO201, ECO202, ECO301, MAT210, and nine semester hours of electives. To ensure CPA Exam eligibility, candidates should take care to select electives in business administration and accountancy disciplines other than accounting. BSA331 is highly recommended as one of these electives. In addition to the requirements noted above, candidates should also complete BSA371. In all cases, CPA exam eligibility requirements for the state in which the candidate intends to sit for the exam should be consulted to ensure that the candidate's educational program satisfies exam eligibility requirements.

### Master of Accountancy

Degree candidates must complete the following: BSA505, BSA507, BSA521, BSA522, BSA553, BSA608, BSA653, BSA672, and BSA673. BSA352 is a prerequisite for the master-level courses. Students who enter the accountancy program as baccalaureate degree holders from an institution other than Rocky Mountain College must meet only the master of accountancy requirements and will graduate only with the master of accountancy. These students should consult with their academic advisor to ensure that, in total, their academic preparation makes them eligible for the CPA exam. Depending upon the student's academic background, additional courses may be necessary to become eligible for the CPA exam.

## Business Administration and Accountancy Courses

### BSA 101

#### Introduction to Business

Fall and spring semesters. 3 semester hours.

A beginning business course designed to introduce students to the areas of business study: historical foundations of America's free enterprise system, ethics and social responsibility in the business setting, entrepreneurship, the legal structures of business, marketing, and general management.

### BSA 201

#### Principles of Accounting I

Fall and spring semesters. 3 semester hours.

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

### BSA 202

#### Principles of Accounting II

Fall and spring semesters. 3 semester hours.

A continuation of BSA201, which includes long-term liabilities, partnerships, corporate accounting, statement of cash flow, basic financial statement analysis, and the use of accounting data in decision-making. Prerequisite: BSA201.

### BSA 291

#### Field Practicum

On demand. 1-3 semester hours.

This course provides practical experience in an organization for students interested in exploring career opportunities. The course does not satisfy the experiential learning requirement, nor does it count toward the major. Prerequisite: permission of professor.

### BSA 311

#### Principles of Finance

Fall semester. 3 semester hours.

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

### BSA 313

#### Students in Free Enterprise

Fall and spring semesters. 3 semester hours.

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

### BSA 315

#### Principles of International Business

Spring semester, alternate years. 3 semester hours.

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

# Academic Programs

## **BSA 318**

### **Entrepreneurship**

Spring semester, alternate years. 3 semester hours.

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

## **BSA 320**

### **Management Information Systems**

Spring semester. 3 semester hours.

Students study information technology and its relationship to the business world. Designed to provide business students with general insights into information technology beyond the introductory level. This course is often required as a prerequisite for master's level business programs.

## **BSA 321**

### **Principles of Management**

Fall and spring semesters. 3 semester hours.

Students examine the management functions and basic concepts and principles of management, including planning, organization, coordination, control, job design, and human resource management. Topics in human resource management include recruitment, selection, administration of personnel policies, and dismissals. Prerequisite: junior or senior standing. This course is often required as a prerequisite for master's level business programs.

## **BSA 324**

### **Taxation for Managers**

Spring semester. 3 semester hours.

This course provides an analysis of the effects of tax law upon business transactions and related decision-making. Emphasis is placed on tax planning and tax minimization strategies. Prerequisite: BSA202.

## **BSA 331**

### **Business Law**

Fall semester. 3 semester hours.

A course that explores the legal principles relating to business transactions: contracts, sales, commercial paper, intellectual property, and e-commerce. A study of the legal environment of business is emphasized. This course is often required as a prerequisite for master's level business programs.

## **BSA 336**

### **Human Resource Management**

Spring semester. 3 semester hours.

Introduction to the Human Resource functions of workforce planning, legal requirements, work design, recruiting, selection, training and development, performance management, labor and employee relations.

## **BSA 343**

### **Principles of Marketing**

Fall and spring semesters. 3 semester hours.

This course studies the marketing process from product development through consumer purchase. Includes examination of consumer buying behavior, marketing channels, physical distribution, pricing policies and promotion along

with their role in the marketing process. Prerequisite: junior or senior standing.

## **BSA 347**

### **Principles of Investing**

Fall semester. 3 semester hours.

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

## **BSA 351**

### **Financial Reporting I**

Fall semester. 3 semester hours.

A course which covers proper income statement and balance sheet presentation in accordance with current professional pronouncements. Other topics included are current value concepts, inventory, cash and receivables, plant assets, and intangible assets. Prerequisite: BSA202.

## **BSA 352**

### **Financial Reporting II**

Spring semester. 3 semester hours.

This course, a continuation of BSA351, considers proper accounting for current and long-term liabilities, investments, pensions, and leases. Various aspects of stockholders' equity and the analysis of financial statements are also included. Prerequisite: BSA351.

## **BSA 356**

### **Economic Decision Making**

Fall and Spring semesters 3 semester hours.

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

## **BSA 361**

### **Retailing**

Spring semester, alternate years. 3 semester hours.

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

## **BSA 362**

### **Professional Sales**

Fall semester. 3 semester hours.

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. Prerequisites: Junior or senior level.

# Academic Programs

## **BSA 371**

### **Managerial Accounting**

Fall or spring semester. 3 semester hours.

Students examine how managers use accounting information and how that information should be gathered and provided. Topics include the measurement and use of cost information, cost control, budgeting, performance appraisal, and decision-making using accounting information. Prerequisites: BSA202 and ECO202.

## **BSA/AVS 405**

### **Air Transportation Management**

Fall semester. 3 semester hours.

This course provides a comprehensive experience for the aviation or business student by examining the air transportation industry. Areas of concentration: 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. Prerequisite: junior or senior standing.

## **BSA 412**

### **Business Ethics**

Fall semester. 3 semester hours.

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

## **BSA 421**

### **Strategic Management**

Spring semester. 3 semester hours.

This course provides a capstone experience for the economics/business major. Topics will vary from year to year depending on the instructor's interests, the needs of the students, and topicality. Prerequisite: senior standing.

## **BSA 422**

### **Production and Operations Management**

Spring semester. 3 semester hours.

An introduction to various aspects of production, resource, and operations management, which focuses on production methodologies, scheduling, inventory control, quality control, and project management. Performance evaluation and resource planning are also emphasized. This course is often required as a prerequisite for Masters-level business programs. Prerequisites: BSA202, ECO202.

## **BSA 425**

### **Small Business Operations**

On demand. 3 semester hours.

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

## **BSA 450**

### **Internship**

On demand. 1-12 semester hours.

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

## **BSA 490**

### **Seminar**

On demand. 1-3 semester hours.

Selected topics in business are explored.

## **BSA 499**

### **Independent Study**

On demand. 1-3 semester hours.

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

## **BSA 505**

### **Cost Accounting**

Spring semester, alternate years. 3 semester hours.

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

## **BSA 507**

### **Taxation of Individuals**

Fall semester, alternate years. 3 semester hours.

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

## **BSA 521**

### **Advanced Financial Management**

Spring semester, alternate years. 3 semester hours.

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

## **BSA 522**

### **Accounting Information Systems**

Spring semester, alternate years. 3 semester hours.

Students explore the elements of both manual and computerized accounting information systems. Topics include system development, internal control, and the role of database and network technology in accounting information systems. Prerequisite: BSA352.

# Academic Programs

## **BSA 553**

### **Financial Reporting III**

Fall semester, alternate years. 3 semester hours.

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

## **BSA 608**

### **Taxation of Partnerships, Corporations, Estates and Trusts**

Spring semester, alternate years. 3 semester hours.

A study of federal income tax law as it applies to partnerships, corporations, estates and trusts. Further application of the tax research process through case analysis is also addressed. Prerequisite: BSA352.

## **BSA 653**

### **Financial Reporting IV**

Spring semester, alternate years. 3 semester hours.

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

## **BSA 672**

### **Auditing**

Fall semester, alternate years. 3 semester hours.

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

## **BSA 673**

### **Not-For-Profit Accounting**

Fall semester, alternate years. 3 semester hours.

This course provides the fundamental knowledge necessary to learn about the operation of governments, universities, hospitals, and other nonprofits. The specific accounting, auditing, and financial reporting practices and standards used by these entities will be emphasized. Prerequisite: BSA352.

## **Economics courses**

### **ECO 201**

#### **Principles of Macroeconomics**

Fall and spring semesters. 3 semester hours.

This course is the study of aggregate economic problems, including an introduction to the economics of full employment, economic growth, and price stability.

### **ECO 202**

#### **Principles of Microeconomics**

Fall and spring semesters. 3 semester hours.

Students study individual economic problems. This course offers an introduction to production and exchange, pricing policies, and resource allocation under alternative competitive situations.

### **ECO 301**

#### **Money and Banking**

Fall or spring semesters. 3 semester hours.

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

### **ECO 305**

#### **American Economic History**

On demand. 3 semester hours.

Students explore a history of the American economy from colonial to modern times with emphasis on industrial growth, government policy, and agriculture.

### **ECO 345**

#### **Intermediate Microeconomics**

Fall semester, alternate years. 3 semester hours.

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

### **ECO 346**

#### **Intermediate Macroeconomics**

Fall semester, alternate years. 3 semester hours.

This course examines an analysis of Keynesian and post-Keynesian economic theories of national income, employment, and growth. Prerequisite: ECO201.

### **ECO 354**

#### **Environmental Economics**

Spring semester, alternate years. 3 semester hours.

Students examine the application of microeconomics to problems of the environment. This course is offered both for the major and for those interested in environmental problems. Prerequisite: ECO202.

### **ECO 401**

#### **International Trade**

Spring semester, alternate years. 3 semester hours.

The structure of world trade, the effect of international trade upon national income, exchange rates, problems of foreign aid and investment, and industrialization of underdeveloped countries. Prerequisites: ECO201 and ECO202.

### **ECO 402**

#### **Development of Economic Ideas**

Fall semester, alternate years. 3 semester hours.

Historic development of economic theory. Emphasis is analytical; consideration is given to institutional and philosophical backgrounds.

# Academic Programs

## **ECO 450**

### **Internship**

On demand. 1-12 semester hours.

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

## **ECO 490**

### **Seminar**

On demand. 1-3 semester hours.

Selected topics in economics are explored.

## **ECO 499**

### **Independent Study**

On demand. 1-3 semester hours.

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

## **Chemistry**

*Cristi H. Hunnes, Professor*

*John Barbaro, Associate Professor*

*Robin Jose, Assistant Professor*

*Gavin Kirton, Assistant Professor*

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

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

### **Major in Chemistry**

A minimum of 37 semester hours in chemistry including CHM101, CHM102, CHM201, CHM300, CHM301, CHM401, CHM452 and CHM490. In addition, IDS243, MAT175, MAT176, PHS201, and PHS202 are corequisites. A maximum of 3 semester hours of internship can be applied toward the chemistry requirements for a major. Completion of this major satisfies the experiential learning general education requirement.

### **Minor in Chemistry**

A minimum of 24 semester hours in chemistry, including CHM101, CHM102, and CHM300. The remaining 12 credit hours may be selected from the following courses: CHM201, any 300-level chemistry course or any 400-level chemistry course and IDS243. A maximum of one internship credit can be applied toward the chemistry requirements for a minor.

### **Chemistry courses**

#### **CHM 100**

##### **Chemistry of Everyday Life**

Spring semester, even years. 4 semester hours.

An introductory course for students interested in learning about the major role that chemistry plays in our modern society and in our daily lives. Emphasis will be on how chemical principles relate to topics such as diet and nutrition, food additives, pharmaceutical compounds, household chemicals, natural and synthetic fibers, pesticides, batteries, and alternative energy sources. This course is a lab science elective for non-science majors but does not count as credit 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**

Fall semester. 4 semester hours.

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: MAT100 or higher mathematics course or placement into MAT110 or higher mathematics course.

#### **CHM 102**

##### **General Chemistry II**

Spring semester. 4 semester hours.

This course will further develop the principles presented in CHM 101 with emphasis on the following core concepts: chemical kinetics, chemical equilibria, solution and acid-base chemistry, thermodynamics of reactions, and electrochemistry. Examples used in this course will point to the various branches of chemical studies (organic, physical, biological, inorganic, analytical, geological, materials, and nuclear). The knowledge and skills gained over the two semesters will be applied to the analysis of a contemporary topic or issue in chemistry. The laboratory experiments are designed to explore chemical principles and to expose students to more advanced chemical instrumentation in the department. Three hours of lecture and one two-hour laboratory session per week. Prerequisite: CHM101.

# Academic Programs

## **CHM 201**

### **Chemical Analysis**

Fall semester, even years. 4 semester hours.

Determining the composition of materials is fundamental to the chemical and physical sciences. Students in this course will apply the methods of gravimetry, titrimetry, spectroscopy and electrochemistry to the analysis of chemical samples. Analyses will incorporate chemical equilibria and the principles of precipitation, acid-base, redox and complex-formation reactions. In addition, the treatment of quantitative data and forming conclusions will be presented. The laboratory will emphasize the refinement of technique to enable both precision and accuracy in determinations. Three hours of lecture and one three-hour laboratory per week. Prerequisite: CHM102.

## **CHM 260**

### **History of Chemistry: Chemical Connections**

Fall semester, even years. 3 semester hours.

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

## **CHM 300**

### **Organic Chemistry I**

Fall semester. 4 semester hours.

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

## **CHM 301**

### **Organic Chemistry II**

Spring semester. 4 semester hours.

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

## **CHM 340**

### **Environmental Chemistry**

Spring semester, odd years. 4 semester hours.

An upper-level science elective for students interested in

seeing the fascinating role that chemistry plays in many current challenges to our environment (air, water, and soil) and to our energy needs. The chemistry of natural processes will be discussed, along with the causes of, and potential solutions to, various environmental problems. The laboratory portion of the course includes analytical techniques, separations, chemical synthesis, modeling, and experimental design. Three lecture hours plus one three-hour laboratory session per week. Independent laboratory work is required. Prerequisite: CHM300. (Completion or concurrent enrollment in CHM201 and CHM301 is advised.)

## **CHM 401**

### **Biophysical Chemistry**

Fall semester, odd years. 4 semester hours.

The relationship between heat and work (thermodynamics) is enormously powerful for predicting the properties and behavior of material systems in chemistry and biology. Students will explore the properties of matter (gases, liquids, solids, solutions and mixtures) from the perspective of classical thermodynamics and chemical equilibrium with an emphasis on biological molecules and their interactions. Students will also explore a complementary view in the rate at which systems change (kinetics) including matter transport processes like diffusion. The laboratory will involve students developing and refining various apparatus for the measurement of physical properties. Three hours of lecture and one three-hour laboratory per week. Prerequisites: CHM102, PHS201 and MAT175.

## **CHM 402**

### **Quantum Mechanics and Spectroscopy**

Spring semester, even years. 4 semester hours

The topics from Biophysical chemistry will be explored from the atomic and molecular viewpoint using quantum mechanics. This allows a deeper understanding of bonding structures and computer molecular models, especially of biological macromolecules. Students will also explore the principles of spectroscopic methods, including NMR, that probe molecular structure and properties. The laboratory will be largely based on using molecular modeling software and the use of instrumentation for molecular spectroscopy. Three hours of lecture and one three-hour laboratory per week. Prerequisite: CHM401.

## **CHM 411**

### **Instrumental Analysis**

Spring semester, odd years. 4 semester hours.

This course will present the principles of modern chemical instrumentation and the role of the chemist in the interpretation of the output of instruments such as spectra. Skills developed by students in this course are directly transferable to many careers in chemical and biochemical analysis or research. The preparation of samples and selection of suitable instrument parameters will also be considered. Three hours of lecture and one three-hour laboratory per week. Prerequisite: CHM201. Recommended corequisite is CHM300.

# Academic Programs

## **CHM 443**

### **Applications of NMR Spectroscopy**

Spring semester, even years. 3 semester hours.

The theory and instrumentation of nuclear magnetic resonance spectroscopy (NMR) will be examined. This course emphasizes structure elucidation using 1-D and 2-D NMR techniques. Students will get hands-on experience in acquiring, processing, and interpreting NMR spectra. They will also address designing suitable NMR experiments for specific applications. Three hours of lecture/laboratory per week. Corequisite: CHM301.

## **CHM 450**

### **Internship**

On demand. 1-12 semester hours.

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

## **CHM/BIO 452**

### **Biochemistry I**

Fall semester. 5 semester hours.

Biochemistry is a capstone course in the Biology program focusing on the study of the molecules and chemical reactions essential to life. After an introduction to the chemistry and structure of carbohydrates, lipids, and proteins, discussions of enzyme structure and kinetics set the stage for a detailed exploration of metabolism and its regulation. The laboratory component of this course involves a semester-long integrated project that requires independent student work. Three lecture hours plus one laboratory lecture hour per week. Significant time working independently in the laboratory is required. Prerequisites: CHM301 and BIO111. BIO321 and BIO322 are strongly advised.

## **CHM/BIO 460**

### **Biochemistry II**

On demand. 3 semester hours.

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

## **CHM 490**

### **Seminar**

Spring or fall semester. 1-3 semester hours.

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**

### **Independent Study**

On demand. 1-3 semester hours.

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

## **Communication Studies**

*Victoria Christie, Professor*

*Shelby Jo Long, Assistant Professor*

*Erin Reser, Assistant Professor*

The word "communicate" has the same root as the word "community," the Latin *communis*. To communicate is to create community. In studying communication students learn to express themselves, to develop critical thinking skills and to explore ethical issues. Whether competing on a collegiate debate team or analyzing mass media, students strive to become articulate and intentional communicators, respecting the power of the spoken and written word. The skills learned when studying communication are some of those most sought after by employers. Students may choose to major or minor in communication studies or tailor their major through an independent program of study. These paths will lead students to careers in diverse professions such as human relations, organizational design, teaching or law.

### **Major in Communication Studies**

A minimum of 36 semester hours, including COM102, COM240, COM250, COM260, COM306, COM310, COM/ENG355, COM402, COM490, and two out of the following four: COM308, ENG325, ENG365, or any three-credit COM special topics course at the 300 or 400 level and one rhetoric course at the 300 or 400 level. A maximum of three semester hours of internship may be applied toward the major or minor.

### **Minor in Communication Studies**

A minimum of 21 semester hours, including COM102, COM250, COM260, COM306, COM310, COM402, and one course from the following: COM101, COM308, COM355. Three semester hours of electives may be taken within the communication studies program or within a related field such as theatre or English. Courses outside the communication studies program are to be chosen in consultation with the faculty.

### **Communication courses**

#### **COM 101**

##### **Interpersonal Communication**

Fall semester, alternate years. 3 semester hours.

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



# Academic Programs

## **COM 102**

### **Public Speaking**

Fall and spring semesters. 3 semester hours.

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

## **COM 240**

### **Rhetoric of Western Thought**

Fall semester, alternate years. 3 semester hours.

Language is a series of symbols that allows us to communicate with other people. Language symbols also enable the comprehension of feelings, intentions, persuasion, and meaning. The study of rhetoric explores how communication shapes our culture, our leaders, our ethics and our society. The course investigates the evolution of rhetorical theories from ancient Greece to contemporary models of communication. Additionally, the course will focus on the application of theories to contemporary communication events.

## **COM 247**

### **Communication Projects**

On demand. 1 semester hour.

Students pursue special research in communication studies. Prerequisite: permission of professor.

## **COM 250**

### **Small Group Communication**

Fall and spring semesters. 3 semester hours.

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

## **COM 257**

### **Intercollegiate Forensics**

Fall and spring semesters. 1 semester hour.

This course is designed for students actively preparing for, and/or participating in, individual intercollegiate events or debate. Pass/no pass grading.

## **COM 260**

### **Debating Contemporary Issues**

Fall and spring semesters. 3 semester hours.

The course explores how people reason and what makes a good persuasive speaking style. After choosing topics on current events, students prepare their arguments and then debate. Students learn to develop effective persuasive speaking skills and to constructively analyze the arguments of others. Prerequisite: COM102.

## **COM 306**

### **Organizational Communication**

Fall semester, alternate years. 3 semester hours.

Organizational communication is the study of how communication occurs in large cooperative networks, especially in

work settings. Students learn how to supervise people, attract customers and clients, and understand the values and cultures of the organization within which they work. Knowledge of organizational communication is especially useful for future employees of corporate and non-profit organizations, since effective communication is a critical skill for success. Prerequisite: COM102.

## **COM 308**

### **Intercultural Communication**

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

## **COM 310**

### **Communication Theory**

Fall semester, alternate years. 3 semester hours.

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

## **COM/ENG 355**

### **Mass Media**

Spring semester, alternate years. 3 semester hours.

This course explores how communication media, whether smoke signals, newspapers, television or the Internet, influence human communication. We are different people than in the past because we can instantaneously reach people around the globe. With each change in technology, communication changes. These changes alter what it means to be human. Students must be able to understand the power of media to better manage its influence in their personal and professional lives. Prerequisite: COM102.

## **COM 402**

### **Interviewing**

Spring semester, alternate years. 3 semester hours.

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

## **COM 404**

### **Rhetoric of Protest and Dissent**

Spring semester, alternate years. 3 semester hours.

Throughout history, people have protested injustice, prejudice, inhumanity, and colonialism. They have tried, and even

# Academic Programs

sometimes succeeded, in protesting without violence. Persuasion is an alternative to physical aggression. This course examines why and how protest occurs, the challenges protesters face rhetorically, and the available options from which protesters can choose. Students will emerge with an appreciation of how difficult protest is and how important it is for a vital society. Prerequisite: COM102, COM240.

## COM 447

### Communication Projects

On demand. 1 semester hour.

Students pursue special research in communication studies. Prerequisite: permission of professor.

## COM 450

### Internship

On demand. 1-12 semester hours.

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 professional communication degree. A contract is required. A maximum of three semester hours can be counted toward the major in communication. Prerequisites: junior or senior standing.

## COM 457

### Intercollegiate Forensics

Fall and spring semesters. 1 semester hour.

This course is designed for students actively preparing for, and/or participating in, individual intercollegiate events or debate. Pass/no pass grading.

## COM 490

### Seminar in Communication

Spring semester, alternate years. 3 semester hours.

At the basis of communication is the creation of community. Through writing and speaking, students in this capstone course explore why and how people create communities and what kind of communities they create. Each seminar will focus upon a special theme, such as the implications of free speech or postmodern organizational ethics. For example, in the free speech seminar, students analyze the origins and controversies surrounding free speech, and the consequences free speech, or the lack of it, has upon self-government. Prerequisite: COM102

## COM 499

### Independent Study

On demand. 1-3 semester hours.

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

## Computer Science

*K. Stuart Smith, Associate Professor*

*Aaron Benner, Instructor*

The computer science program combines the analysis of computing systems with the art and science of creating computer software. The program emphasizes the development of software solutions and the study of the hardware and software systems that provides 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 in Computer Science

A minimum of 42 semester hours in computer science is required, including either CSC130, CSC131, CSC132, and CSC133 or CSC143; also required are CSC214, CSC251, CSC255, CSC330, CSC345 or CSC360, CSC352, CSC353, CSC354, and either CSC450 or CSC499 (CSC450 is very strongly preferred to CSC499). An additional nine semester hours of elective computer science coursework is required to complete the major, of which at least seven semester hours must be upper-division coursework. Students must successfully complete MAT175.

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" in order to proceed to dependent coursework.

### Notes:

- Neither CSC240 nor CSC415 may be applied toward completion of the major.
- CSC352 and CSC353 may each be taken twice and applied to the major requirements so long as each study represents a different programming language. At least one credit each of CSC352 and CSC353 is required for completion of the major.
- No more than three semester hours of CSC450 can be applied toward completion of the computer science major requirements and a "pass/fail" grade will be awarded for CSC450 after the first three semester hours.

### Minor in Computer Science

A minimum of 21 semester hours in computer science including either CSC130, CSC131, CSC132, and CSC133 or CSC143; also required are CSC251, plus CSC352, CSC353, or CSC354 and six semester hours of upper-division computer science coursework.

# Academic Programs

## Computer Science courses

### CSC 130

#### Fundamentals of Programming I

Fall semester. 3 semester hours.

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

### CSC 131

#### Fundamentals of Programming II

Spring semester. 3 semester hours.

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

### CSC 132

#### Fundamentals of Programming Lab I

Fall semester. 1 semester hour

A weekly laboratory allowing students to gain experience and familiarity with the tools and mechanical procedures necessary for success in computer programming. In addition, students are introduced to formal models for program development and gain experience with programming languages being introduced in CSC130. Corequisite: CSC130 (lecture).

### CSC 133

#### Fundamentals of Programming Lab II

Spring semester. 1 semester hour.

A weekly laboratory introducing students to integrated development environments (IDEs) and continuing development of programming techniques. Corequisite: CSC131 (lecture).

### CSC 143

#### Programming Foundations

Fall semester. 5 semester hours.

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

### CSC 214

#### Technology and Society

Fall semester. 3 semester hours.

Accelerating development in technology (computer-centric technology in particular) underlies enormous changes in the acquisition, application and extension of knowledge and information, impacting virtually every aspect of modern life in ways that are often under-appreciated by a generally-

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

### CSC 240

#### Technical Problem Solving

On demand. 2 semester hours.

Students gain hands on experience diagnosing and repairing technology equipment including computers, printers and other peripherals. This course focuses on problem solving and techniques for complex problem analysis. This course does not apply toward completion of the major or minor in Computer Science.

### CSC 251

#### Data Structures

Fall semester. 3 semester hours.

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

### CSC 255

#### Assembler Language Programming

Spring semester. 3 semester hours.

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

### CSC 256

#### Discrete Structures and Computability

On demand. 3 semester hours.

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.

# Academic Programs

This course explores the historical development of computer science from its roots in mathematical models including early models of computation, such as Turing machines and other finite state machines. Prerequisite: CSC131 or CSC143 and either MAT110 or MAT175.

## **CSC 258**

### **Topics in Computer Science**

On demand. 3 semester hours.

This occasional offering will study special areas of computer science not otherwise covered in the curriculum. Prerequisite: permission of professor.

## **CSC 309**

### **Computer Organization and Architecture**

Every third semester. 3 semester hours.

Modern computers represent a powerful synergy of hardware and software, represented in deeply nested abstraction layers. In this course, students study computer architecture and organization as influenced by hardware-software interfaces. The organization of processors to support the fundamental execution cycle is explored. Additional topics include computer arithmetic, pipelines, performance factors and specialized architectures. Prerequisite: CSC255.

## **CSC 320**

### **Numerical Methods**

On demand. 3 semester hours.

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

## **CSC 326**

### **Graphics**

Every third semester. 3 semester hours.

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

## **CSC 330**

### **Computer Networking**

Fall semester. 3 semester hours.

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

## **CSC 333**

### **Network Programming**

On demand. 3 semester hours.

Network Programming picks up where CSC330 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. Prerequisites: CSC330.

## **CSC 335**

### **Database Systems**

On demand. 3 semester hours.

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

## **CSC 345**

### **Advanced Algorithms and Parallel Processing**

Annually. 3 semester hours.

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

## **CSC 352**

### **Programming Language Study I (Traditional Languages)**

Fall semester. 1 semester hour.

This course provides instruction and experience using modern computer programming languages. Students are required to implement basic and intermediate programming tasks in order to explore the syntax, semantics, and dominant paradigm of the topic language. Students cannot apply more than two semester hours of CSC352 toward completion of the CS major requirements. Prerequisite: either CSC131 or CSC143.

## **CSC 353**

### **Programming Language Study II (Web Languages)**

On demand. 1 semester hour.

This course provides instruction and experience using modern computer programming languages. Students are required to implement basic and intermediate programming tasks in order to explore the syntax, semantics, and dominant paradigm of the topic language. Students cannot apply more than two semester hours of CSC353 toward completion of the CS major requirements. Prerequisite: either CSC131 or CSC143.

# Academic Programs

## **CSC 354**

### **Programming in C**

On demand. 2 semester hours.

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

## **CSC 360**

### **Programming Paradigms**

Annually. 3 semester hours.

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

## **CSC 376**

### **Object-Oriented Analysis and Design**

On demand. 3 semester hours.

This course will introduce the student to techniques for performing requirements analysis and design using object-oriented approaches. Topics include the role of modeling, creation of use cases, risk analysis, the "unified software development process," and iterative design. Prerequisite: permission of the professor.

## **CSC 410**

### **Operating Systems**

On demand. 3 semester hours.

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

## **CSC 415**

### **System Administration**

On demand. 3 semester hours.

Students completing this course learn the fundamentals of multi-user operating system management. Topics include installation, management, maintenance and security of modern operating systems. This course does not apply toward completion of the major. Prerequisite: permission of the professor.

## **CSC 430**

### **Advanced Networking and Security**

On demand. 3 semester hours.

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

## **CSC 433**

### **Compiler Construction**

On demand. 4 semester hours.

This course considers algorithms and data structures used in translation of high-level languages to executable machine language. Topics include general organization, lexicographic analysis, management of name spaces and storage, error detection and recovery, code generation and optimization. This course requires significant programming. Evaluation is heavily dependent upon the successful development of substantial portions of a compiler. Students should expect to spend a minimum of 10 hours weekly on this course. Prerequisites: CSC255, CSC360. Senior standing is recommended.

## **CSC 450**

### **Internship**

Fall, Spring, and summer semesters. 1-12 semester hours.

This course is a guided work experience in an already established place of business. The student must arrange the internship in agreement with the instructor and the office of career services. The internship should relate to the student's major or minor area of study. A maximum of three semester hours will be counted toward a computer science major and a "pass/fail" grade will be awarded for CSC450 after the first three semester hours.. Contract is required. Prerequisites: junior or senior standing or permission of the department.

## **CSC 490**

### **Computer Science Research Seminar**

Annually. 3 semester hours.

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

## **CSC 499**

### **Independent Study**

On demand. 1-3 semester hours.

Under the guidance of a faculty sponsor, students may study facets of computer science not available for study through offered CS courses. Independent study is an ideal vehicle for

# Academic Programs

students wishing to explore interdisciplinary applications of computer-related technology. Students should be either a major or minor and have a cumulative GPA of 3.00 or greater. Prerequisite: junior or senior standing.

## Economics

For course listings, see the "business administration and accountancy" section of this catalog.

## Education

*Shelley M. Ellis, Professor*

*Paul A. Roper, Professor*

*Mark Damico, Assistant Professor*

*Jo Swain, Assistant Professor*

*Stevie Schmitz, Academic Advisor*

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

The goal of Rocky Mountain College's 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 life-long reflective professionals. To achieve this goal, Rocky Mountain College provides students with a strong liberal arts background, in-depth study in the fields in which they plan to teach, the professional knowledge and skills essential for effective teaching, and extensive school-based experience in a variety of school settings.

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

- apply their knowledge of human growth, development, and learning to the individual learning styles of all students;
- demonstrate a thorough knowledge of the professional literature and the current trends, issues, research, and research methods across disciplines and in each pertinent content area;
- communicate clearly, accurately, and professionally, in speech and writing, to peers, colleagues, parents/families, community persons, and other community organizations;
- demonstrate knowledge of the legal and ethical responsibilities of educators as well as the underlying foundations and history of education in the United States;
- engage students in learning activities that promote critical as well as creative thinking;
- describe major educational aspects of the American school, including its purpose, administrative organization, financial aspects, board functions, and general operations;
- reflectively analyze their teaching and learning in order to improve throughout their careers;
- diagnose and remediate reading deficiencies in their students and confidently select age- and skill-level appropriate

- reading materials across the content areas;
- teach listening, speaking, reading, and writing skills appropriate to students' ability levels and content areas;
- design and organize learning environments that accommodate individual learning styles that enable students to be active, self-directed learners;
- implement classroom management strategies to create a cooperative learning environment, one that promotes students' self-esteem and helps them respect the rights, interests, heritage, and abilities of others;
- choose and create appropriate, authentic means of assessing student learning and progress;
- select and design strategies and materials for interdisciplinary teaching and learning experiences as well as for teaching discrete subject areas; and
- educate American Indian students via an exploration of unique cultures, family backgrounds and traditions, and subtle differences in values and of ways of learning, thus ensuring that American Indian students feel included in the classroom.

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

## Program Basics for Admittance to the Teacher Education Program

The 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 K-12 schools and pedagogical principles and their application in field settings at a level deemed appropriate by the faculty. These skills may be described as the ability to comprehend, memorize, analyze, and synthesize material. Students must be able to develop reasoning and decision-making skills appropriate to the practice of teaching.
3. Dispositions: The candidate must demonstrate the professional, behavioral, and social dispositions necessary for the effective performance of a teacher.

# Academic Programs

## Admission to the Teacher Education Program

To be admitted to the teacher education program, students must do the following:

1. successfully complete, or be in the current process of successfully completing, ENG119 or an equivalent writing course, EDC202, PSY205, PSY206, and EDC302; earning at least a grade of "C-" in each;
2. successfully complete, or be in the current process of successfully completing, the first of two required field practica (EDC291E or EDC291S);
3. receive a passing score on the education department's supervised writing examination;
4. conduct a satisfactory interview with representatives of the teacher education committee; and
5. have an overall minimum GPA of 2.25 with a minimum GPA of 2.50 in the major field and in the education courses.

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

Students admitted to the teacher education program must continue to meet minimum program standards or they will be dropped from the program. These standards include maintaining the required GPA (see #5 above) and demonstrating responsible dispositions toward learning in all college work as indicated under the "dispositions" section of the teacher education program handbook. The teacher education program handbook is on the College's website under the "academics" and then "education" links. All education students are required to adhere to the requirements and guidelines in the handbook.

## Praxis II Exam

All students must take and pass the appropriate portions of the Praxis II exam (consult your advisor for the required portions) before or directly subsequent to the student teaching semester. This is a 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 2.25 and a GPA of 2.50 in major, minor, and professional education courses;
3. completion of all required coursework except student teaching and its related seminar; and
4. approval of the teacher education committee.

## Transfer Courses

All transfer courses used to substitute for courses required in the teacher education program must be approved by the teacher education committee. An official transcript must be sent directly to the office of student records from any previous institution(s).

## Transfer Students

Students transferring into the teacher education program must meet all Rocky Mountain College requirements for transfer students and must 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

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 (K-8). Prerequisite courses for entry into the elementary teacher education program are ENG119, PSY205, PSY206, EDC202, EDC291E, and EDC302. Required courses in the elementary education program are EDC310, EDC330, EDC336, EDC341, EDC342, EDC/ ART338, EDC/MUS 344, EDC349, EDC350, EDC355, EDC356, EDC360, EDC/NAS365, EDC370, EDC391E, EDC402, EDC427, EDC453, and EDC490E. Other related required courses are HST211 or HST212, MAT103, and MAT104.

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

1. Thirty credits of content coursework. A GPA of that coursework will be calculated on a 0 to 4 point scale prior to program completion. The range will be 3.00-4.00=4 points; 2.50-2.99=3 points; 2.00-2.49=1 point; below 2.00=0 points;
2. Assessment of content knowledge demonstrated during student teaching by a highly qualified teacher and a college supervisor on a scale of 0 to 3 based on demonstration of content knowledge. The following descriptors will be used: "knowledge is advanced"=3 points; "knowledge is proficient"=2 points; "knowledge is basic"=1 point; "knowledge is unacceptable"=0 points.

Score on the PRAXIS II Elementary Content Knowledge Test determined as follows: 164-200=6 points; 154-163=5 points; 139-153=3 points; 125-138=1 point; 100-124=0 points.

Rocky 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 0-13. Students scoring lower than CKS=8, or who score zero on any of the three multiple measures, shall not be recommended for licensure.

# Academic Programs

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). Prerequisite courses for entry into the secondary teacher education program are ENG119, PSY205, PSY206, EDC202, EDC291S, and EDC302. Required courses in the secondary education program are EDC310, EDC330, EDC336, EDC353, EDC/NAS365, EDC370, EDC391S, EDC402, EDC420, EDC427, EDC452, and EDC490S.

Students must complete an education major in one of the following fields: biology, English, history, mathematics, psychology, or social studies broadfield.

Students must complete an education minor in one of the following fields: biology, English, history, mathematics, political science, psychology, reading, or theatre arts. In some cases, an extended single-field education major of at least 40 credits may be substituted for the major-plus-minor plan. Secondary education students should carefully study departmental requirements listed under the various departments in the catalog, since in many cases, requirements for teaching licensure are different from general majors or minors.

## Major in K-12 Education

To become a teacher of art, music, or physical education and health, the student must be prepared to teach at all levels, K-12. Students must complete an education major in one of the following fields: art, music, or physical education and health. Prerequisite courses for entry into the K-12 teacher education program are ENG119, PSY205, PSY206, EDC202, EDC291S or EDC291E, and EDC302. Required courses for the K-12 education major are EDC310, EDC330, EDC336, EDC353, EDC/NAS365, EDC370, EDC391S or EDC391E, EDC402, EDC420, EDC427, EDC454, and EDC490S.

**Note:** Music education majors are exempt from EDC 420. K-12 majors must have one elementary-level practicum experience and one secondary-level practicum experience.

## Minor in Reading

The Rocky Mountain College reading minor is targeted at K-12 education majors aspiring to obtain a K-12 reading endorsement. Upon successful completion of the required courses, the candidate is eligible to apply for the State of Montana Reading Specialists K-12 endorsement. Following the completion of eight required courses, Rocky Mountain College students are eligible for the reading endorsement. Required courses: EDC305, EDC318, EDC350, EDC353, EDC357, EDC360, EDC362, and EDC376.

## Education courses

### EDC 202

#### Foundations of Education

Fall and spring semesters. 2 semester hours.

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

### EDC 291E

#### Field Practicum: Elementary School

Fall and spring semesters. 1 semester hour.

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 between 10-14 weeks. Students must complete a field practicum before they can be admitted to the teacher education program. Sophomore standing is required.

### EDC 291S

#### Field Practicum: Secondary and/or K-12 School

Fall and spring semesters. 1 semester hour.

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 between 10-14 weeks. Students must complete a field practicum before they can be admitted to the teacher education program. Sophomore standing is required.

### EDC/PSY 302

#### Educational Psychology

Fall and spring semesters. 3 semester hours.

This course is designed to aid the student in continuing to develop an understanding of human behavior, especially as that understanding applies to elementary and secondary classrooms. Emphasis will be on why and how human learning takes place and how that learning relates to schools and teaching situations where the needs of each student must be considered. The course also includes participation in and the analysis of interpersonal relations and communication skills. Students must complete EDC302 before they can be admitted to the teacher education program. Prerequisites: PSY205 or PSY206.

### EDC 305

#### Emergent Literacy

Spring and summer. 3 semester hours.

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.



# Academic Programs

Particular emphasis will be placed on key research relating to English as a Second Language, Limited English Proficient, 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: admission to the teacher education program or permission of instructor.

## **EDC 310**

### **Classroom Management**

Spring semester. 2 semester hours.

This course reviews the fundamental skills of classroom management. Students will be presented with a systemic approach to classroom management. Enforcing classroom standards, building patterns of cooperation, maximizing learning, and minimizing disruptions in order to establish and maintain an effective and safe classroom-learning environment will be emphasized. Prerequisite: admission to the teacher education program or permission of instructor.

## **EDC 318**

### **Diagnostic Assessment of Reading**

Spring semester. 3 semester hours.

This course will provide students with extensive knowledge relating to reading assessment tools. Students will become knowledgeable about reading diagnostic tools that provide information about placing children at instructional and independent reading levels, improving sight word vocabulary (DIBELS), improving oral reading fluency (DIBELS) and miscue analysis (running records.) Students will also become skilled in the use of criterion and norm-referenced reading and writing assessments to drive reading and writing instruction. Students will be required to acquire all reading data on a specific student, create, and then implement both an enrichment and remediation plan for the student(s). Must be taken concurrently with EDC357. Prerequisite: admission to the teacher education program or permission of instructor.

## **EDC 330**

### **Introduction to Teaching Exceptional Learners**

Fall semester. 3 semester hours.

This course introduces students to the characteristics, legal requirements, programming, and service requirements for exceptional learners, including gifted and talented students. Categories of disabilities addressed will be those outlined within PL94-142. Emphasis will be given to education within the least restrictive environment. Prerequisite: admission to teacher education program or permission of instructor.

## **EDC 336**

### **Educational Technology**

Fall and spring semesters. 1 semester hour.

This course is designed to prepare preservice elementary, secondary, and K-12 teachers in the appropriate use of instructional technology, thus fostering an intellectually active and technologically supportive classroom. Students will explore and evaluate instructional software packages, assess Internet resources, build a portfolio of resources appropriate to a grade level and content area, design lesson plans, create and explore tests and other evaluative tools, and

learn ways of creating strong parental contacts. The course will culminate in a comprehensive, student-designed multimedia presentation. Prerequisite: admission to the teacher education program or permission of instructor.

## **EDC/ART 338**

### **Methods and Materials:**

#### **Teaching Art in the Elementary School**

Spring semester. 3 semester hours.

This course focuses on the methods and materials for teaching art in the elementary and middle school. Prerequisite: admission to the teacher education program or permission of instructor.

## **EDC 341**

### **Methods and Materials:**

#### **Teaching Health in the Elementary School**

Fall Semester. 2 semester hours.

This course provides competency in the delivery and evaluation of planned learning programs for elementary school children. Content will include knowledge of the purpose and scope of a health curriculum, appropriate health topics, and lesson planning. Multimedia based learning will be examined. Prerequisite: admission to the teacher education program or permission of instructor.

## **EDC 342**

### **Methods and Materials:**

#### **Teaching Physical Education in the Elementary School**

Spring semester. 2 semester hours.

This course provides competency in the delivery and evaluation of planned learning programs for elementary school children. Content will include knowledge of the physiological, psychological, and motor developmental needs of elementary-age children and the implication for curriculum development and implementation. Includes experience working with children in an on-campus Saturday morning program. Prerequisite: admission to teacher education program or permission of instructor.

## **EDC/MUS 344**

### **Methods and Materials:**

#### **Teaching General Music in the Elementary School**

Fall semester. 3 semester hours.

This course provides a study of trends in philosophy, curriculum and program development, traditional instructional materials, Orff/Kodaly, and other innovative teaching techniques for elementary school and early childhood general music. Prerequisites: Prerequisite: admission to the teacher education program or permission of instructor.

## **EDC 349**

### **Methods and Materials:**

#### **Teaching Mathematics in the Elementary School**

Spring semester. 3 semester hours.

This course focuses on the methods and materials for teaching mathematics in the elementary school based on the National Council of Teachers of Math standards. Prerequisites: MAT103, MAT104, and admission to the teacher education program or permission of instructor.

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## **EDC 350**

### **Methods and Materials:**

#### **Teaching Reading and Language Arts in the Elementary School**

Fall semester. 4 semester hours.

This course provides an integrated approach to the language arts curriculum of listening, speaking, reading, and writing, an approach which corresponds to the development of language skills. Methods of teaching the language arts; the use of books, other written materials, and audiovisual materials; the use of computer programs; methods of assessing and evaluating achievement; and ways of organizing the curriculum form a major portion of the course. The course provides increased familiarity with literature appropriate for elementary school children. Prerequisite: admission to the teacher education program or permission of instructor. Junior standing required.

## **EDC 353**

### **Teaching Reading and Writing in the Content Areas**

Spring semester. 2 semester hours.

This course provides K-12 music, art, and physical education and health preservice teachers as well as secondary-level preservice teachers with the tools to teach listening, speaking, grammar, vocabulary, spelling, writing, and study skills with the aim of helping their future students achieve content area literacy and basic necessary reading skills. Learners with special reading needs are addressed, and the writing process and the use of literature in the content classroom are examined. Students also evaluate content-based materials for their reading difficulty level and appropriateness and apply the 6-Traits Writing Projects' techniques across disciplines. Prerequisites: admission to the teacher education program or permission of instructor.

## **EDC 355**

### **Methods and Materials:**

#### **Teaching Social Studies in the Elementary School**

Fall semester. 3 semester hours.

This course provides an integrated approach to the social studies K-8 curriculum in elementary and middle schools. Emphasis is on the development of daily, weekly, and unit lesson plans. A variety of instructional strategies will be reviewed and practiced. Methods of organizing the curriculum, methods of teaching, and the use of various technological tools are emphasized. The scope and sequence of various curricula will be examined. Prerequisite: admission to the teacher education program or permission of instructor.

## **EDC 356**

### **Methods and Materials:**

#### **Teaching Science in the Elementary School**

Fall semester. 3 semester hours.

This course is designed to provide an integrated approach to the science K-8 curriculum in elementary and middle schools. Emphasis is on the development of daily, weekly, and unit lesson plans. A variety of instructional strategies, including hands-on activities, will be reviewed and practiced. Students will be expected to participate in a teaching team and create integrated thematic lessons. Prerequisite: admission to the teacher education program or permission of instructor.

## **EDC 357**

### **Reading Clinic**

Fall semester. 2 semester hours.

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 K-12 reading/writing curriculum to use for instruction. A written clinical report will be the culminating project for the reading clinic course. Prerequisite: admission to the teacher education program or permission of instructor.

## **EDC 360**

### **Children's Literature**

Spring semester. 3 semester hours.

This course is designed to increase familiarity with a variety of genres of literature appropriate to the elementary classroom: traditional, modern fantasy, contemporary realistic fiction, poetry, historical fiction, biography, and multi-ethnic literature. Students will evaluate literature for its personal, social, and aesthetic values and will develop effective reading selection criteria. Prerequisite: admission to the teacher education program or permission of instructor.

## **EDC 362**

### **Adolescent Readers**

Summer and fall semesters. 3 semester hours.

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 be required to develop and implement an individualized remediation plan for a middle or high school student who is reading off level. Prerequisite: admission to the teacher education program or permission of instructor.

## **EDC/NAS 365**

### **Native American Education: History and Best Practices**

Spring semester. 3 semester hours.

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. Prerequisite: admission to the teacher education program or permission of instructor.

# Academic Programs

## **EDC 370**

### **Student Health and Safety**

Spring semester. 2 semester hours.

This course focuses on the recognition of issues that obstruct student learning and on referral to appropriate services, since teachers must help ensure a healthy and safe learning environment. Topics to be studied are classroom safety, communicable diseases, drug abuse, first aid, nutritional deficiencies, physical and emotional abuse, psychological disorders and school violence. Prerequisite: admission to the teacher education program or permission of instructor.

## **EDC 376**

### **Writing Process for K-12 Students**

Fall semester. 3 semester hours.

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 how writing assessment drives the writing instructional process. Using literature to teach writing will be a key component of this course. Topics will include student conferencing, conducting a writing assessment and revision and editing process. Prerequisite: admission to the teacher education program or permission of instructor.

## **EDC 391E**

### **Field Practicum: Elementary School**

Fall and spring Semesters. 1 semester hour.

This course provides practical field experience in an elementary classroom. Each credit hour requires 40 hours of experience. Students are required to take an active part in classroom activities by teaching a minimum of two full lessons. Students must complete the practicum during the fall or spring semester over a period of between 10-14 weeks. Prerequisites: admission to the teacher education program. Junior standing is required. Prerequisite: admission to the teacher education program or permission of instructor.

## **EDC 391S**

### **Field Practicum: Secondary or K-12 School**

Fall and spring semesters. 1 semester hour.

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 two full lessons. Students must complete the practicum during the fall or spring semester over a period of between 10-14 weeks. Prerequisites: admission to the teacher education program. Junior standing is required. Prerequisite: admission to the teacher education program or permission of instructor.

## **EDC 402**

### **Contemporary Issues in Curriculum**

Spring semester. 3 semester hours.

This course blends theory and practice to provide a comprehensive overview of the foundations, principles, and issues of curriculum. The philosophical, historical, psychological, and theoretical foundations of curriculum will be explored as well as present issues, trends, and future directions. An inte-

grated approach to studying curriculum and instruction, grades K-12, will emphasize planning, classroom communication, student motivation, positive classroom management, instructional methods, individualized instruction, the teaching of culturally diverse students, and professionalism as it applies to the job of the teacher. Prerequisite: admission to the teacher education program; junior standing required. Prerequisite: admission to the teacher education program.

## **EDC 420**

### **Methods and Materials:**

### **Teaching Content Courses in Secondary Education**

Fall semester. 3 semester hours.

This course requires students to design and execute unit plans and lesson plans specific to their content areas. Students will review and practice a variety of instructional strategies; will examine the scope and sequence of various content-area curricula; will address hot topics in education and the challenges middle and high school teachers face; will become familiar with methods of teaching study skills strategies; will apply the 6-Traits Writing Project's diagnostic and evaluative techniques across the content areas; and will acquire expertise in building and maintaining parent/family relationships. Prerequisite: admission to the teacher education program; senior standing required. Music education majors are exempt. Prerequisite: admission to the teacher education program.

## **EDC 427**

### **Standards, Instruction, and Student Assessment**

Spring semester. 3 semester hours.

This course focuses on various forms of assessment including federal, state, and local testing and the appropriate use of assessment results. Ways of establishing meaningful and fair assessments will be explored. The reliability and validity of some assessment tools will be examined, and methods of item analysis discussed. Prerequisite: MAT100 or equivalent, and admission to teacher education program or permission of instructor. Junior standing strongly recommended. Prerequisite: admission to the teacher education program. Junior standing strongly recommended.

## **EDC 452**

### **Student Teaching in the Secondary School**

Fall and spring semesters. 9 semester hours.

This course requires a minimum of 15 weeks of practice teaching at the 5-12 grade level; student teachers are required to modify their assignment according to the host school's calendar. Students must pay a student teaching fee in addition to regular college expenses. Prerequisite: admission to student teaching (see the education department's handbook under the "education" link in "academics" on the College's website). Prerequisite: admission to the teacher education program.

## **EDC 453**

### **Student Teaching in the Elementary School**

Fall and spring semesters. 9 semester hours.

This course requires a minimum or 15 weeks of practice teaching at the K-8 grade level; student teachers are required to modify their assignment according to the host school's calendar. Students must pay a student teaching fee in addi-

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tion to regular college expenses. Prerequisite: admission to student teaching (see the education department's handbook under the "education" link in "academics" on the College's website). Prerequisite: admission to the teacher education program.

## **EDC 454**

### **Student Teaching (Grades K-12)**

Fall and spring semesters. 9 semester hours.

This course requires a minimum of 15 weeks of practice teaching at both the K-8 and 5-12 grade levels for physical education and health, art, and music education majors. Student teachers are required to modify their assignment according to the host school's calendar. Students must pay a student teaching fee in addition to regular college expenses. Prerequisite: admission to student teaching (see the education department's handbook under the "education" link on the College's website). Prerequisite: admission to the teacher education program.

## **EDC 490E**

### **Seminar: Elementary Education**

Fall and spring semesters. 3 semester hours.

This course examines selected topics in elementary education at regularly scheduled meetings. Registration in this seminar is mandatory for all elementary education student teachers. Corequisite: EDC453. Prerequisite: admission to the teacher education program.

## **EDC 490S**

### **Seminar: Secondary/K-12 Education**

Fall and spring semesters. 3 semester hours.

This course examines selected topics in secondary and K-12 education at regularly scheduled meetings. Registration in this seminar is mandatory for all secondary and K-12 students. Corequisite: EDC452 or EDC454. Prerequisite: admission to the teacher education program.

## **Master of Educational Leadership**

*Stevie Schmitz, Director*

*Jo Swain, Assistant Professor*

*Christine Unquera, Program Assistant*

The master of 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 School Research. Blending theory and practice through coursework and intensive internship, candidates will be prepared to be instructional leaders at the K-12 level. The program is 34 credits in length depending on previous coursework and has a minimal residency requirement. Graduates of this program will meet the educational requirements for licensure as a principal or superintendent. Candidates should check with the Office of Public Instruction for other licensure requirements.

### **Master of Educational Leadership (MEd.)**

Required courses: EDL500, EDL505, EDL510, EDL520, EDL530, EDL554, EDL560, EDL570, EDL575, EDL590, EDL591, EDL683, EDL690, and EDL691.

## **Master of Educational Leadership Courses**

### **EDL 500**

#### **Foundations of Leadership**

Fall semester. 2 semester hours

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. No Child Left Behind legislation will be discussed and analyzed from the perspective of the building or district leader. In addition, participants will be introduced to the process of creating a school ethnography, and 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**

Fall semester. 3 semester hours

The focus of this course is on the roles and responsibilities of K-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**

Spring semester. 3 semester hours

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**

Spring semester. 3 semester hours

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**

#### **Public School Law**

Fall semester. 3 semester hours.

This course will study the legal framework of public education (Constitutional law, case law and Montana law) with emphases on Montana and national legislation and case law pertaining to public education and the rights of board members, administrators, students, and parents.

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## **EDL 554**

### **Public School Finance**

Spring semester. 3 semester hours.

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**

Fall semester. 3 semester hours.

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**

Spring semester. 3 semester hours.

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, K-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**

Fall semester. 3 semester hours.

This course will focus on the interdependence of school and community; identifying and defining societal expectation of schools and the effects of those expectations on educational policy; impact of social, political, economic, and demographic changes on public school policy.

## **EDL 590**

### **Leadership Seminar I**

Fall semester. 1 semester hour.

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 evolve around the ISLLC, ELCC, and PEPP standards. Initial development of the administrative portfolio will be completed during this course. Corequisite: EDL591.

## **EDL 591**

### **Administrative Practicum I**

Fall semester. 2 semester hours.

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: EDL590.

## **EDL 683**

### **Educational Leadership Capstone**

Spring semester. 2 semester hours.

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 690**

### **Leadership Seminar II**

Spring semester. 1 semester hour.

This course is a continuation of EDL590 and will focus on problem-solving and best practices in the administrative practicum. Practical application of theories will be implemented in fieldwork. Discussions will evolve around the ISLLC, ELCC and PEPP standards. Initial development of the administrative portfolio will be completed during this course. Continued review and development of the school ethnography will be a part of the seminar. Corequisite: EDL691.

## **EDL 691**

### **Administrative Practicum II**

Spring semester. 2 semester hours.

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: EDL690.

## **English**

*Linaya L. Leaf, Professor*

*Susan McDaniel, Professor*

*Andrew Kirk, Associate Professor*

*Stephen Germic, Associate Professor*

*Jacqueline Dundas, Assistant Professor*

The English program hopes to instill in students a lifelong passion for reading and writing. Students immerse themselves in important works of the Western and non-Western traditions. Whether analyzing themes, characters, and styles or synthesizing ideas into new and unique forms of oral and written communication, students develop fluency with language. They work as hard at generating theses and supporting them with evidence and their own critical thinking as they do at finding their own voices in poetry, fiction, and the writing of plays.

Students discover that each word has energy and that their own words matter. They learn to view texts as a bridge to self-discovery, interdisciplinary learning, and knowledge of other cultures, as well as a basis from which to discuss ethical issues. Through the revision process, students practice the art of listening to and giving positive criticism, using relevant evaluation to improve their work.

The English program firmly connects to the liberal arts mission of Rocky Mountain College. Students are encouraged to supplement their knowledge of texts through courses in other disciplines such as history, psychology, foreign lan-

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guages and literatures, and philosophy. To read with real comprehension, students discover they must challenge themselves to incorporate multiple strands of learning into their own disciplinary analysis.

## **Major in Literary Studies**

A minimum of 36 semester hours. The following courses are required: ENG252, ENG272, ENG273, ENG282, ENG283, ENG331 and ENG471. In addition, 15 additional English credits, at least nine of which must be at the 300-level or higher.

## **Major in Creative Writing**

A minimum of 42 semester hours. The following courses are required: ENG251, ENG252, ENG272 or ENG273, ENG282 or ENG283, ENG319, ENG325, ENG365, ENG451, ENG490W, ENG499, ENG471; and one of the following three: ENG223, ENG224, ENG291; and two of the following four: ENG445, ENG447, ENG452, ENG456. Major in English Education: A minimum of 27 semester hours. The following courses are required: ENG252, ENG272 or ENG273; ENG282 or ENG283; ENG319, ENG331, ENG355, ENG420 and ENG471. One of the following courses is required: ENG223, ENG224, or ENG291. In addition, students must complete the professional education program for secondary teaching (grades 5-12) as described in the "education" section of the catalog.

## **Minor in Literary Studies**

A minimum of 18 semester hours, including ENG252 and ENG331; one of the following two courses: ENG272 or ENG273; one of the following two courses: ENG282 or ENG283; plus six additional upper-division credits in literature.

## **Minor in Writing**

A minimum of 18 semester hours, including ENG251, ENG319, ENG325, ENG365, ENG451, and ENG490-W (Writing). ENG119 and ENG120 do not count toward the credits for this minor.

## **Minor in English Education**

A minimum of 27 semester hours. The following courses are required: ENG222; one of the following three courses: ENG223, ENG224, or ENG291; ENG272 or ENG273; ENG282 or ENG283; ENG319; ENG331; ENG355; ENG420; and ENG471.

## **English courses**

### **ENG 090**

#### **Support ESL I**

On demand. 0 semester hours.

Students for whom English is a second language may request this course or may be required to take this course, which will help build intermediate academic English skills. The course will be customized to meet the needs of a particular student or group of students.

### **ENG 091**

#### **Support ESL II**

On demand. 0 semester hours.

Students for whom English is a second language may request this course or may be required to take this course which will help build intermediate academic English skills. The course will be customized to meet the needs of a particular student or group of students.

### **ENG 103**

#### **Advanced ESL I**

On demand. 1-3 semester hours.

This advanced level course is offered to students for whom English is a second language and who wish to refine their English language skills. The course will be customized to meet the needs of a particular student or group of students.

### **ENG 104**

#### **Advanced ESL II**

On demand. 1-3 semester hours.

This advanced level course is offered to students for whom English is a second language and who wish to refine their English language skills. The course will be customized to meet the needs of a particular student or group of students.

### **ENG 118**

#### **Basic Composition**

Fall semester. 3 semester hours.

This course introduces students to the basic skills necessary for writing effectively at the college level and prepares students for the writing demands of other college courses. Students explore many types of writing projects, beginning with a personal essay and ending with a formal critique. Using writing theory, the course emphasizes writing as a process, the importance of revising, and the value of peer editing and evaluating. Sponsored by services for academic success (SAS), this course is linked with Introduction to the Humanities as part of the Rocky Freshman Experience. ENG118 may not be taken to satisfy general education requirements.

### **ENG 119**

#### **First-Year Writing**

Fall and spring semesters. 3 semester hours.

This course is an introduction to college writing. Students critically read and discuss texts, learn that writing is a process, experiment with academic prose, develop the skills necessary to create and support a thesis, practice incorporating research into their analysis, and develop grammatical and stylistic competence. Further, working in collaboration with a second discipline, students learn to integrate knowledge. Students keep a portfolio of their work, which includes a self-evaluation of their writing progress. Required of all students entering as freshmen as part of the Rocky Freshman Experience.

### **ENG 120**

#### **Critical Reading and Evaluative Writing**

Fall and spring semesters. 3 semester hours.

Designed to follow First-Year Writing, students analyze texts and create effective writing based on their insights. Students practice generating questions that lead to the for-

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mation of complex thesis and effective support. Building on the idea of integrated knowledge, students develop strategies aiding them in cross-disciplinary and multi-cultural reasoning. They compose essays deploying diverse strategies, such as definition, classification, comparison/contrast, analysis, and argumentation. Students keep a portfolio of their work, which includes a self-evaluation of their writing progress. Prerequisite: ENG119.

## **ENG/NAS 223**

### **Introduction to Native American Literature**

Fall semester, alternate years. 3 semester hours.

An examination of selected literature produced by such Native American writers as Momaday, Welch, Erdrich, McNickle, Silko, and others. Students will consider issues of genre, history, and politics as they relate to American literature. Special emphasis is given to the oral tradition and its relationship to contemporary American writing.

## **ENG 224**

### **Introduction to African American Literature**

Fall semester, alternate years. 3 semester hours.

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 236**

### **Literature and Photography**

Fall semester, alternate years. 3 semester hours.

This course is an interdisciplinary study of the relationship between photography and the literature, art, politics, and history from the nineteenth-century to the present. It introduces theories of photography as well as works of individual artists.

## **ENG/THR 242**

### **Modern Dramatic Literature**

Fall semester, alternate years. 3 semester hours.

Focusing on script analysis, students consider diverse trends in play-writing and theatrical performances over the past hundred years as viewed through the works of the major playwrights of Europe and the United States. Trends studied include expressionism, surrealism, cubism, and absurdism. This course encourages cross-cultural understanding.

## **ENG 245**

### **Travel Literature**

On demand. 3 semester hours.

Students in this course explore the world of travel writing through the diverse narratives of selected contemporary and classic travel writers. The course emphasizes literary analysis, with particular attention paid to understanding the cultural and historical contexts of this literature.

## **ENG 247**

### **War Literature**

Spring semester, alternating years. 3 semester hours.

Students explore how a variety of writers through time have represented the tragedy, trauma, and psychology of war. The

course covers fictional and non-fictional works from various historical and literacy periods as well as genres such as epic and lyric poetry, romance, and drama.

## **ENG 251**

### **Imaginative Writing**

Fall semester. 3 semester hours.

This introduction to imaginative writing explores poetry and short fiction. The course is a workshop focusing on the stages of free writing, drafting, presenting, and revising poems and prose. Elements of poetry discussed include tone, voice, image, metaphor, and devices of sound, meter, traditional structure, and innovations. Elements of fiction emphasized include setting, character development, dialogue, plot, and conflict. Prerequisite: ENG119.

## **ENG 252**

### **Close Reading of Poetry**

Fall semester. 3 semester hours.

Students are introduced to the genre of poetry. The course provides students with a foundation in the methods of detailed reading and analysis essential to an understanding of poetry and, more broadly, to the study of literature. The course addresses the basics of prosody, poetic devices such as diction, metaphor, image, tone, and major verse forms such as the sonnet, elegy, ode, ballad, dramatic monologue, 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/THR 253**

### **Classical Dramatic Literature**

Fall semester, alternate years. 3 semester hours.

Focusing on script analysis, this course provides a chronological study of the major theatrical periods of dramatic literature from the emergence of Greek tragedy in the 5th century BC to the development of European realism in the late 19th century. The course also encourages cross-cultural understanding.

## **ENG 258**

### **Topics in Language and Literature**

On demand. 3 semester hours.

Content varies, including comparative literature topics, problems in literature topics, and language topics. This course may be taken more than once.

## **ENG 270**

### **Literature of Montana and the American West**

On demand. 3 semester hours.

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**

Fall semester. 3 semester hours.

The first in the sequence of two British literature surveys, this course provides an introduction to the formative period of British language and literature. Students read representative works from the Anglo-Saxon, Middle English, Renaissance, Restoration, and 18th century periods against

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their literary, historical, linguistic, and philosophical backgrounds.

## **ENG 273**

### **British Literature: 1800 to Present**

Spring semester. 3 semester hours.

The second in the sequence of two British literature surveys, this course introduces students to Romantic, Victorian, Modern and Postmodern literature, analyzing selected texts, from the end of the 18th century to the end of the 20th, against their literary, historical, ideological, and cultural backgrounds.

## **ENG 282**

### **American Literature: Origins to 1865**

Fall semester. 3 semester hours.

This course provides a survey of major literary works from the Puritan, Enlightenment, and Romantic periods. Emphasis is placed on such figures as Edwards, Franklin, Emerson, Hawthorne, Poe, Thoreau, Jacobs, Whitman, Douglass, Melville, and Dickinson. The literature is examined in the context of literary, historical, and philosophical backgrounds.

## **ENG 283**

### **American Literature: 1865 to Present**

Spring semester. 3 semester hours.

This course provides a survey of major literary works since the Civil War. Emphasis is placed on such figures as Twain, James, Crane, DuBois, Chopin, Wharton, Toomer, Cather, Hughes, Hemingway, and Stevens. The literature is examined in the context of literary, historical, and philosophical backgrounds.

## **ENG 291**

### **Contemporary World Fiction**

Spring semester. 3 semester hours.

This course introduces students to recent prose fiction, with special attention paid to non-Western and non-American works.

## **ENG 319**

### **Creative Nonfiction Writing**

Spring semester. 3 semester hours.

Students study examples of creative nonfiction and practice writing their own. They also gain experience-incorporating research into their prose. Prerequisite: ENG119.

## **ENG 322**

### **Renaissance Literature**

Fall semester, alternate years. 3 semester hours.

Students examine the Renaissance as expressed in British literature. Typical subjects of study include the early humanism of More, the courtly poetry of Wyatt and Surrey, the sonnets of Drayton, Sidney, and Wroth, the chivalric romance of Spencer, the satire of Nashe, the drama of Kyd, Marlow, Shakespeare, Webster, Jonson, and Ford, the essays of Francis Bacon, and the poetry of Donne, Herbert, Herrick, and Marvel.

## **ENG 325**

### **Professional Writing**

Fall semester. 3 semester hours.

This course teaches concepts, practices, and skills for communicating technical, scientific, or business-related information. Topics include understanding how people read, designing documents, incorporating graphics, writing about statistical results, rewriting, editing, and using the Internet. This course may be especially useful for non-English majors, providing them with the tools and techniques to communicate their messages effectively. Prerequisite: ENG119.

## **ENG 331**

### **Literary Criticism**

Fall semester. 3 semester hours.

This course introduces students to current controversies in literary criticism. The course discusses approaches to literary analysis such as deconstruction, cultural criticism, and post-colonialism. Students typically use a casebook method, observing how critics from divergent backgrounds interpret a single text. Students critique these various approaches and refine their own critical practices.

## **ENG 333**

### **British Romantic Literature**

Fall semester, alternate years. 3 semester hours.

This course examines a wide range of British Romantic texts. Students read and analyze selected works against the literary, historical, and philosophical background of late 18th and early 19th century England. Representative authors include Blake, Radcliffe, Wordsworth, Wollstonecraft, Coleridge, Byron, Shelley, Keats, and DeQuincy.

## **ENG 334**

### **The British Novel**

Spring semester, alternate years. 3 semester hours.

This course surveys the rise and development of the British novel. It includes an analysis of such Eighteenth-century writers as Defoe, Sterne, Fielding, Radcliffe, and Burney; early Nineteenth-century writers such as Austen, Shelley, and Scott; such Victorian novelists as Dickens, the Bronte sisters, Eliot, Thackeray, Trollope, and Hardy; and such Modernists as Conrad, Woolf, Joyce, Forster, and Lawrence.

## **ENG 338**

### **Literature, Film, and Media**

Spring semester, alternate years. 3 semester hours.

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 344**

### **Literature and the Environment**

Fall semester, alternate years. 3 semester hours.

This course is a comparative study of the environmental imagination as expressed in literature. By reading and discussing a wide range of literary texts, students investigate the question "What is nature?" In contrast to environmental



# Academic Programs

science, environmental philosophy, or environmental policy, emphasis is placed upon the form of expression as well as the ideas presented by the various writers considered. Representative authors include Henry David Thoreau, Mary Austin, James Baldwin, Louis Owens, and Jane Hirshfield.

## **ENG 347**

### **The American Renaissance**

Fall semester, alternate years. 3 semester hours.

Students examine the extraordinary quickening of American writing in the years before the Civil War. of central concern are the different visions of "America" these literary texts propose. Authors may include Emerson, Hawthorne, Poe, Thoreau, Child, Fuller, Douglass, Whitman, Jacobs, Melville, and Dickinson.

## **ENG/COM 355**

### **Mass Media**

Spring semester, alternate years. 3 semester hours.

This course explores how the communication medium, whether smoke signals, newspapers, television or the Internet, influences human communication. With each change in technology, communication changes. These changes alter what it means to be human. Students must be able to understand the power of the media to better manage its influence in their personal and professional lives.

## **ENG 356**

### **American Naturalism and Realism**

Spring semester, alternate years. 3 semester hours.

Considers literary realism and naturalism in terms of its philosophy, influence, and development during the period in American culture that Mark Twain called "The Gilded Age." Authors may include Twain, James, Jewett, Chopin, London, Norris, DuBois, Crane, Frederick, and Dreiser.

## **ENG 357**

### **Topics in Language and Literature**

On demand. 3 semester hours.

Content varies, including comparative literature topics, problems in literature topics, and language topics. This course may be taken more than once.

## **ENG 359**

### **History and Grammar of English**

Fall semester, alternate years. 3 semester hours.

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**

Fall semester, alternate years. 3 semester hours.

Students examine the major movement in Western art in the first half of the twentieth century as reflected in representative literary texts. Attention focused on the questions: What is modernism? What is its relation to naturalism and realism? How does literary art fuse with the other arts during

this period? Authors may include Joyce, Stein, Pound, Eliot, Williams, Cather, Toomer, Ford, Lawrence, Woolf, Hemingway, Fitzgerald, and Faulkner.

## **ENG 365**

### **Journalism**

Fall semester. 3 semester hours.

Providing an introduction to writing print, broadcast, and multimedia articles and producing a professional publication, this course is strongly recommended for all students participating on the student newspaper.

## **ENG/PHR 370**

### **Religion and Literature**

On demand. 3 semester hours.

A study of religious issues, conflict, and hopes in modern literature. Studied works will vary from year to year, but they may include texts by authors such as Melville, Tolstoy, Hemingway, Flannery O'Connor, and John Updike. This is a writing-intensive course.

## **ENG 420**

### **Methods and Materials**

#### **Teaching English in the Secondary School**

Fall semester, alternate years. 3 semester hours.

This seminar requires focused study and consultation with a public school English/language arts teacher or other acceptable professional in the field. Hours will be arranged in consultation with the content area professor, the appropriate education professor, the student, and the professional mentor. The course focuses on English pedagogy with special attention to reading and writing instruction. Students study methods for creating a classroom conducive to learning, select materials for motivational and instructional purposes, incorporate technology in classroom strategies, evaluate and assess student work, integrate the language arts with other content areas, and examine the scope and sequence of literature and writing for grades 5-12. This seminar strongly emphasizes practical methodologies and is the capstone course for the English education major. Prerequisites: admission to the teacher education program, senior standing.

## **ENG 445**

### **The American Novel**

Spring semester, alternate years. 3 semester hours.

Students examine American novels from the nineteenth-century to the present. Attention is given both to the genre of the novel as well as to the individual literary works. Content varies, but representative topics include the way in which personal and national identities are shaped or defined in the fictional texts, the role of the marketplace in influencing literary practice, and the relation between American fiction and philosophy.

## **ENG 447**

### **The American Short Story**

Spring semester, alternate years. 3 semester hours.

Students are introduced to the genre of the short story, emphasizing major American writers from the nineteenth century to the present. Particular attention is directed to historical and cultural backgrounds. Students cultivate skills in critical analysis by focusing on issues of character, plot, theme, point

# Academic Programs

of view, setting, tone, style, and other literary devices as they function within the context of individual stories.

## **ENG 450**

### **Internship**

On demand. 1-12 semester hours.

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

## **ENG 451**

### **Advanced Imaginative Writing**

Spring semester. 3 semester hours.

This course offers extensive imaginative work in a broad range of genres. Students explore the creative process and challenge themselves with longer and more complex assignments than in Imaginative Writing. They experiment with points of view other than their own and with styles of writing. They also work independently to produce a significant amount of polished work in a writing portfolio. Students keep a writing journal and have considerable input into the development of assignments. Prerequisite: ENG251.

## **ENG 452**

### **American Poetry in the 20th-Century**

Spring semester, alternate years. 3 semester hours.

An in-depth study of American poetry in the twentieth-century, focusing on representative poets in the context of literary and cultural history. Representative poets include Pound, Lowell, HD, Eliot, Frost, Stevens, Williams, Oppen, Niedecker, Sexton, Rich, Kerouac, Rexroth, and Ronan. Particular emphasis is on developing and strengthening students' skills in the close reading of poetry.

## **ENG 456**

### **Studies in Drama**

Fall semester, alternate years. 3 semester hours.

Students examine authors, themes, and/or movements significant in British, American, European, or world drama. It includes reading and analysis of selected plays. Focus is on variety in period, type, and technique. Content varies.

## **ENG 458**

### **Major Author**

On demand. 3 semester hours.

Students explore, in-depth, one major writer from the British or American literary tradition. Content varies. This course can be taken a maximum of two times.

## **ENG 471**

### **Studies in Shakespeare**

Spring semester. 3 semester hours.

Students engage in the advanced study of Shakespeare's works, analyzing them within their literary, historical, theatrical, linguistic, and cultural contexts. Particular attention in this course is devoted to the major critical and theoretical approaches to Shakespeare, providing a foundation for students intending to go to graduate school in English or teach English at the secondary level.

## **ENG 490-L**

### **Seminar in Literary Studies**

Fall semester, alternate years. 2-3 semester hours.

Intensive work is done in a selected area of literary studies. This course includes a major research essay or creative project. Students are encouraged to visit a research library while completing their major project.

## **ENG 490-W**

### **Seminar in Writing**

Spring semester. 3 semester hours.

This seminar examines writing as a communicative art form from three points of view: creator, editor, and performer. Students submit their revised work to the student writing competition; take responsibility for the literary journal, Soliloquy; and organize the "Focus on Rocky Writers" evening, where selected works are shared with an audience. The goal of the course is to have students own and share the meaning of their lives.

## **ENG 499**

### **Independent Study**

On demand. 1-3 semester hours.

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

## **Environmental Sciences and Studies**

*Daniel Albrecht, Professor*

*Lawrence Jones, Assistant Professor*

*Thomas Kalakay, Associate Professor*

*Jennifer Lyman, Professor*

*Kayhan Ostovar, Assistant Professor*

### **Mission**

The environmental science and studies program at Rocky Mountain College, while simultaneously cultivating skills in critical thinking and effective communication, provides students with the intellectual training necessary for understanding the complexity of natural ecosystems as they interface with human concerns.

### **Program Description**

Environmental science and studies majors pursue a liberal arts education by taking relevant courses in the natural sciences, social sciences, and humanities. Students in the program first enroll in a core of introductory courses designed to familiarize them with the diversity and complexity of environmental issues. Each student then selects between one of two baccalaureate degree tracks—the BA in environmental studies or the BS in environmental science. Upon graduation, students in both tracks are prepared for a wide and rapidly evolving range of careers concerned with the interface between human beings and their environment. Similarly, for those students whose career choices require graduate or professional study, the environmental science and studies program provides the training and discipline necessary for the pursuit of an advanced degree.

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## Environmental Science

The curriculum for the bachelor of science in environmental science includes an interdisciplinary core that encourages students to explore the scientific, ethical, and social aspects of environmental questions. Students are then encouraged to pursue specialization in a focused discipline within environmental science to gain expertise in approaching questions using more technical tools and in-depth knowledge.

Internships and faculty-mentored research projects are vital parts of the program, providing real-world experience. Environmental science majors at Rocky Mountain College have completed internships with government agencies such as the US Forest Service and the Bureau of Land Management, local environmental consulting firms, and other environmental organizations.

## Major in Environmental Science

Core requirements: ESS101, ESS105; GEO101 and GEO104 or GEO105; ESS225 or BIO216; and ESS436. Other required courses: BIO112, CHM101, CHM102, IDS243, and MAT210. Two of the following are required: HST365, PHR304, ENG344, PHR378. One of the following is required: POL313, ECO354. One of the following is required as a field experience: ESS351, ESS243, ESS307, GEO 343, GEO350, BIO216. An internship is also required and can be used for up to 4 credits of science electives with permission from faculty. A minimum of 15 semester hours of electives, with at least nine upper-division semester hours, are required from the following list: any upper-division ESS or GEO course, BIO250, BIO311, BIO306, BIO410, BIO415, ESS230, GEO204, GEO305, CHM201, CHM300, CHM301, CHM411. Students are strongly recommended to take electives that satisfy one of three specializations: chemistry, ecology, or geology. Successful completion of an option will be noted on academic transcripts.

Option in chemistry: CHM201, CHM300, CHM301, CHM411, plus two additional upper division chemistry courses or PHS101/102 or PHS201/202.

Option in Ecology: ESS330. In addition, four of the following courses: BIO216, BIO250, BIO311, BIO317, BIO347, BIO415, ESS225, ESS230, ESS307, ESS314, ESS321, ESS325, ESS345.

Option in Geology: GEO204. In addition, three of the following: GEO302, GEO305, GEO310, GEO320, GEO343, GEO350, GEO411, GEO415.

## Minor in Environmental Science

One of the following is required: ESS 105 or ESS 115. In addition, either CHM101, BIO112, or GEO101 and GEO104 or GEO105. ESS225 and IDS243 are required. In addition, 8 semester hours in upper-division courses are required from the following list: any upper division ESS course, GEO302, GEO310, GEO320, BIO410, BIO415, CHM300, CHM301.

## Environmental Studies

The environmental studies major provides students with an interdisciplinary opportunity to investigate the relationship between humans and their environment. As distinct from

Environmental Science, the curriculum in Environmental Studies is based in the arts, humanities, and social sciences, emphasizing the political, economic, and social organization of human cultures in relation to the natural world, as well as the artistic, philosophical, and experiential responses to natural and built environments.

## Major in Environmental Studies

A minimum of 37 credits required. Core requirements: ESS101, ESS105, ESS490, BIO216, PHR304, ENG344, POL313, HST365, PHR378. One of the following courses are required: ART222, or ART243; one of the following COM404, COM/ENG355, and one additional course chosen in consultation with an Environmental Studies advisor.

## Environmental Science and Studies courses

### ESS 101

#### Introduction to Environmental Studies

Spring semester. 3 semester hours.

This course explores the complexity of environmental issues as approached from the perspectives of the arts, humanities, and social sciences. Since environmental issues are inherently complex, attention is focused on how human beings perceive, understand, and respond to environmental change. Emphasis is placed on developing students' abilities to investigate matters critically and to respond in original, thoughtful, and imaginative ways.

### ESS 105

#### Environmental Science: Living with Nature

Fall and spring semesters. 4 semester hours.

An introductory course designed for students entering the environmental sciences and studies program and for other students who would like to take an ecology lab course. Topics address the central concepts of ecology including the physical environment in which life exists. Students will explore the properties and processes of populations and communities, ecosystem dynamics, biogeography and biodiversity, as well as issues in conservation and restoration ecology. In laboratory students will apply these concepts to ecological studies in the natural environment and learn how to present their results in a scientific report. Three hours of lecture and one two-hour laboratory session per week.

### ESS 115

#### Current Issues in Environmental Science

Fall semester. 4 semester hours.

A non-majors course designed to introduce students to the science of environmental issues. Students gain an understanding of how the natural world works and ways that science can be used to address problems concerning the environment. Emphasis will be placed on examining global and regional environmental issues relating to water, air, land, and biodiversity. Laboratory activities include the application of scientific methods for environmental assessments, as well as field trips to local facilities to illustrate how a variety of factors can be applied to improve the quality of the Yellowstone region environment. Three hours of lecture and one two-hour laboratory session per week.

# Academic Programs

## ESS 207

### Field Botany/Spring Wildflowers

Spring semester. 4 semester hours.

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. This course may be taken at the lower-division level or at the upper-division level, but not both. Prerequisite: BIO112 or ESS105.

## ESS 225

### Energy and Society

Spring semester, alternate years. 3 semester hours.

Students are introduced to the concepts of energy, power and the physical laws that control their transformations. This understanding is applied to analyze human use of energy. Issues considered include the various sources of energy and their limits, the technologies of energy conversion, the end uses of energy, and the environmental consequences of energy use.

## ESS 230

### Rainforest Ecology

Spring semester. 3 semester hours.

This course introduces students to the concepts of population and community ecology through studies of rainforest geography, flora, and fauna. Students read scientific papers focusing on rain forest plants and animals and the complex interactions of these organisms in rainforest environments. Students discuss environmental issues such as sustainable agriculture, global cycling of air and water, and conservation biology as those issues pertain to rainforest issues today. Prerequisites: ENG119 and ENG120.

## ESS 243

### Environments of Costa Rica

Spring semester. 4 semester hours.

This field course takes place in Costa Rica during spring break. In lectures and in Costa Rica over spring break students will learn about the complexity and diversity of tropical forest ecosystems. Lectures and field activities focus on those ecological concepts particular to rainforests, natural history walks, bird studies, field activities that explore adaptations of plants and animals to tropical ecosystems, and examination of issues of tropical conservation. Students stay at field stations in different tropical forests environments. No prerequisites. Additional travel fees required.

## ESS 244

### Island Biogeography in the Galapagos

Spring Semester. 4 semester hours.

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. No prerequisites. Additional travel fees required.

## ESS 307

### Advanced Field Botany/Spring Wildflowers

Summer semester. 4 semester hours.

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 in the 300-level course will collect, identify, and prepare a greater number of plants for the herbarium. This course may be taken at the lower-division level or at the upper-division level, but not both. Prerequisite: BIO112 or ESS 105.

## ESS 314

### Range Ecology

Fall semester, alternate years. 4 semester hours.

Range ecology is the study of mixed grass prairies of the West and an introduction to ecological concepts applicable to that area. Topics include historical and current land use, ecosystem responses to change, methods for maintaining natural prairie habitats, the use of prairies as rangelands, and determinations of ecological conditions and trends on rangelands. The laboratory focuses on identification of common prairie plant species and their importance for both wildlife and domestic animals. Three hours of lecture and one two-hour laboratory session per week. Prerequisites: BIO112, CHM101, and CHM102.

## ESS 321

### Introduction to Geographic Information Systems

On demand. 4 semester hours.

This course introduces students to the theory and practical application of geographic information systems (GIS). Topics include fundamentals of cartography, GIS data types, data input, GIS database structure and management, analysis of spatially distributed data, and report preparations using GIS. Prerequisite: MAT100 and a previous science course.

## ESS 325

### Wetlands and Riparian Ecology

Fall semester, alternate years. 4 semester hours.

The biology and chemistry of wetlands is studied in this course. Topics include the investigation of wetland structure, wetland functions, and the ecological value of wetlands. The laboratory introduces protocols for analyzing wetland plant communities and includes a field study of a wetland in the Billings community. Students learn legally acceptable methods for determining wetland boundaries. The 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. Prerequisites: BIO112, CHM101, and CHM102.

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## **ESS 330**

### **Wildlife Management and Conservation**

Spring semester, alternate years. 4 semester hours.

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 required. Additional fee required. Prerequisites: BIO112 and ESS105.

## **ESS 345**

### **Soil Science**

Fall semester, alternate years. 4 semester hours.

This course provides an introduction to the physical, chemical, and biological properties of soils; soil formation and classification; nutrient cycling; and land resource planning and protection. The laboratory includes field trips. Three hours of lecture and one two-hour laboratory session per week. Prerequisites: CHM101, GEO101 and GEO104.

## **ESS 351**

### **Montana Field Studies**

On demand. 4 semester hours.

An intensive field experience provides an interdisciplinary approach to exploring and solving scientific problems. Additional field fee required. Prerequisites: GEO101, GEO104, ESS105 and BIO112.

## **ESS 401**

### **Application of Geographic Information Systems**

On demand. 3 semester hours.

Application of GIS is used to produce a professional report using real world data in cooperation with a business, an industry, or a government agency. Software and projects vary from year to year. Three two-hour sessions per week. Prerequisite: ESS321.

## **ESS 436**

### **Yellowstone Ecosystems Studies**

On demand. 4 semester hours.

This course focuses on the ecology of Yellowstone National Park, particularly emphasizing the complex interactions of large mammals with the forest and range plant communities. Students explore the methods used by the National Park Service to establish natural resource policies and examine the Park's scientific research priorities. Two extended weekend laboratories provide research opportunities that include topics in winter ecology and aspects of the role of large mammals in the Yellowstone ecosystem. Additional fee required. Prerequisites: ENG119, ENG120, and BIO112.

## **ESS 450**

### **Internship**

On demand. 1-12 semester hours.

A maximum of three semester hours can be counted toward a major in environmental studies or a major or minor in environmental science. This course is a guided work experience in an already established place of business. The student must arrange the internship in agreement with the instructor and the office of career services. Contract is required. Prerequisite: junior or senior standing.

## **ESS 490**

### **Seminar**

On demand. 2-3 semester hours.

Selected topics in environmental sciences or environmental studies are explored.

## **ESS 499**

### **Independent Study**

On demand. 1-3 semester hours.

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

## **Equestrian Studies**

*Scott Neuman, Director of Equestrian Studies,*

*Assistant Professor*

*Marilyn Randall, Associate Professor*

*Ray Randall, DVM, Assistant Professor*

*Nona Austin, Instructor*

*Christi M. Brown, Instructor*

*Amy Neuman, Instructor*

The equestrian studies program at Rocky Mountain College provides the student a venue for his or her passion for horses. The program offers a firm foundation in equitation to increase skills as a rider; a progressive training approach to encourage the student to form a valuable structure for educating a horse using generally accepted training principles; and a solid background in equine management fundamentals. These fundamentals include a broad-based series of courses designed to give each student exposure to the reality of living with and being responsible for horses. From the basic care of the horse through veterinary courses and stable management to responsible breeding program development with selection and reproduction or managing a program of therapeutic riding, the program encourages each student to find his or her place.

When core subjects are met, the student can choose a program increasingly more tailored to his or her interests whether it is teaching, training, writing, business, therapeutic riding, technology implementation, or marketing. 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 use fees are not included in basic tuition and are charged in addition to tuition, college fees, and other incidental expenses normally charged during registration (see the "tuition and fees" section).

### **Major in Equestrian Studies**

Students have a choice of one of five options:

Equitation and Training Option: A minimum of 45 semester hours is required in EQS courses, including EQS101, EQS102, EQS121, EQS122, EQS201, EQS225, EQS226;

# Academic Programs

either EQS231 and EQS232 or EQS251 and EQS252; EQS300, EQS302, EQS321, EQS322, EQS402, and EQS450. Students in this major are strongly recommended to take EQS401, EQS421, and EQS422 as electives.

## **Equine Business Option**

A minimum of 42 semester hours is required in EQS/BSA/ECO courses, including EQS101, EQS102, EQS121, EQS122, EQS201, EQS302, EQS402, EQS450, BSA201, BSA202, ECO202, and nine hours of upper-division electives in business administration and accountancy or economics. Other recommended courses include EQS231 and EQS232 or EQS251 and EQS252.

## **Equine Writing and Publications Option**

A minimum of 45 semester hours is required in EQS/ENG/COM courses, including EQS101, EQS102, EQS121, EQS122, EQS201, EQS302, EQS402, EQS450, ENG251 or ENG451, ENG319, ENG325, ENG365, ENG490W (Writing), COM355, and COM402. Other recommended courses include EQS231 and EQS232 or EQS251 and EQS252.

## **Riding Instructor Option**

A minimum of 45 semester hours is required in EQS/PSY/EDC courses, including EQS101, EQS102, EQS121, EQS122, EQS201, EQS231, EQS232, EQS321, EQS322, EQS401, EQS402, EQS405, EQS450, EDC302, and PSY312. Recommended electives are EQS225, EQS226, EQS421, and EQS422.

## **Therapeutic Riding Option**

A minimum of 52 semester hours in EQS/EDC/PEH courses is required, including EQS100, EQS101, EQS102, EQS121, EQS122; EQS201, EQS209, either EQS251 and EQS252 or EQS231 and EQS232; EQS302, EQS309, EQS401, EQS405, EQS410, EQS450 (6 semester hours), EDC330, PEH122, PEH204, and PEH315. In addition, a minor in psychology must be completed.

## **Minor in Equestrian Studies**

A minimum of 21 semester hours is required, including EQS101, EQS102, EQS121, EQS122, EQS201, EQS302, and either EQS300 or EQS402.

## **Equestrian Studies courses**

### **EQS 100**

#### **Volunteer Experience in Therapeutic Riding**

Fall semester. 1 semester hour.

All students interested in entering the therapeutic riding program must first participate in the volunteer experience. Students will volunteer in an established therapeutic riding program.

### **EQS 101**

#### **Introduction to Equestrian Studies**

Fall semester. 3 semester hours.

The student focuses on the basic anatomy and physiology of the horse. Equine evolution, the study of various breeds, and genetics are also emphasized, along with an overview of the horse industry.

### **EQS 102**

#### **Equine Conformation and Selection**

Spring semester. 3 semester hours.

This course focuses on equine structure and the evaluation of how structural anomalies relate to lameness. Students learn and practice selecting horses best suited for intended uses in terms of breed, structure, and temperament. Prerequisite: EQS101.

### **EQS 121**

#### **Fundamental Horsemanship I**

Fall semester. 3 semester hours.

This class introduces the basic theories of horsemanship, the centered seat, and balanced riding. While these theories apply equally to both English and Western disciplines, only Western tack is used. Additionally, students develop strength, agility, and coordination as well as maintain their assigned horse in a show barn atmosphere with emphasis on stall maintenance and safe feeding practices.

### **EQS 122**

#### **Fundamental Horsemanship II**

Spring semester. 3 semester hours.

This class is a continuation of Fundamental Horsemanship I and builds on those skills with further emphasis upon developing proficiency. A logical training progression is established within a variety of Western venues. The emphasis upon maintaining a healthy horse in a show barn atmosphere is continued. Prerequisite: EQS121.

### **EQS 201**

#### **Equine Preventive Medicine**

Fall semester. 3 semester hours.

Students study common equine health practices including parasitology, diseases, pre-purchase examinations, lameness, first aid measures, and the establishment of horse health programs. Prerequisites: EQS101 and EQS102.

### **EQS 209**

#### **Principles of Therapeutic Riding**

Spring semester. 3 semester hours.

In this introductory course to therapeutic riding, students will explore the basic principles of therapeutic riding; medical terminology; physical, cognitive, and sensory impairments; and the use of safety and adaptive equipment. Interaction with therapy students, their parents, and health professionals will be stressed. Students will have the opportunity to participate in a variety of hands-on experiences.

### **EQS 214**

#### **Equine Judging**

Fall semester. 2 semester hours.

Students learn and actively practice the evaluation of horses and riders in various types of competition, including classes in halter, Western pleasure, and hunter under saddle. There is a strong speech and critical thinking component in this course as students learn to develop oral reasons for defending class placement.

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## **EQS 225**

### **Basic Colt Training I**

Fall semester. 3 semester hours.

Through practical application, the student develops skills and techniques by following a logical progression of training for a two- or three-year-old colt in a stress-free atmosphere. Prerequisites: sophomore standing and EQS122.

## **EQS 226**

### **Basic Colt Training II**

Spring semester. 3 semester hours.

This course, a continuation of Basic Colt Training I, will cover the assessment of a colt's capabilities and begin advanced training techniques. Prerequisites: sophomore standing and EQS225.

## **EQS 231**

### **Hunter Seat Equitation I**

Fall semester. 3 semester hours.

Through the development and assessment of rider and horse skill level, this course establishes a training program for starting a horse over fences. Show ring etiquette develops fundamentals for successful competition and deepens the student's understanding of the equine industry. Prerequisite: EQS122.

## **EQS 232**

### **Hunter Seat Equitation II**

Spring semester. 3 semester hours.

This course is a continuation of Hunter Seat Equitation I. By furthering the skills necessary to show a hunter over fences, students gain in strength, balance, and control. Prerequisite: EQS231.

## **EQS 251**

### **Fundamental Horsemanship III**

Fall semester. 3 semester hours.

This course offers a continuation of the skills developed in Fundamental Horsemanship I and II with emphasis on both equitation and training skills, including advanced lateral and collection exercises, extension and collection at all gaits with and without contact, spinning, and stopping. Students expand equitation skills through rigorous physical work with and without stirrups and through riding multiple horses. Attention is given to skills involved in riding and the presentation of the show horse. Students are exposed to show ring etiquette, terminology, and riding styles as they work on a variety of specific events including Western riding, trail, hunter under saddle, Western pleasure, equitation, horsemanship, reining, and showmanship. This course features horses ridden in Western tack, emphasizing Western riding strategies. Prerequisite: EQS122.

## **EQS 252**

### **Fundamental Horsemanship IV**

Spring semester. 3 semester hours.

This course is a continuation of Fundamental Horsemanship III featuring English tack and English riding. Students not only ride but evaluate other horse/rider combinations to develop an eye for equine talent as well as equitation skills. Prerequisite: EQS251.

## **EQS 300**

### **Reproduction and Growth**

Spring semester. 3 semester hours.

Anatomy and physiology of reproduction in the horse, endocrinology, principles of artificial insemination, embryo transfer, genetics, breeding systems, application of the scientific method, care and management of breeding stock. This course will be accepted as a biology elective, provided students have completed BIO111, BIO112, CHM101, and CHM102. This course is highly recommended for students pursuing veterinary school or graduate studies in animal science. Prerequisites: EQS101, EQS102, and EQS201.

## **EQS 302**

### **Nutrition, Stable and Ranch Management**

Fall semester. 3 semester hours.

The student masters the fundamental principles of equine nutrition, learning the management skills necessary to run a successful stable, including establishing a budget and record keeping. Prerequisites: EQS101 and EQS102.

## **EQS 309**

### **Advanced Therapeutic Riding Instructor Training**

Fall semester. 2 semester hours.

All aspects of being a therapeutic riding instructor, including teaching to the appropriate therapeutic level of a student's physical and cognitive abilities, the precautions and 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. Prerequisites: PEH122, EQS100, EQS209.

## **EQS 310**

### **Equine Journalism**

Fall semester. 3 semester hours.

The student writes articles suitable for publication in equine publications. Attention is also given to page and ad layout and ad copy. Prerequisites: ENG119 and ENG120.

## **EQS 315**

### **Intermediate Equine Judging**

Fall semester. 3 semester hours.

Students engage in and practice the evaluation of horses and riders for competition on an advanced level, including classes in trail, Western riding, reining, hunter hack, and working hunter. Students continue developing oral reasoning and presentation skills for defending class placement. Prerequisite: EQS214.

## **EQS 321**

### **Advanced Horse Training I**

On demand. 3 semester hours.

Students learn and practice advanced training procedures and the selection of proper horses for individual events, perfecting both the rider's and the horse's skills to an intermediate competitive level. Prerequisites: junior standing, EQS121, EQS122, EQS225, EQS226, EQS231, and EQS232.

# Academic Programs

## **EQS 322**

### **Advanced Horse Training II**

On demand. 3 semester hours.

This course is a continuation of Advanced Horse Training I with a higher level of skill and expertise employed.

Prerequisite: junior standing.

## **EQS 400**

### **Advanced Reproduction**

Spring semester. 3 semester hours.

The student focuses on common breeding problems such as organizing and operating a routine teasing program, natural breeding, artificial insemination, and improving conception rates. Students engage in practical application in this course. Class is limited to six students. This course is highly recommended for students pursuing veterinary school or graduate studies in animal science. Prerequisite: EQS300.

## **EQS 401**

### **Techniques of Teaching Riding**

Fall semester. 3 semester hours.

Students practice methods of teaching riding and engage in practical experience as a tutor or aide in teaching basic equitation. The student also learns and practices the scope and sequence of planning lessons and teaching student skills. There is a strong speech component in this course. Prerequisites: EQS121, EQS122, EQS231, and EQS232.

## **EQS 402**

### **Equine Marketing**

Spring semester. 3 semester hours.

This class is an introduction to the marketing process involved in the horse industry. The student examines consumer buying behavior, marketing channels, and promotional techniques and their role in the marketing process. Prerequisite: BSA343.

## **EQS 405**

### **Advanced Techniques of Teaching Riding**

Spring semester. 3 semester hours.

The student furthers his or her teaching techniques through experience as an equitation tutor or aide with an emphasis upon the development of riding activities such as clinics or riding camps. There is a strong speech component in this course. Prerequisite: EQS401.

## **EQS 410**

### **Therapeutic Riding, Issues and Ethics**

Spring semester. 2 semester hours.

Students will focus on the administration of and teaching in a therapeutic riding program, including organization, emergency procedures, safety regulations, risk management, documentation, and written policies and procedures. Students will learn to provide proper documentation for recognized legal business structures and organization including those for corporations and 501(c)3's as well as the standards for NARHA centers. Students with the required amount of instructional hours will be prepared to take the NARHA national registered instructor examination upon completion. This course includes a senior project.

## **EQS 415**

### **Advanced Equine Judging**

Fall semester. 3 semester hours.

Students review the principles learned in Equine Judging I and Intermediate Equine Judging and broaden their knowledge of competition rules. They further develop oral and thinking skills for the presentation of reasons at the intercollegiate competitive level. There may be opportunities for intercollegiate judge competition. Prerequisites: EQS214 and EQS315.

## **EQS 421**

### **Advanced Horse Training III**

On demand. 3 semester hours.

For the furthering of training and riding skills, this course leads the student toward a more independent development of his or her own training program. Students are expected to develop, organize, and produce a training plan suited to their specific goals. Prerequisite: senior standing.

## **EQS 422**

### **Advanced Horse Training IV**

On demand. 3 semester hours.

This course is a continuation of Advanced Horse Training III. Prerequisite: EQS421.

## **EQS 450**

### **Internship**

On demand. 1-12 semester hours.

This course is a guided work experience in an already established place of business. The student must arrange the internship in agreement with the instructor and the office of career services. The internship should relate to the student's major or minor area of study. Contract is required. Prerequisite: junior or senior standing.

## **EQS 499**

### **Independent Study**

On demand. 1-3 semester hours.

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

## **Foreign Languages and Literature**

The foreign languages and literatures program introduces students to other languages and cultures. Learning another language within the context of its culture promotes understanding and acceptance of others and their culture and helps us understand our own culture, individually and as a group.

The program uses the four basic language acquisition skills of reading, writing, listening, and speaking to learn at each successive level. In addition to being instrumental and vital to learning another language, honing these skills also advances English language development.

The program is integral to the liberal arts mission of the College. Students discover that one cannot categorize meaning into compartmentalized boxes. Language and the culture



# Academic Programs

in which those words are imbedded help students comprehend economic systems, the fine arts, and history/political science.

The aim of the foreign languages and literatures program is for the student to be able to read, write, and converse with increasing ability as he or she moves to the next course. The goal of this gradual improvement is to make the student an effective communicator in a native-speaking environment. Toward this end, Rocky Mountain College strives to make opportunities available for travel and study abroad.

The foreign languages and literatures program offers a minor in Spanish. Courses in Italian language and culture are offered on demand. French courses will be offered on demand. Opportunities to study other languages, such as Greek, are periodically available.

## Minor in Spanish

A minimum of 20 semester hours is required, six of which credits must be upper-division hours.

## French courses

### FRN 131

#### Beginning French I

Fall semester. 4 semester hours.

This is a beginning French course. Emphasis is on basic language structure, pronunciation, and simple conversation.

### FRN 132 Spring

#### Beginning French II

Spring semester. 4 semester hours.

Continuing development of basic skills with an introduction to the historical and cultural background of France.

### FRN 231 Fall

#### French Conversation and Composition

On demand. 3 semester hours.

Selected readings on aspects of French arts and sciences with continued practice in writing and conversation. Prerequisite: FRN132 or appropriate background in French.

### FRN 250

#### Culture and Civilization

On demand. 3 semester hours.

This course provides an overview of the culture of France through representative literary works of authors from the continent. Works examined will include short stories, poetry and excerpts of longer works. The course will consider the culture and historical milieu, and students will discuss, present and write about both the literary movements and corresponding areas of art, music, and popular culture. Prerequisite: FRN231 or appropriate background in French.

### FRN 301

#### The Culture and Literature of France and Francophone Countries

On demand. 3 semester hours.

A continuation of French culture explored in FRN250, with the addition of a cultural broadening into the diversity of other francophone countries through literature, art, history and music and modern media. Students will expand their

knowledge of continental French culture, then compare and contrast it to cultures around the world influenced by French: Africa, island nations (Haiti), Canada, and more. Students will research an area of interest from specific countries and report to the class. Prerequisite: FRN250 or appropriate background in French.

## Greek courses

### GRK 131 Fall

#### Introduction to 5th-Century B.C.E. Attic Greek I

On demand. 4 semester hours.

Students will learn the ancient Greek language of Thucydides, Plato, Herodotus, Homer, and the 5th-century dramatists. This course is also excellent preparation for students who wish to read New Testament (Koine) Greek.

### GRK 132 Spring

#### Introduction to 5th-Century B.C.E. Attic Greek II

On demand. 4 semester hours.

Students will continue to learn the ancient Greek language of Thucydides, Plato, Herodotus, Homer, and the 5th-century dramatists. This course is also excellent preparation for students who wish to read New Testament (Koine) Greek. Prerequisite: GRK131.

## Italian Courses

### ITN 110

#### From Caesar to the Mafia (Restricted to RFE)

Fall semester. 3 semester hours. Crosslisted as HST110.

An introduction to the culture and history of Italy, the course highlights major historical, literary, and artistic periods. The course examines the Roman Republic and Empire, Medieval, and Renaissance thought and literature, the Unification of Italy, the Mafia and its influence, and Fascism and World War II. Students will explore the works of selected Roman writers, Dante and Machiavelli, and modern writers Leonardo Sciascia and Giorgio Bassani.

### ITN 131 Fall

#### Beginning Italian I

Fall semester. 4 semester hours.

This course provides an introduction to Italian speech, language, culture and communication through listening, speaking, reading, and writing. The approach integrates culture and language with emphasis on vocabulary acquisition and basic grammatical structures. Class work emphasizes participation, small group work, and opportunities for hearing and speaking Italian.

### ITN 132

#### Beginning Italian II

Spring semester. 4 semester hours.

The course builds on foundations established in Beginning Italian I. Through the use of the four language skills – listening, speaking, reading, and writing – students acquire greater proficiency in Italian vocabulary, grammar, and culture. Emphasis is on oral and written expression, with a variety of learning experiences to reinforce language acquisition. Prerequisite: ITN131, permission of professor, or a placement exam in the Rocky Mountain College Program.

# Academic Programs

## Spanish courses

### SPN 131

#### Beginning Spanish I

Fall semester. 4 semester hours.

This course provides an introduction to Spanish speech, language, culture, and communication through reading, writing, listening, and speaking. A culture- and language-integrated approach with an emphasis on vocabulary acquisition and basic grammatical structures is used.

### SPN 132

#### Beginning Spanish II

Spring semester. 4 semester hours.

This course builds on the foundation established in SPN131. Through the use of the four language skills of reading, writing, listening, and speaking, basic grammar skills, vocabulary acquisition, and cultural readings will increase. Greater emphasis is placed on oral and written expression. Prerequisite: SPN131.

### SPN 211

#### Intermediate Spanish I

Fall semester. 3 semester hours.

This course utilizes the methodical review and practice of basic vocabulary and grammatical structures, combined with the integrated development of proficiency in the four language skills. Expansion of cultural knowledge and functional vocabulary will occur through intermediate-level reading and discussions. Emphasis is on intermediate-level grammar and reading proficiency. Prerequisite: SPN132.

### SPN 212

#### Intermediate Spanish II

Spring semester. On demand. 3 semester hours.

As a continuation of SPN211 in which students continue to review, expand, and practice basic vocabulary and grammatical structures, while more advanced grammatical structures are introduced and practiced. Expansion of cultural knowledge and functional vocabulary continues through increasingly advanced intermediate-level readings and discussions. Emphasis is on intermediate-level grammar, reading, and communicating proficiency. Prerequisite: SPN211.

### SPN 301

#### Culture and Literature of Spain

On demand. 3 semester hours.

This course provides an overview of the culture of Spain through representative literary works of peninsular authors. Works will be examined from the Middle Ages, the Siglo de Oro, and contemporary authors, including an introduction to literary genres. Poetry, short stories, and excerpts of longer works will be studied, via both written works and film. Students will take part in classroom discussions as well as write analytical essays in Spanish.

### SPN 302

#### Cultures and Literature of Latin America

On demand. 3 semester hours.

This course provides an introduction to the richness and diversity of the different countries and cultures of Latin

America through their writers. Forms of expression and of preserving knowledge used by ancient civilizations to contemporary writers will be explored. Carvings, ancient writings, short stories, and excerpts from novels and plays will be studied via both written works and film. Students will take part in classroom discussions as well as write analytical essays in Spanish.

### SPN 311

#### The Art of Spanish Conversation and Composition

On demand. 3 semester hours.

This course, conducted in Spanish, is an interactive communication course where students will work with the syntax and the syntactical analysis of spoken and written Spanish. Pronunciation, vocabulary, and fluency will be enhanced through textbook and simulated situations as well as on-campus and off-campus excursions. These real-life situations and dialogue encounters will be used to encourage conversation and elicit discussion, and students will follow up on the situations by writing well-formulated and coherently arranged written works describing their experience. These essays will be marked, shared with the class, and then analyzed for correctness. This analytical exercise will be done individually as homework and then collectively as class discussions. In addition to readings, research, and discussion, students will make oral presentations in class or at special events.

### SPN 450

#### Internship

On demand. 1-15 semester hours.

Students are provided with an on-site, hands-on language experience where students are paired with schools, churches, businesses, government, and/or non-profit organizations in the Billings area, the state(s) or abroad. Contract is required. Contact and feedback will be maintained throughout the course. The student must arrange the internship in agreement with the instructor and the office of career services. Prerequisite: junior or senior standing.

## Geology

*Lawrence S. Jones, Assistant Professor*

*Thomas J. Kalakay, Associate Professor and O. A.*

*Esther T. Seager, Chair in Geology*

The science of geology integrates physics, chemistry, mathematics, and biology in order to better understand the planet earth. Students typically choose geology because of an interest in the natural world and a desire to work outdoors. Some geologists explore for energy, mineral, and water resources; some evaluate the potential hazards of earthquakes, floods, landslides, and volcanic eruptions; and others locate, contain, or remove pollutants. The geology program prepares students for professional careers in the geosciences and provides the background required for graduate studies. The program offers a major and a minor in geology. A geology emphasis is also offered with the environmental science degree.

The geology program is broadly based in the traditional geologic disciplines with an emphasis on field studies in the Rocky Mountains. Graduates are highly prized by the oil, gas, mining, and environmental industries. Rocky Mountain College geolo-

# Academic Programs

gy 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 in Geology**

A minimum of 47 semester hours is required, including either GEO101/104 or GEO105, GEO204, GEO302, GEO305, GEO343, GEO411, GEO490, CHM101, IDS243, PHS101 or PHS201, MAT175 or MAT210; and 12 semester hours from GEO209, GEO301, GEO310, GEO320, GEO350, GEO409, GEO415, GEO483, or other courses approved by the geology faculty.

## **Minor in Geology**

A minimum of 19 semester hours is required including either GEO101/104 or GEO105, GEO204, GEO302, GEO343, IDS243, plus four semester hours of geology electives approved by the geology faculty (of which at least two semester hours must be upper division).

## **Major in Environmental Science, Geology Option**

See listing under "environmental science and studies." A full description of the program, faculty, and courses is available here.

## **Geology courses**

### **GEO 101**

#### **Fundamentals of Geology, Option 1**

Fall and spring semesters. 3 semester hours.

This course provides an introduction to the science of earth materials, earth systems, and earth history, including the study of minerals, rocks, volcanoes, earthquakes, rock deformation and metamorphism, weathering, and erosion within the modern paradigm of plate tectonics. Special emphasis is placed on interpreting the geologic landscape and history of the Rocky Mountains through an understanding of Earth processes. Three hours of lecture and one recommended two-hour laboratory per week, plus field trips. This course fulfills a natural lab science general education requirement if taken concurrently with GEO104. Students cannot take both GEO101 and GEO105 for credit.

### **GEO 104**

#### **Fundamentals of Geology Laboratory**

Fall and spring semesters. 1 semester hour.

Focus on description of the earth materials and earth systems within the framework of plate tectonic theory. Introduction to identification of minerals, rocks, geologic maps and structures. Corequisite: GEO101.

### **GEO 105**

#### **Fundamentals of Geology, Option 2**

Annually. 4 semester hours.

This course is designed for students who want to get out and do geology. Participants will hike hills, hug rocks, ford rivers, climb canyons, whatever it takes to get first-hand experience and understanding of geology and geologic problems. Students are introduced to earth materials, earth systems, and earth history within the modern paradigm of plate

tectonics. Topics include minerals, rocks, volcanoes, earthquakes, rock deformation, metamorphism, deposition, weathering, and erosion. Special emphasis is placed on interpreting the geologic landscape and history of the Rocky Mountains. Three hours of lecture and one two-hour field trip or lab per week. Students will not receive credit for both GEO101 and GEO105.

### **GEO 204**

#### **Earth Materials I**

Fall semester. 4 semester hours.

This course involves 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: either GEO101/104 or GEO105; corequisite: CHM101.

### **GEO 209**

#### **Student Research**

On demand. 2-4 semester hours.

Students complete an independent research project under the mentorship of a geology faculty member. Prerequisite: permission of instructor.

### **GEO 301**

#### **Paleontology**

On demand. 4 semester hours.

This course explores the morphology, classification, paleoecology, biogeography and biostratigraphy of important fossil groups. Three hours of lectures and one two-hour laboratory per week, plus fossil collecting trips. Prerequisite: either GEO101/104 or GEO105, and GEO 204.

### **GEO 302**

#### **Stratigraphy and Sedimentology**

Alternate years, 4 semester hours.

This course provides an introduction to the properties, classification, depositional environments, and diagenesis of sediments and sedimentary rocks and their stratigraphic nomenclature and correlation. Field trips required. Three hours of lecture and one two-hour laboratory per week. Prerequisites: GEO204 and GEO343.

### **GEO 305**

#### **Earth Materials II**

Spring semester. 4 semester hours.

Build on skills learned in Earth Materials I with emphasis on origin and makeup of igneous and metamorphic rocks. Recognition, description, and classification using hand specimen and optical microscopy. Textures, occurrences, and processes are 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. Final project is a poster presentation involving literature review and synthesis of a major igneous or metamorphic region (e.g., Yellowstone, Hawaii, Beartooth Mountain Range). Prerequisites: GEO204.

### **GEO 310**

# Academic Programs

## **Geomorphology**

Annually. 4 semester hours.

Students study landforms and the processes that create them. Topics include surface processes of erosion and deposition by rivers, glaciers, wind, waves, and mass wasting. Field trips required. Three hours of lecture and one two-hour laboratory per week. Prerequisites: GEO305 and GEO343.

## **GEO 320**

### **The Geology of Natural Resources**

Spring semester, alternate years. 4 semester hours.

This course involves the study of geologic processes that produce mineral, coal, crude oil and natural gas (e.g. coal-bed methane) deposits and environmental issues associated with their extraction and use. Emphasis is placed on regional deposits with field trips to appropriate sites. Two hours of lecture per week and field trips. Prerequisite: either GEO101/104 or GEO105.

## **GEO 343**

### **Field Methods for Geoscientists**

Annually. 3 semester hours

This practical course in basic field techniques focuses on the use of the fundamental tools of geologic field work including topographic maps, air photos, the Brunton compass, field notebook, hand-held GPS, Jacob's staff, and elementary surveying instruments. Students draft profiles, cross-sections, geologic maps, and stratigraphic columns, and prepare geologic reports. This course should be taken during sophomore or junior year. Two hours of lecture and a two-hour laboratory per week. Prerequisite: GEO101/104 or GEO105 and MAT110 or satisfactory score on a math placement exam.

## **GEO 350**

### **Applied Field Geology**

Summer session, on demand. 6 semester hours.

Geologic mapping methods are explored, including the use of aerial photographs, geologic compass, and GPS. Students learn the preparation and interpretation of geologic maps and cross sections, and the measurement and interpretation of stratigraphic sections. A special emphasis is placed on using appropriate methods to solve a variety of complex geologic problems. Five or six weeks. Additional field fee required. Prerequisites: GEO305, GEO302, GEO411, and GEO343.

## **GEO 409**

### **Student Research**

On demand. 2-4 semester hours.

Students complete an independent research project based upon course material covering the theory, methodology, and practice of geo-science research. Prerequisites: junior or senior standing and permission of instructor.

## **GEO 411**

### **Structural Geology and Tectonics**

Annually. 4 semester hours.

This course involves the study of rock deformation at all scales, from microscopic analysis of fault rocks to mountain building processes. Topics include the classification and characterization of structural elements such as faults, folds, foliations and lineations. Emphasis is placed on methods of structural analysis including stereographic projection, con-

struction of accurate cross sections, and kinematic analysis. Three hours of lecture, one two-hour laboratory per week, and occasional all-afternoon field trips. Final project is a poster presentation involving literature review and synthesis of a major orogenic belt. Prerequisites: GEO204, GEO343, MAT110 or satisfactory score on a math placement exam.

## **GEO 415**

### **Hydrogeology**

On demand. 4 semester hours.

Students explore the qualitative and quantitative relationships among geologic materials, geologic processes, and water. Includes precipitation, evapotranspiration, runoff, streamflow, aquifers, groundwater flow, wells, water chemistry, water quality, and contamination. Field trips required. Three hours of lecture and one two-hour laboratory per week. Prerequisites: either GEO101/104 or GEO105, and MAT175.

## **GEO 450**

### **Internship**

On demand. 1-12 semester hours.

This course is a guided experience either in industry or governmental work or as a teaching assistant in Geology. The student must arrange the internship in agreement with the instructor and the office of career services. The internship should relate to the student's major or minor area of study. Pass/no pass grading. Contract is required. Prerequisites: junior or senior standing and permission of instructor.

## **GEO 483**

### **Thesis in Geology**

On demand. 3 semester hours.

This course provides research in geology resulting in a formal written paper, oral presentation, and approval by faculty. Prerequisites: junior or senior standing and permission of professor.

## **GEO 490**

### **Geology Field Seminar**

On demand. 1-4 semester hours.

This capstone course in the geology degree program combines literature reviews with local field research to focus on practical methods for the investigation of real geologic field problems. Oral and written presentations are emphasized. Prerequisite: senior standing in geology.

## **GEO 499**

### **Independent Study**

On demand. 1-3 semester hours.

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

# Academic Programs

## History and Political Science

*Timothy Lehman, Professor*

*Matthew O'Gara, Assistant Professor*

The program in history and political science prepares students for professional work in the disciplines and supports the liberal arts mission of the College. Whether serving the major or a general education requirement, courses are characterized by attention to careful reading of texts, analysis of important issues of interpretation and meaning, and effective writing. Most classes are moderate in size, which allows ample opportunity for discussion and the development of critical thinking. These habits of mind are essential for success in professional life and prepare students for an active and engaged life as a citizen of our region, the nation, and the world.

The history and political science majors prepare students for graduate study or for careers in teaching and public service. In recent years, the program has sent students to law school, careers in teaching, graduate study in history and political science, political consulting, and careers in government and public service.

### Major in History

A minimum of 30 semester hours, including at least two courses in world or European history, at least two courses in American history, HST490, and a series of electives chosen in consultation with faculty in the program.

Major in History and Political Science: A minimum of 30 semester hours chosen in consultation with faculty in the program, and including HST490.

### Major in History Education

A minimum of 31 semester hours, including at least one course in world history, at least two courses in European history, at least two American history courses, one course in the regional history of the American West, HST422, HST490, and electives chosen in consultation with faculty in the program.

### Minor in History

A minimum of 20 semester hours chosen in consultation with faculty in the program.

### Minor in Political Science

A minimum of 20 semester hours chosen in consultation with faculty in the program.

### Minor in History Education

A minimum of 21 semester hours, including one course in world history, one course in European history, two courses in American history, one course in western regional history, HST490, and electives chosen in consultation with faculty in the program.

### Minor in Political Science (Government) Education

A minimum of 21 semester hours is required, including POL101, POL203, POL321, and 12 semester hours of electives. In addition, students must complete the professional education program for secondary teaching (grades 5-12) as described in the "education" section of the catalog.

### Major in Social Studies Broadfield Education

This major serves those who desire to teach in smaller school districts. Required is a minimum of 25 credits in history, 15 in political science, and 12 psychology. In addition, students must complete the professional education program for secondary teaching as described in the "education" section of the catalog. Required are the following courses:

History: HST103 or HST104; one of the following: HST203, HST204, HST313; HST260/360 or HST311; HST490; and two of the following: HST211, HST212, HST363, HST365; HST422; plus six credits history electives; and

Political Science: POL101, POL203, POL321, and six credits of upper-division electives; and

Psychology: PSY101, PSY206, and six credits of upper-division electives.

### History courses

#### HST 103

##### History of Civilization I

Fall semester. 3 semester hours.

This course provides a survey of the origin and development of world culture, with an emphasis on basic ideas. The relevant geography of each area will be covered.

#### HST 104

##### History of Civilization II

Spring semester. 3 semester hours.

This course provides a survey of the origin and development of world culture, with emphasis on basic ideas. Relevant geography of each area will be covered.

#### HST 110

##### From Caesar to the Mafia (Restricted to RFE)

Fall Semester. 3 semester hours. Crosslisted as ITN110.

An introduction to the culture and history of Italy, this course highlights major historical, literary and artistic, periods and examines the Roman Republic and Empire, Medieval, and Renaissance thought and literature, the Unification of Italy, the Mafia and its influence, and Fascism and World War II. Students will explore the works of selected Roman writers, Dante and Machiavelli, and modern writers Leonardo Sciascia and Giorgio Bassani.

#### HST 203

##### Reformation, Absolutism, and Enlightenment Europe, 1500-1789

Fall semester, alternate years. 3 semester hours.

Students examine an analysis of the religious, political, and intellectual changes, which structured early modern European society. The course attempts to show the relationship of the ideas and institutions of that period to the present time. Students may take either HST203 or HST303 for credit, but not both.

# Academic Programs

## **HST 204**

### **The Age of Revolution Europe, 1789-1914**

Spring semester, alternate years. 3 semester hours.  
This course provides a study of the French Revolution, the Napoleonic era, the movement toward national unification in Germany and Italy, and the impact of political democracy, capitalism, socialism, and imperialism on European culture. Students may take either HST204 or HST304 for credit, but not both.

## **HST 211**

### **American History I**

Fall semester. 3 semester hours.  
This course explores a theme-focused approach to United States history from its beginning through Reconstruction. Students will consider themes such as Indian-Caucasian relations, slavery and race, religion and society, republicanism, the origins of democracy, and the Civil War.

## **HST 212**

### **American History II**

Spring semester. 3 semester hours.  
This course explores a theme-focused approach to United States history from the Gilded Age to the present. Students will consider such themes as industrialism, the rise of the state, America in the world, and reform movements.

## **HST/AVS 231**

### **Aviation History**

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

## **HST 260**

### **History of Montana**

Spring semester, alternate years. 3 semester hours.  
Students explore a survey of the history of the state of Montana during the 19th- and 20th-centuries. This course may be taken either at the lower-division level or at the upper-division level, but not both.

## **HST 303**

### **Reformation, Absolutism, and Enlightenment Europe, 1500-1789**

Fall semester, alternate years. 3 semester hours.  
Students examine an analysis of the religious, political, and intellectual changes, which structured early modern European society. The course attempts to show the relationship of the ideas and institutions of that period to the present time. Students may take either HST203 or HST303 for credit, but not both.

## **HST 304**

### **The Age of Revolution Europe, 1789-1914**

Spring semester, alternate years. 3 semester hours.  
This course provides a study of the French Revolution, the Napoleonic era, the movement toward national unification in Germany and Italy, and the impact of political democracy, capitalism, socialism, and imperialism on European culture. Students may take either HST204 or HST304 for credit, but not both.

## **HST/POL 309**

### **The United States in World Affairs**

Fall semester, alternate years. 3 semester hours.  
This course studies United States foreign policy and diplomacy, including other American international activities, from 1917 to the present.

## **HST 311**

### **History of Western America**

Spring semester, alternate years. 3 semester hours.  
The development of the American West from the first explorations to the 20th century is examined.  
Prerequisites: HST211 or HST212.

## **HST 313**

### **Europe Since 1914**

Fall semester, alternate years. 3 semester hours.  
Students examine political, cultural, and economic developments in Europe from the beginning of World War I to the present. Prerequisite: a lower-division history course.

## **HST 315**

### **Latin American History**

On demand. 3 semester hours.  
This course surveys the contact of cultures, independence, and economic/cultural perspectives.

## **HST 317**

### **Archaeological Dig in Israel**

Summer semester. 6 semester hours.  
Students must register for three credits each in two of the departmental areas this course is offered in. Those areas are history, philosophy and religious thought, and sociology. Students are afforded the opportunity to participate in the archaeological excavations at Bethsaida in Israel for three weeks. They learn the techniques of excavating, recording, dating, and evaluating finds while exploring the history of the region through visits to other archaeological and Biblical sites and through daily lectures. Living accommodations are provided at an Israeli kibbutz where the students intermingle with kibbutzim, gain first-hand experience of kibbutz living, and interview people who have lived for many years in the kibbutz. Several days are spent in Jerusalem where the opportunity is provided to visit Christian sites. Students are taken to the University of Bethlehem to hear a lecture on the Arab situation and to interview Palestinian Arab students.

# Academic Programs

## **HST 320**

### **History of England**

Fall semester, alternate years. 3 semester hours.  
Students survey the history of England from Roman and Saxon times to the present day. Prerequisite: a lower-division history course.

## **HST 324**

### **History of Russia**

Fall semester, alternate years. 3 semester hours.  
Students survey political, social, economic, and cultural developments from the founding of the Russian state to 1917. Prerequisite: a lower-division history course.

## **HST 325**

### **History of The Soviet Union**

Spring semester, alternate years. 3 semester hours.  
Students examine the Bolshevik Revolution and problems of Soviet Russian history from 1917 to 1991. Prerequisite: a lower-division history course.

## **HST 327**

### **History of Modern Asia**

On demand. 3 semester hours.  
Students study the major trends in the political and cultural development of Asian countries. Emphasis will be on their contact with the West and the influence of imperialism, nationalism, and communism.

## **HST 360**

### **History of Montana**

Spring semester, alternate years. 3 semester hours.  
Students explore a survey of the history of the state of Montana during the 19th- and 20th-centuries. A research paper is required. This course may be taken either at the lower-division level or at the upper-division level, but not both.

## **HST 363**

### **Recent America**

Fall semester, alternate years. 3 semester hours.  
This course is an exploration of major currents in American society since 1945, including war, reform, the rise of welfare, civil rights, Vietnam, feminism, and conservative reaction to these issues.

## **HST 365**

### **American Environmental History**

Fall semester, alternate years. 3 semester hours.  
This course examines the interrelationship of human society and nature in American history. Topics will include ecology as it relates to European conquest of the Americas, Native American peoples, public lands policies, American national character, technological society, conservation, and the modern environmental movement.

## **HST 422**

### **Methods and Materials**

#### **Teaching History/Social Studies in the Secondary School**

On demand. 2 semester hours.  
This course requires focused study and consultation with a public school history or social studies teacher, or other

acceptable professional. Hours will be arranged in consultation with the content area professor, the secondary education professor, the student, and the professional mentor. Methods of teaching history/social studies content appropriate for grades 5-12 are explored. Appropriate use of technology and implications of current research in history education are discussed. Prerequisites: admission to the teacher education program, senior standing.

## **HST 450**

### **Internship**

On demand. 1-12 semester hours.  
This course is a guided work experience in an already established place of business. The student must arrange the internship in agreement with the instructor and the office of career services. The internship should relate to the student's major or minor area of study. Contract is required. Prerequisite: junior or senior standing.

## **HST 490**

### **Seminar**

Fall semester. 3 semester hours.  
This seminar explores such topics as the methods and materials of research, trends in historical research and writing, and a survey of historiography and the philosophy of history. A major research paper is required.

## **HST 499**

### **Independent Study**

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

## **Political Science courses**

## **POL 101**

### **Introduction to Political Science**

Fall semester. 3 semester hours.  
This course provides an examination of the basic concepts of political science in light of contemporary political events. Students approach such important concepts as freedom, power, democracy, authority, revolution, and dictatorship.

## **POL 203**

### **American National, State, and Local Government**

Spring semester. 3 semester hours.  
This course provides an analysis of the American system of government on three levels. Students will examine the origins of our system of government, the nature and role of our Constitution with its functional and territorial distribution of powers, and the importance of government at the three levels.

## **POL 220**

### **Political Leadership**

Spring semester, alternate years. 3 semester hours.  
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

# Academic Programs

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**

Spring semester. 3 semester hours.

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.

## **POL 301**

### **International Relations**

Fall semester, alternate years. 3 semester hours.

Students examine an analysis of the way nations interact with one another and how the necessities of power and the desire to regulate the use of power in the international arena have influenced twentieth-century world politics. Prerequisite: a lower-division history course.

## **POL/HST 309**

### **The United States in World Affairs**

Spring semester, alternate years. 3 semester hours.

This course studies United States foreign policy and diplomacy, including other American international activities, from 1917 to the present.

## **POL 313**

### **Environmental Politics**

Spring semester. 3 semester hours.

Political problems associated with the human impact on the natural environment: pollution, natural resources, public lands, land use, energy, cultural/social justice, and population.

## **POL 318**

### **Visions of Utopia**

Fall semester, alternate years. 3 semester hours.

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**

Fall semester, alternate years. 3 semester hours.

The development of political and social ideas from ancient Greece to the present is examined. Prerequisite: POL101.

## **POL 343**

### **Bross Peace Seminar**

Spring semester. 3 semester hours.

The Drs. John R. and Helen H. Bross Peace Seminar develops a theme that stems from the mission statement of the

Rocky Mountain College Institute for Peace Studies which explores alternatives to violence in the behavior of individuals, groups, and nations. This upper division course is interdisciplinary, inter-generational, and team taught. We have presenters from Rocky Mountain College and Montana State University-Billings, with international guest speakers and guest speakers from the professional and business communities. Enrollment is limited to 20 students and 20 auditors to allow for active discussion and exchange. Prerequisite: junior standing

## **POL 405**

### **Mass Movements and Global Terrorism**

Spring semester. 3 semester hours

An advanced seminar which 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.

## **POL 422**

### **Revolutions and Revolutionaries**

Fall semester. 3 semester hours.

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 non-violent rebellion.

## **POL 427**

### **The Crisis of Modernity**

Fall semester, alternate years. 3 semester hours.

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, 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.

## **POL 450**

### **Internship**

On demand. 1-12 semester hours.

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

## **POL 483**

### **Research Assistantship**

On demand. 3 semester hours.

As an advanced research course designed primarily for students considering further study at the graduate level, this is



# Academic Programs

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 499**

### **Independent Study**

On demand. 1-3 semester hours.

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

## **Honors Program**

*Susan McDaniel, Director*

The honors program enhances the education of some of our finest students within an eight-credit-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, freedom from academic overload fees (students are exempt from overload fees due to enrollment in their honors courses; any extra credits students taken beyond the 19 non-honors credits would normally be subject to the overload fee), and an increase in scholarship assistance as they pursue projects during their senior year (honors students enrolled in HON490 are eligible for a \$300 scholarship each semester they are enrolled in HON490).

### **Spring semester junior year**

Approved honors entrants participate in HON309, Honors Proposal Development. A single leader will bring to this course faculty guests appropriate to the academic interests of the participants. Honors students will share development issues and other common concerns, producing honors pro-

posals with research outlines and planning future coursework germane to their proposals. Only well developed proposals will be approved for possible academic support and funding by the honors committee, although a student may submit a revised proposal during the semester. Honors students with approved proposals then pursue courses relevant to their projects in the following semester and continue their research.

### **Fall semester senior year**

Honors students commence work on their projects in HON490, Senior Honors Project, as well as participate in a leadership course, HON409.

### **Spring semester senior year**

Honors students register for a second semester of HON490, Senior Honors Project as well as HON491, Project Presentation, a rehearsal seminar climaxing in the graded public presentation of the completed project. In cases of mid-year graduation, HON491 will also be provided for the fall semester.

## **Honors courses**

### **HON 309 SPRING**

#### **Honors Proposal Development**

Spring semester, junior year. 2 semester hours.

Working with a faculty facilitator who secures the assistance of specialist mentors as needed, honors students explore possibilities and share development problems and other common concerns in structuring a cogent honors project proposal. Although all participants will create and submit a proposal, only those proposals approved by the honors committee and divisions the project encompasses will receive approval and possible academic support. Proposals not approved or requiring changes must be resubmitted with appropriate modifications for acceptance.

### **HON 409 FALL**

#### **Leadership**

Fall semester, senior year. 1 semester hour.

A course that considers classical and contemporary leadership issues and focuses on an issue determined by students and the faculty instructor. Corequisite: HON490.

### **HON 490**

#### **Senior Honors Project**

Fall and spring semesters.

4 semester hours (2 credits each semester).

Students undertake senior papers/projects 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 p.m. on the second Friday in April (fourth Friday in November for those planning to graduate in December). Students present their projects to the college community in the second week before finals in each semester. Pre- and Corequisites: HON309 and 409.

# Academic Programs

## **HON 491**

### **Project Presentation Seminar**

Spring semester (fall on demand). 1 semester hour.

A regular meeting of honors students preparing to deliver graded public presentations of their senior honors projects. Rehearsals, student and mentor critiques, use of audio/visual aids, and presentation techniques constitute the foci of these workshops. Corequisite: HON490.

## **Individualized Program of Study (IPS)**

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

An IPS must be a pre-planned program of study; therefore, IPS proposals should be submitted by the end of the sophomore year.

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

## **Interdisciplinary Studies**

### **Interdisciplinary Studies courses**

#### **IDS 101**

##### **Freshman Seminar**

Fall semester. 1 semester hour.

This course introduces the freshman student to college life and academics. Topics include note taking, study techniques, test taking, time management, personal growth, and more. The course meets twice a week for the first six weeks of the semester.

#### **IDS 105**

##### **Humanities Enrichment**

Spring semester. 1 semester hour.

This course introduces students to the humanities and familiarizes them with cultural opportunities in that area. Students will investigate museums, poetry, painting, live performances, reading, and music.

#### **IDS 110**

##### **Introduction to the Humanities**

Fall semester. 3 semester hours.

This course introduces students to the humanities through a series of basic lectures and discussions on history, mythology, philosophy, religion, drama, poetry, literature, music, art, and politics along with an emphasis on the importance of these subjects in contributing to our development as humans.

#### **IDS 112**

##### **Student Leadership**

Fall semester. 1 semester hour.

This course assists student leaders in confronting campus issues and challenges. Emphasis is on student development theory, basic leadership skills, communication, and social issues. It is mandatory for resident assistants but greatly beneficial to all students in or aspiring to campus leadership roles. Recommended for ASRMC, hall council, and other club officers.

#### **IDS 115**

##### **Indispensable Qualities of Leadership**

Fall semester. 3 semester hours.

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**

Fall and spring semesters. 2 semester hours.

Sponsored by services for academic success (SAS), this course introduces major learning strategies which lead to academic success. Key topics include note-taking systems, scheduling methods, memory principles, academic resources and test-taking strategies. Students are provided with class-related assignments that encourage study skills mastery. In addition, students are provided individualized reading programs based on their present reading skills.

#### **IDS 202**

##### **Career Exploration and Planning**

On demand. 2 semester hours.

This course focuses on the various facets of career search and choice. Students will assess their skills, values, interests, and aptitudes to see where they fit in the world of work. Topics include information about job market trends, job search skills, resume writing, and interviewing.

#### **IDS 205**

##### **Negotiations**

Fall semester. 3 semester hours.

Negotiation constitutes the primary form of dispute resolution. Negotiation is a comprehensible social process, not a mystical process in a black box; it can be analyzed, understood, and modeled. Negotiation is a learnable and teachable skill. Negotiator's are made not born, and skills can be

# Academic Programs

improved and relearned throughout life. The goal of this course is to empower the student, to become a comfortable negotiator—to appreciate the professional and personal enjoyment to be derived from negotiating.

## **IDS 220**

### **College Newspaper**

On demand. 1-3 semester hours.

Requires permission of the faculty advisor. Pass/no pass grading.

## **IDS 243**

### **Scientific Writing and Analysis**

Fall and spring semesters, 2 semester hours

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. IDS243 is required for all natural science majors and minors. Prerequisite: ENG120 and declared major or minor in a natural science, or permission of instructor.

## **IDS 305**

### **Mediation**

Spring Semester. 3 semester hours

Mediation is an interdisciplinary field. Mediators come from all disciplines and walks of life. A potential mediator ought to possess including; 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.

## **IDS 443**

### **Literature of Leadership**

On demand. 3 semester hours.

This course reviews current literature regarding leadership. Different leadership theories are explored in the context of current literature.

## **IDS 483**

### **Organizational Leadership**

Spring semester, even years. 3 semester hours.

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.

## **Mathematics**

*Debra Wiens, Professor*

*Ulrich Hoensch, Associate Professor*

*Robyn Cummings, Assistant Instructor*

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 which, 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).

### **Major in Mathematics**

A minimum of 34 semester hours, including MAT175, MAT176, MAT275, MAT212, MAT311, MAT313, MAT317, MAT481, and two electives numbered 219 or above.

### **Major in Mathematics Education**

A minimum of 31 semester hours, including MAT175, MAT176, MAT275, MAT210, MAT212, MAT220, MAT306, MAT312, MAT317, and MAT422. In addition, students must complete the professional education program for secondary teaching (grades 5-12) as described in the "education" section of the catalog.

### **Minor in Mathematics**

A minimum of 21 semester hours, including MAT175, MAT176, MAT275, and three courses from the following list: MAT212, MAT256, MAT310, MAT311, MAT313, MAT317, MAT320, and MAT481.

### **Minor in Mathematics Education**

A minimum of 29 semester hours, including MAT175, MAT176, MAT210, MAT212, MAT220, MAT306, MAT312, MAT317, and MAT422. In addition, students must complete the professional education program for secondary teaching (grades 5-12) as described in the "education" section of the catalog.

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## Mathematics courses

### **MAT 090**

#### **Refresher Math: Algebra**

Fall and spring semester. 3 semester hours.

These credits will count for the semester in which it is taken but will not be counted toward the 124 credits needed for graduation. Sponsored by services for academic success (SAS), 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.

### **MAT 100**

#### **College Algebra**

Fall and spring semesters. 3 semester hours.

This is a basic course in intermediate and advanced algebra. Prerequisite: satisfactory score on a placement exam.

### **MAT 103**

#### **Mathematics for Elementary School Teachers I**

Fall semester. 3 semester hours.

A survey of various mathematical topics normally taught in grades K–8, specifically numeration systems, number theory, patterns and relationships, and fractions. This course is intended for elementary education students only. Students must earn a grade of "C-" or better to fulfill requirements for the elementary education program. Prerequisite: MAT100 or satisfactory score on a placement exam.

### **MAT 104**

#### **Mathematics for Elementary School Teachers II**

Spring semester. 3 semester hours.

A survey of various mathematical topics normally taught in grades K-8, specifically probability and statistics, geometric basic concepts and structures, measurement, and coordinate geometry. This course is intended for elementary education students only. Students must earn a grade of "C-" or better to fulfill requirements for the elementary education program. Prerequisite: MAT103 or satisfactory score on a placement exam.

### **MAT 110**

#### **Elementary Functions**

Fall and spring semesters. 3 semester hours.

A standard pre-calculus course emphasizing the function concept. Special attention is paid to trigonometric, exponential, and logarithmic functions. Analytical geometry may also be discussed. Prerequisite: MAT100 or satisfactory score on a placement exam.

### **MAT 152**

#### **To Infinity and Beyond**

Spring semester. 3 semester hours.

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: MAT100 or the equivalent.

### **MAT 175**

#### **Calculus I**

Fall semester. 5 semester hours.

This course is a study of the functions of one real variable and includes a brief review of circular functions. The ideas of limit, continuity, and differentiation are explained and applied to physical problems. Topics include the use of approximations and problem solving. The use of graphing calculators is required. Prerequisite: satisfactory score on a placement exam or MAT110.

### **MAT 176**

#### **Calculus II**

Spring semester. 5 semester hours.

Continuing the study of the functions of one real variable, the idea of integration is applied to physical problems. Introduction to sequences and series. The use of graphing calculators is required. Prerequisite: MAT175.

### **MAT 210**

#### **Probability and Statistics**

Fall, spring, and summer semesters. 3 semester hours.

This course provides a non-calculus-based study of discrete probability theory and its statistical applications. Use of permutations and combinations in computing the probability of discrete events is explored. Distribution theory and its applications in hypothesis testing and setting confidence intervals are discussed. Prerequisite: MAT100 or satisfactory score on a placement exam.

### **MAT 212**

#### **How to Read and Write Proofs**

Spring semester, alternate years. 3 semester hours.

Students are introduced to the different methods of mathematical proofs. Emphasis is placed on critical reading of proofs and the ability to correct errors as well as on writing correct proofs. This course is designed as a precursor to advanced math courses and should be taken during the freshman or sophomore year. Prerequisite: MAT175.

### **MAT 219**

#### **Graph Theory**

On demand. 3 semester hours.

Topics include paths, Euler and Hamiltonian problems, planar graphs, trees, directed and undirected graphs, networks, and connectedness. Applications to various disciplines will be included. Computational algorithms will be developed as appropriate. Prerequisite: MAT100 or satisfactory score on a placement exam.

### **MAT 220**

#### **Elementary Number Theory**

Fall semester, alternate years. 3 semester hours.

Topics include axiomatic development of the positive integers, construction of the real number system, and study of equations with integral solutions. Divisibility properties, prime numbers, and the analysis of congruencies will be studied. Prerequisites: MAT175 and MAT212.

### **MAT 256**

#### **Discrete Structures and Computability**

On demand. 3 semester hours.

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

## **MAT 275**

### **Calculus III**

Fall semester. 3 semester hours.

Vector functions of one or more real variables, scalar functions of several variables, multiple integration, and surface theory via vectors are among the topics studied. Increasing emphasis on modeling of physical problems and the analysis of geometrical problems in higher dimensional space. Prerequisite: MAT176.

## **MAT 306**

### **History and Philosophy of Mathematics**

Spring semester, alternate years. 3 semester hours.

This course provides a survey of mathematicians of historical note, including their motivations and studies. Students will also examine classical problems and how they were solved. Unsolved problems in mathematics will be discussed. Prerequisite: MAT175.

## **MAT 310**

### **Mathematical Statistics**

On demand. 3 semester hours.

Estimation, decision theory, testing hypotheses, relationships in a set of random variables, basic model and design theory, and stochastic processes are examined. Prerequisite: MAT176.

## **MAT 311**

### **Linear Algebra**

Spring semester, alternate years. 3 semester hours.

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: MAT175. Corequisite: MAT176.

## **MAT 312**

### **Modern Geometric Theories**

Spring semester, alternate years. 3 semester hours.

This course provides a study of Euclidean and non-Euclidean geometries. Prerequisites: MAT175 and MAT212.

## **MAT 313**

### **Differential Equations**

Fall semester, alternate years. 3 semester hours.

This course examines analytic, numerical, and geometric techniques for solving first-order differential equations; bifurcations of first-order autonomous differential equations; second-order differential equations, with emphasis on the harmonic oscillator; Laplace transforms; eigenvalue/eigen-

vector and geometric methods for linear systems with constant coefficients; equilibrium point analysis of nonlinear systems; analysis of limit cycles. Applications from biology, physics, and economics are presented. Prerequisite: MAT311.

## **MAT 316**

### **Complex Variables**

On demand. 3 semester hours.

This is a basic undergraduate course in complex variables. Topics will include analytic functions, Cauchy's integral formula, the residue calculus, and conformal mapping. Prerequisite: MAT275.

## **MAT 317**

### **Abstract Algebra I**

Fall semester, alternate years. 3 semester hours.

This course provides an introduction to algebraic structures via group theory. Students explore a careful development of the concept of a group and their elementary properties. Emphasis is placed on creating mathematical proofs. Some applications to physical problems are included. Prerequisites: MAT275 and MAT212.

## **MAT 318**

### **Abstract Algebra II**

Spring semester, alternate years. 3 semester hours.

This course is an extension of Abstract Algebra I, with ring, ideal, and field theory introduced and examined. Some Galois theory may be covered. Prerequisite: MAT317.

## **MAT 320**

### **Numerical Methods**

On demand. 3 semester hours.

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

## **MAT 325**

### **Combinatorics**

On demand. 3 semester hours.

This basic course in enumerative Combinatorics emphasizes developing combinatorial reasoning skills and applying these to solve problems in various areas of math and computer science. Topics covered will include basic counting principles, generating functions, recurrence relations, the principle of inclusion/exclusion, estimation, and modeling. Prerequisite: MAT219.

## **MAT 422**

### **Methods and Materials**

#### **Teaching Mathematics in the Secondary School**

On demand. 2 semester hours.

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

# Academic Programs

current research in mathematics education are discussed. Current NCTM curriculum standards are used as the foundation of the course. Prerequisites: admission to the teacher education program, senior standing.

## **MAT 450**

### **Internship**

On demand. 1-12 semester hours.

An internship in mathematics arranged between a member of the math faculty and the student. The internship will satisfy general education requirements but will not count as part of the minimum number of credits required in the major. The requirements will be based on the number of credits. Contract is required. Prerequisites: junior or senior standing.

## **MAT 481**

### **Real Variables I**

Spring semester, alternate years. 3 semester hours.

Standard introductory course in real variables. Topics include: axioms of real numbers, cardinality of sets, topology of the real number line, supremum and infimum, Bolzano-Weierstrass theorem, sequences of real numbers, convergence of sequences, Cauchy sequences, limit theorems, continuity and uniform continuity of functions. Prerequisites: MAT275 and MAT212.

## **MAT 482**

### **Real Variables II**

On demand. 3 semester hours.

Further topics in real variables, including: Riemann integration, differentiation of functions, mean value theorem and the fundamental theorem of calculus, sequences of functions, pointwise and uniform convergence, limit theorems, special functions. Other topics if time permits may include the following: metric spaces, uniform norm, spaces of functions, series of real numbers, and others. Prerequisite: MAT481.

## **MAT 490**

### **Seminar**

On demand. 2-3 semester hours.

Selected topics in mathematics are explored. Prerequisite: permission of professor.

## **MAT 499**

### **Independent Study**

On demand. 1-3 semester hours.

This course allows interested students to devise and pursue independent study in an area agreed upon in consultation with, and supervised by, a faculty member. Students should be either a major or minor in mathematics or mathematics education and have a cumulative GPA of 3.00 or greater. Prerequisite: junior or senior standing.

## **Music**

*Steven Hart, Associate Professor*

*Samuel J. Hamm, Assistant Professor*

*Jennifer Bratz, Assistant Professor*

The music program provides students of Rocky Mountain College with substantive training in music education, which is fully integrated into the liberal arts tradition. Through courses

and experiences in music performance, music history, and music theory, interested participants can develop an awareness of the role of music in the enrichment of the human spirit. But beyond this informed appreciation of music's positive influence in diverse cultures, the music program strives to develop disciplined and skilled teachers and performers through personal coaching in both private lessons and ensemble rehearsals. The critical and analytical skills encouraged in these activities can be potent forces in equipping students with both the cultural and technical perspectives essential to effective participation in an ever-changing society.

Students majoring in music performance or music education can expect to receive a detailed, intense education covering a wide variety of musical subjects. The performance curriculum is well-suited to students preparing for graduate study in music, while studies in music education, taken in conjunction with the fulfillment of state education requirements, qualify graduates to teach choral and instrumental music in kindergarten through twelfth grades.

The minor in music is an extremely flexible and accessible academic structure designed for the musically talented student pursuing a major in another field.

### **Piano Proficiency Test**

All music education majors must pass a proficiency exam in piano. Elements of the exam include: All major and minor scales, chord progressions, score reading, transposition, harmonization, and the playing of solo repertoire, popular and patriotic songs.

### **Performance Requirements**

All music majors must participate in at least one performing ensemble each semester of enrollment. No more than eight semester hours of ensemble credit may be applied to the major. Music education majors must complete at least two semester hours in the concert choir and at least two semester hours in the concert band. A senior recital is required of all music education and music performance majors. A half junior recital is required of all music education and music performance majors.

### **Recital Attendance**

Music majors and minors are required to attend all music department recitals throughout their program of study.

### **Major in Music Performance**

A minimum of 50 semester hours is required, including MUS020, MUS030, MUS040, MUS111, MUS112, MUS201, MUS202, MUS211, MUS212, MUS311, MUS312, MUS402, eight semester hours in applied study, and eight semester hours in ensemble participation.

### **Major in K-12 Vocal and Instrumental Music Education**

A minimum of 58 semester hours is required, including

### **Music**

MUS020, MUS030, MUS040, MUS111, MUS112, MUS140, MUS153, MUS201, MUS202, MUS211, MUS212, MUS402, eight semester hours in applied study, and eight semester hours in ensemble participation.

# Academic Programs

## **Music Education**

MUS291E, MUS319, MUS325, MUS326, MUS344, and MUS415.

Music education majors participate in a field practicum during both their sophomore and junior years. In addition, music education majors must complete the professional education program for K-12 teaching as described in the "education" section of the catalog. Music education majors are not required to take EDC 420.

## **Minor in Music**

A minimum of 20 hours is required, including MUS020, MUS111, MUS112, MUS140, MUS201, and MUS202. Electives must include applied music and ensemble participation.

## **Music courses**

### **MUS 020**

#### **Recital Attendance**

Fall and spring semesters. 0 semester hours.

Music majors and minors are required to attend all departmental recitals throughout their program of study. Music majors and minors enrolled in MUS 111, MUS112, MUS201, and MUS202 co-enroll in MUS 020. Written reviews are required.

### **MUS 030**

#### **Junior Recital**

Fall and spring semesters. 0 semester hours.

Junior recital.

### **MUS 040**

#### **Senior Recital**

Fall and spring semesters. 0 semester hours.

Senior recital.

### **MUS 100**

#### **Elements of Music**

Fall semester. 2 semester hours.

This course provides an introduction to the fundamentals of music, including basic music reading (notation), rhythm, meter, and harmony. Not open to music majors.

### **MUS 101**

#### **Introduction to Music**

On demand. 3 semester hours

This course provides an 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 general education requirements.

### **MUS 111**

#### **Theory I**

Fall semester. 4 semester hours.

This course examines the fundamental elements of music--melodic, rhythmic, harmonic--through hearing, playing and writing of theoretical material. Aural perception of scales, intervals, and rhythmic patterns is developed.

### **MUS 112**

#### **Theory II**

Spring semester. 4 semester hours.

This course examines the fundamental elements of music--melodic, rhythmic, harmonic--through hearing, playing, and writing of theoretical material. Aural perception of scales, intervals, and rhythmic patterns is developed further. Prerequisite: MUS 111.

### **MUS 140**

#### **Introduction to Music of the World's Peoples**

Spring semester. 3 semester hours.

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 general education requirements.

### **MUS 153**

#### **Beginning Group Guitar**

Spring semester, odd years. 1 semester hour.

Group guitar is designed to acquaint the student with the basic knowledge of fretted guitar performance. Emphasis is placed on learning to tune and care for the instrument and acquiring the basic skills necessary to accompany folk songs and children's songs.

### **MUS 201**

#### **Music Through the Centuries I**

Fall semester. 3 semester hours.

This course provides a study of Western music history and literature from the medieval world through the cultural milieu of the Renaissance and Baroque eras.

### **MUS 202**

#### **Music Through the Centuries II**

Spring semester. 3 semester hours.

This course provides a study of Western music history and literature from the Rococo through contemporary compositional trends.

### **MUS 204**

#### **History of Jazz**

On demand. 3 semester hours.

Students examine the evolution of jazz from its roots to contemporary trends. This course may be taken either at the lower-division or the upper-division level, but not both.

# Academic Programs

## **MUS 205**

### **History of Rock**

On demand. 3 semester hours.

Students study rock and roll, from its roots in blues through its social and musical evolution to the present day. Period context, performer personality, and extensive recorded examples constitute the course content. This course may be taken either at the lower-division or the upper-division level, but not both.

## **MUS 211**

### **Theory III**

Fall semester. 3 semester hours.

Students are trained in more advanced melodic, harmonic, and rhythmic aspects of music through hearing, playing, and writing. Further ear training and sight singing of scales, harmonies, and intricacies are developed. Prerequisite: MUS1 12.

## **MUS 212**

### **Theory IV**

Spring semester. 3 semester hours.

Students are trained in more advanced melodic, harmonic, and rhythmic aspects of music through hearing, playing, and writing. Further ear training and sight singing of scales, harmonies, and intricacies are developed. Prerequisite: MUS211.

## **MUS/ART/THR 215**

### **Creativity**

Fall semester. 3 semester hours.

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.

## **MUS 251**

### **Applied Music**

Fall semester. 1-2 semester hours

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 can register for 200 or 300 level lessons while non-music majors usually register at the 200 level. Students who enroll for one credit hour receive 13 half-hour lessons, while students enrolling for two credit hours receive 13 one-hour lessons or 26 half-hour lessons. Music education majors normally enroll for one credit of applied lessons on their major instrument or voice during every semester of attendance, except when student teaching. Music performance majors normally enroll for two credits of applied lessons on their major instrument during every semester of attendance.

## **MUS 252**

### **Applied Music**

Spring semester. 1-2 semester hours

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 can register for 200 or 300 level lessons while non-music majors usually register at the 200 level. Students who enroll for one credit hour receive 13 half-hour lessons, while students enrolling for two credit hours receive 13 one-hour lessons or 26 half-hour lessons. Music education majors normally enroll for one credit of applied lessons on their major instrument or voice during every semester of attendance, except when student teaching. Music performance majors normally enroll for two credits of applied lessons on their major instrument during every semester of attendance.

## **MUS 261**

### **Piano Class**

Fall semester.

On demand. 1 semester hour.

Beginning group piano instruction is designed for the music major with no previous piano experience.

## **MUS 262**

### **Piano Class**

Spring semester.

On demand. 1 semester hour.

Beginning group piano instruction is designed for the music major with no previous piano experience.

## **MUS 271**

### **Concert Choir**

Fall semester. 1 semester hour

The Rocky Mountain College Choir is dedicated to the study and performance of choral literature. Repertoire will be selected from the history of Western choral music as well as contemporary literature and music from a global perspective. Although there is no prerequisite, students are expected to have had prior high school or collegiate experience in performing ensembles. Six semesters of concert band or concert choir will fulfill one three-credit fine arts general education requirement.

## **MUS 272**

### **Concert Choir**

Spring semester. 1 semester hour

The Rocky Mountain College Choir is dedicated to the study and performance of choral literature. Repertoire will be selected from the history of Western choral music as well as contemporary literature and music from a global perspective. Although there is no prerequisite, students are expected to have had prior high school or collegiate experience in performing ensembles. Six semesters of concert band or concert choir will fulfill one three-credit fine arts general education requirement.



# Academic Programs

## **MUS 275**

### **Opera Workshop**

Fall semester.

On demand. 2-3 semester hours.

Students are involved with the production of chamber opera and opera scenes. Participation in all facets of production is included.

## **MUS 276**

### **Opera Workshop**

Spring semester.

On demand. 2-3 semester hours.

Students are involved with the production of chamber opera and opera scenes. Participation in all facets of production is included.

## **MUS 283**

### **Concert Band**

Fall semester. 1 semester hour

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. Six semesters of concert band or concert choir will fulfill one three-credit fine arts general education requirement. Prerequisite: prior performing experience on the student's instrument

## **MUS 284**

### **Concert Band**

Spring semester. 1 semester hour

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. Six semesters of concert band or concert choir will fulfill one three-credit fine arts general education requirement. Prerequisite: prior performing experience on their instrument

## **MUS 286**

### **Jazz Ensemble**

Fall semester. 1 semester hour.

The jazz ensemble is dedicated to the study and performance of jazz literature and jazz improvisation. Repertoire will be selected from the global history of jazz. Although there is no prerequisite, students are expected to have had prior high school or collegiate experience in performing ensembles. Membership is by permission of professor.

## **MUS 287**

### **Jazz Ensemble**

Spring semester. 1 semester hour.

The jazz ensemble is dedicated to the study and performance of jazz literature and jazz improvisation. Repertoire will be selected from the global history of jazz. Although there is no prerequisite, students are expected to have had prior high school or collegiate experience in performing ensembles. Membership is by permission of professor.

## **MUS 291E**

### **Field Practicum: Elementary School**

On demand. 1-3 semester hours.

This course provides practical field experience in the elementary school. Each semester hour requires 40 hours of experience. Students will keep a journal and write a report on the experience. This experience may be completed during the semester on a part-time basis or during the January break or May term on a full-time basis. Part-time experience is recommended.

## **MUS/EDC 291S**

### **Field Practicum: Secondary School**

Fall and spring semesters. 1 semester hour.

This course provides practical field experience in a secondary school. Each credit hour requires 40 hours of experience. Students must complete the practicum during the fall or spring semester over a period of between 10-14 weeks. Students must complete a field practicum before they can be admitted to the teacher education program. Sophomore standing is required.

## **MUS 293**

### **Symphony Orchestra**

Fall semester. 1 semester hour.

Students participate in the Billings Symphony Orchestra under college supervision. Admission is only by audition and by contract with the Symphony.

## **MUS 294**

### **Symphony Orchestra**

Spring semester. 1 semester hour.

Students participate in the Billings Symphony Orchestra under college supervision. Admission is only by audition and by contract with the Symphony.

## **MUS 295**

### **Chamber Ensemble**

Fall semester. 1 semester hour.

Selected groups such as brass, woodwind, string, vocal, instrumental, piano, percussion, or other mixed combinations form with the intention of performing a specific musical genre.

## **MUS 296**

### **Chamber Ensemble**

Spring semester. 1 semester hour.

Selected groups such as brass, woodwind, string, vocal, instrumental, piano, percussion, or other mixed combinations form with the intention of performing a specific musical genre.

# Academic Programs

## **MUS 304**

### **History of Jazz**

On demand. 3 semester hours.

For music majors. Students examine the evolution of jazz from its roots to contemporary trends. This course may be taken either at the lower-division or the upper-division level, but not both.

## **MUS 305**

### **History of Rock**

On demand. 3 semester hours.

For music majors. Students study rock and roll from its roots in blues through its social and musical evolution to the present day. Period context, performer personality, and extensive recorded examples constitute the course content. This course may be taken either at the lower-division or the upper-division level, but not both.

## **MUS 311**

### **Counterpoint I**

**On demand. 2 credit hours**

This course emphasizes the reading and writing of polyphony, based upon 16th-century contrapuntal techniques. Prerequisites: MUS212

## **MUS 312**

### **Counterpoint II**

On demand. 2 credit hours

This course emphasizes the reading and writing of polyphony, based on 18th-century contrapuntal techniques. Prerequisite: MUS311

## **MUS/ART 315**

### **Creativity**

Fall semester. 3 semester hours.

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.

## **MUS 319**

### **Pedagogy of Voice**

Spring semester, odd years. 3 semester hours.

Use of the singing voice; basic principles of singing, physiology of breathing, tone production, resonance, diction; application of basic principles to the singing voice; pronunciation, articulation, intonation, attack of tone, legato and sostenuto, flexibility, and dynamics.

## **MUS 321**

### **Accompanying I**

On demand. 2 semester hour.

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**

Spring semester, on demand. 2 credit hours.

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: MUS321.

## **MUS 325**

### **Instrumental Methods I**

Fall semester, even years. 3 semester hours.

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 principals, and basic instrument care and maintenance. Prerequisites: MUS112, permission of the instructor

## **MUS 326**

### **Instrumental Methods II**

Spring semester, odd years. 3 semester hours

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 principals, and basic instrument care and maintenance. Prerequisites: MUS112, permission of the instructor

## **MUS/EDC 344**

### **Methods and Materials**

#### **Teaching General Music in the Elementary School**

Fall semester. 3 semester hours.

This course provides a study of trends in philosophy, curriculum and program development, traditional instructional materials, Orff/Kodaly, and other innovative teaching techniques for elementary school and early childhood general music. Prerequisites: K-12 music education major status.

## **MUS 351**

### **Applied Music**

Fall semester. 1-2 semester hours

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 can register for 200 or 300 level lessons while non-music majors usually register at the 200 level. Students who

# Academic Programs

enroll for 1 credit hour receive 13 half-hour lessons, while students enrolling for two credit hours receive 13 one-hour lessons or 26 half-hour lessons. Music education majors normally enroll for one credit of applied lessons on their major instrument or voice during every semester of attendance, except when student teaching. Music performance majors normally enroll for two credits of applied lessons on their major instrument during every semester of attendance.

## **MUS 352**

### **Applied Music**

Spring semester. 1-2 semester hours

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 can register for 200 or 300 level lessons while non-music majors usually register at the 200 level. Students who enroll for one credit hour receive 13 half-hour lessons, while students enrolling for two credit hours receive 13 one-hour lessons or 26 half-hour lessons. Music education majors normally enroll for one credit of applied lessons on their major instrument or voice during every semester of attendance, except when student teaching. Music performance majors normally enroll for two credits of applied lessons on their major instrument during every semester of attendance.

## **MUS 371**

### **Concert Choir**

Fall semester. 1 semester hour

The Rocky Mountain College Choir is dedicated to the study and performance of choral literature. Repertoire will be selected from the history of Western choral music as well as contemporary literature and music from a global perspective. Although there is no prerequisite, students are expected to have had prior high school or collegiate experience in performing ensembles. Six semesters of concert band or concert choir will fulfill one three-credit fine arts general education requirement.

## **MUS 372**

### **Concert Choir**

Spring semester. 1 semester hour

The Rocky Mountain College Choir is dedicated to the study and performance of choral literature. Repertoire will be selected from the history of Western choral music as well as contemporary literature and music from a global perspective. Although there is no prerequisite, students are expected to have had prior high school or collegiate experience in performing ensembles. Six semesters of concert band or concert choir will fulfill one three-credit fine arts general education requirement.

## **MUS 375**

### **Opera Workshop**

On demand. 2-3 semester hours.

Students are involved with the production of chamber opera and opera scenes. Participation in all facets of production is included.

## **MUS 376**

### **Opera Workshop**

On demand. 2-3 semester hours.

Students are involved with the production of chamber opera and opera scenes. Participation in all facets of production is included.

## **MUS 383**

### **Concert Band**

Fall semester. 1 semester hour

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. Six semesters of concert band or concert choir will fulfill one three-credit fine arts general education requirement. Prerequisite: prior performing experience on the student's instrument

## **MUS 384**

### **Concert Band**

Spring semester. 1 semester hour

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. Six semesters of concert band or concert choir will fulfill one three-credit fine arts general education requirement. Prerequisite: prior performing experience on the student's instrument

## **MUS 386**

### **Jazz Ensemble**

Fall semester. 1 semester hour.

The jazz ensemble is dedicated to the study and performance of jazz literature and jazz improvisation. Repertoire will be selected from the global history of jazz. Although there is no prerequisite, students are expected to have had prior high school or collegiate experience in performing ensembles. Membership is by permission of professor.

## **MUS 387**

### **Jazz Ensemble**

Spring semester. 1 semester hour.

The jazz ensemble is dedicated to the study and performance of jazz literature and jazz improvisation. Repertoire will be selected from the global history of jazz. Although there is no prerequisite, students are expected to have had prior high school or collegiate experience in performing ensembles. Membership is by permission of professor.

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## **MUS 393**

### **Symphony Orchestra**

Fall semester. 1 semester hour.

Students participate in the Billings Symphony Orchestra under college supervision. Admission is only by audition and by contract with the Symphony.

## **MUS 394**

### **Symphony Orchestra**

Spring semester. 1 semester hour.

Students participate in the Billings Symphony Orchestra under college supervision. Admission is only by audition and by contract with the Symphony.

## **MUS 395**

### **Chamber Ensemble**

Fall semester. 1 semester hour.

Selected groups such as brass, woodwind, string, vocal, instrumental, piano, percussion, or other mixed combinations form with the intention of performing a specific musical genre.

## **MUS 396**

### **Chamber Ensemble**

Spring semester. 1 semester hour.

Selected groups such as brass, woodwind, string, vocal, instrumental, piano, percussion, or other mixed combinations form with the intention of performing a specific musical genre.

## **MUS 402**

### **Conducting**

Fall semester, odd years. 3 semester hours.

This course provides an introduction to the fundamentals of baton technique; choral, orchestral, and symphonic score reading; and choral and instrumental rehearsal and conducting techniques. Prerequisite: MUS212.

## **MUS 406**

### **Choral Literature**

On demand. 3 semester hours.

This course examines selected sacred and secular works of the choral repertoires. Emphasis is placed upon the practical realization of the works studied. Prerequisite: MUS212.

## **MUS 415**

### **Methods and Materials**

#### **Teaching Music in the Secondary School**

Spring semester, even years. 3 semester hours.

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. Prerequisites: MUS212, MUS325, MUS326, MUS402, and EDC/MUS291E or EDC/MUS-291S.

## **MUS 450**

## **Internship**

On demand. 1-12 semester hours.

This course is a guided work experience in an already established place of business. The student must arrange the internship in agreement with the instructor of record and the office of career services. The internship should relate to the student's major or minor area of study. Contract is required. Prerequisite: junior or senior standing.

## **MUS 499**

### **Independent Study**

On demand. 1-3 semester hours.

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

## **Native American Studies**

*This program is currently under moratorium and not accepting new students.*

Native American Studies is a series of interdisciplinary courses about Native America. The curriculum comes from history, political science, education, art, literature, economics, and anthropology and complements many degree choices. Perspective and worldview as well as Native knowledge guide this interdisciplinary exploration. Issues of tribal sovereignty, self-determination, assimilation, culture and tradition, oral tradition, and religious freedom are depicted in times past as well as in contemporary American Indian times.

## **Native American Studies courses**

### **NAS 110**

#### **Introduction to Native American Studies**

Fall semester. 3 semester hours.

This course is a survey of American Indian history, culture and contemporary issues. A special emphasis will be placed on key federal policies affecting Native Americans, the diversity among tribal nations' resources, cultures and systems of self-government.

### **NAS 212**

#### **Native American Arts**

Spring semester. 3 semester hours.

The students will explore the nature and expression of American Indian aesthetics, from aboriginal times (pre-contact) to contemporary eras. Students will examine regalia, music, dance, drama, photography and the arts (drawing, painting and traditional art forms).

### **NAS/ENG 223**

#### **Introduction to Native American Literature**

Spring semester. 3 semester hours.

An examination of selected literature produced by Native American writers such as Momaday, Welch, Erdrich, McNickle, Silko, and others. Students will consider genre, history, and politics as they relate to this literature. Emphasis is given to the oral tradition and its relationship to contemporary American writing.

# Academic Programs

## **NAS 270**

### **Native American History**

Fall semester. 3 semester hours.

Students are introduced to the history of Native America. Special emphasis will be given to the historic eras in American Indian history. Students will explore tribal nations' historic initiatives, colonial, federal and state policy development, impacts on Indian people, and the American Indian role in key social movements in the United States.

## **NAS/EDC 365**

### **Native American Education: History and Best Practices**

Spring semester. 3 semester hours

This course examines traditional American Indian education forms: historic federal boarding schools and sectarian and public school approaches to American Indian education. Federal educational policies are reviewed, including the 1930's Indian school reform movement, the 1960's community control movement, civil rights-related developments, and the 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 what works with American Indian students. Prerequisite: EDC202.

## **NAS 370**

### **Special Problems in Native American Studies**

On demand. 3 semester hours.

Students investigate, in depth, an aspect of American Indian affairs. Various topics may include American Indian literature, history, art, anthropology or education.

## **NAS 450**

### **Internship**

On demand. 1-12 semester hours.

This course enables students to gain valuable experience within an agency, organization or business serving American Indian people, business, or natural resources. The internship may be for three semester credits and must involve both faculty and workplace supervision and evaluation. The student must arrange the internship in agreement with the instructor and the office of career services. Contract is required. Prerequisite: junior or senior standing.

## **NAS 486**

### **Topics in Native American Literature**

Spring semester, alternate years. 3 semester hours.

Students will undertake an advanced study of writing produced by Native American authors. Topics of inquiry will include fiction, nonfiction, ethnohistory, poetry, drama, and/or film.

## **NAS 490**

### **Senior Seminar**

On demand. 2-3 semester hours.

This course emphasizes research and documentation in the exploration of historical or contemporary issues in Indian Country. This course will be arranged based on the student's major field of study and the expertise of the Native American studies faculty member(s).

## **NAS 499**

### **Independent Study**

On demand. 1-3 semester hours.

The student undertakes a specialized topic of inquiry of a selected area of Native American studies under the supervision of a member of the faculty. Students should be a Native American studies minor and have a cumulative GPA of 3.00 or greater. Prerequisite: junior or senior standing.

## **Organizational Leadership**

This interdisciplinary minor covers a range of leadership concepts: self-management, which includes values, ethics, and attitudes; problem-solving; decision-making; and creative thinking skills; management of others, which includes creative and collaborative management; delegation; management of change; and 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 in Organizational Leadership**

BSA 356 - Economic Decision Making

COM 250 - Small Group Communication

ENG 325 - Professional Writing

ART/ MUS/THR 215 - Creativity

PHR 303 - Ethics or PHR 340 - Christian Ethics

POL 220 – Political Leadership

Choose one of the following two courses:

· PSY 101 General Psychology

· SOC 101 Introduction to Sociology

IDS 483 – Organizational Leadership

## **Philosophy and Religious Thought**

*Jay Cassel, Professor*

*David Strong, Professor*

*Elizabeth McNamer, Assistant Professor*

Literally, "philosophy" means "love of wisdom." Pursuing wisdom through carefully reasoned reflection, philosophy inquires into questions concerning the meaning of life, virtue, morality, freedom, God, and death. Religious thinkers ask the same questions, but in the context of religious traditions and sacred texts. On more theoretical levels, philosophy is concerned with reality and knowledge, often examining the unstated assumptions underlying other disciplines. Both religion and philosophy are vitally interested in ethics. This combined program is designed to give students an introduction to the issues of religious thought and philosophy; to allow them to investigate the philosophical and religious implications of what they are studying, doing, and thinking; and to prepare majors for a wide variety of possible further study, including graduate school, seminary, or professional fields such as law school. We encourage capable students to double major in philosophy and religious thought and some other field, such as English education.

### **Major in Philosophy and Religious Thought**

A minimum of 27 semester hours, selected in consultation with department faculty, normally to include at least one course in the Biblical tradition (PHR210, 220, or 310), at

# Academic Programs

least one course in the philosophical tradition (PHR211, 212, 312, 321, 375, or 378), one course in ethics (PHR303, 304, or 340), and at least one course at the 400-level. Students considering graduate school are urged to do an independent project (PHR499).

## **Minor in Philosophy and Religious Thought**

A minimum of 18 semester hours, at least 15 above the 100-level and nine above the 200-level, normally to include one course in ethics (PHR303, 304, or 340).

## **Philosophy and Religion courses**

### **PHR 100**

Introduction to Philosophy and Religious Thought

Fall and spring semesters. 3 semester hours.

This course attempts to address the question "Does thinking about the meaning of one's life help us live better?" by studying a particular issue and some thought-provoking responses to it. The particular issue and texts will vary from year to year. Not open to juniors and seniors without instructor's permission.

### **PHR 120**

**Classic Texts in Western Thought**

Fall semester, alternate years. 3 semester hours.

Intensive readings in primary texts crucial to the Western tradition. Students will read from such authors as Homer, the Bible, the Greek dramatists, Plato, Aristotle, Augustine, Dante, Shakespeare, Hobbes, Freud, and Nietzsche.

### **PHR 205**

**Logic**

Fall and spring semesters. 3 semester hours.

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**

Fall and spring semesters. 3 semester hours.

This course provides an investigation of one specific genre of Biblical literature. Students have recently studied Biblical narrative, Gospels, the Psalms and Paul.

### **PHR 211**

**Ancient Philosophy**

Fall semester, alternate years. 3 semester hours.

This course introduces students to some great primary philosophical texts of the Western tradition, such as Plato's Republic, and provides them with an overview of philosophy during this early period of its development.

### **PHR 212**

**Modern Philosophy**

Spring semester, alternate years. 3 semester hours.

Students examine a study of major philosophers, ideas, and movements in philosophy from the Renaissance through the nineteenth century. This course is a continuation of Greek and Early Christian Philosophy and will be similarly

designed to promote a study of primary texts from Descartes, Hume, Kant, and others, as well as to present an overview of the period from secondary sources.

### **PHR 218**

**Topics in Catholicism**

Spring semester. 3 semester hours.

This course explores the central principles of the Catholic religion. From year to year the course focuses on a different aspect of Catholicism. Topics covered might include the creation of basic beliefs in the first three centuries, issues in modern Catholic thinking, Catholics and the Bible, a history of the Church, or great figures in Catholicism.

### **PHR 220**

**Jesus**

Every three years. 3 semester hours.

Students will look at both Biblical sources and modern literary and theological interpretations to answer the question "Who was, or is, Jesus?" Questions to be addressed include the quest for the "historical Jesus," classical and contemporary christology, and hermeneutics of Biblical texts.

### **PHR 236**

**Religions of The World**

On demand. 3 semester hours.

This course examines the central religious principles and ideas of major non-Christian religions. From year to year, the focus may be on different religions or areas of the world.

### **PHR 303**

**Ethics**

Spring semester, alternate years. 3 semester hours.

A study relating ethics, as traditionally conceived in philosophy, to one or more current philosophical works in ethics. This course will provide students with a solid background in ethics from Plato to Nietzsche. A discussion of a contemporary work in ethics will introduce students to topics that may be covered in depth in later seminars.

### **PHR 304**

**Environmental Ethics**

Fall semester, alternate years. 3 semester hours.

This course will address issues such as whether natural beings and the natural world have rights or whether only humans have rights. Students will determine what is ethically appropriate for humans in their relationship with the environment as well as what environmental ethics must take account of to be consequential in the world today.

### **PHR 310**

**Issues in Biblical Scholarship**

Every 3 years. 3 semester hours.

This course provides an introduction to a current problem in Biblical study and scholarship. Examples of topics are apocalyptic literature; narrative studies; Biblical hermeneutics, text, and history; and Biblical theology. Where PHR210 concentrates on the Biblical texts themselves, PHR310 introduces students to the way contemporary scholars study the Bible.

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## **PHR 312**

### **Modern Philosophy**

Spring semester, alternate years. 3 semester hours.

Students examine a study of major philosophers, ideas, and movements in philosophy from the Renaissance through the nineteenth century. This course is a continuation of PHR211 and will be similarly designed to promote a study of primary texts from Descartes, Hume, Kant, and others, as well as to present an overview of the period from secondary sources.

## **PHR 317**

### **Archaeological Dig in Israel**

Summer semester. 6 semester hours.

Students must register for three credits each in two of the departmental areas in which this course is offered. Those areas are history, philosophy and religious thought, and sociology. Students are afforded the opportunity to participate in the archaeological excavations at Bethsaida in Israel for three weeks. They learn the techniques of excavating, recording, dating, and evaluating finds while exploring the history of the region through visits to other archaeological and Biblical sites and through daily lectures. Living accommodations are provided at an Israeli kibbutz where the students intermingle with kibbutzim, gain first-hand experience of kibbutz living, and interview people who have lived for many years in the kibbutz. Several days are spent in Jerusalem where the opportunity is provided to visit Christian sites. Students are taken to the University of Bethlehem to hear a lecture on the Arab situation and to interview Palestinian Arab students.

## **PHR 320**

### **Major Religious Figures**

Fall semester, alternate years. 3 semester hours.

This course provides a study of the writings and the life of a major religious thinker in the Western tradition. Examples might be Luther, Augustine, or C. S. Lewis. In each case, students will relate the thinker to the general history of Judaeo-Christian thought. This course may be taken more than once.

## **PHR 321**

### **Major Philosophical Figures**

On demand. 3 semester hours.

This course provides a study of the writings and, in some cases, the life of a major philosophical thinker in the Western tradition.

## **PHR 330**

### **Movies, Morals, and Meaning**

On demand. 3 semester hours.

Analysis of several classic and modern films to understand their implications for ethics, religious meaning, and the nature of humanity. We will study films like *The Maltese Falcon*, *Paths of Glory*, *The Godfather*, *Crimes and Misdemeanors*, and *Jesus of Montreal*.

## **PHR 340**

### **Christian Ethics**

Spring semester, alternate years. 3 semester hours.

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.

## **PHR 362**

### **Theology and Christian Beliefs**

Every three years. 3 semester hours.

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/ENG 370**

### **Religion and Literature**

Spring semester, alternate years. 3 semester hours.

A study of religious issues, conflict, and hopes in modern literature. The works read will vary from year to year but will include such authors as Melville, Tolstoy, Hemingway, Flannery O'Connor, and John Updike.

## **PHR 375**

### **Styles of Contemporary Philosophy**

Fall semester, alternate years. 3 semester hours.

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**

Spring semester, alternate years. 3 semester hours.

It is often a difficult task to understand one's own culture and age. Recent philosophical work offers profound insights into our age and places these insights within a much wider context.

## **PHR 421**

### **Philosophy of Religion**

Every three years. 3 semester hours.

This course provides an investigation of some of the crucial philosophical ideas about religion. Students will study such issues as the idea of God, the arguments for and against the existence of God, the idea of revelation, and the problem of religious language.

## **PHR 450**

### **Internship**

On demand. 1-12 semester hours.

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

## **PHR 460**

### **Issues in Contemporary Religious Thought**

Every three years. 3 semester hours.

This course provides an inquiry into major issues in current theology and new interpretations of basic religious ideas and texts. The specific content of this course will vary from year to year.

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## **PHR 483**

### **Senior Project**

On demand. 1-3 semester hours.

Students complete a senior project in consultation with a faculty member.

## **PHR 490**

### **Seminar**

On demand. 2-3 semester hours.

Intensive study of a selected area or figure in philosophy or religion is explored.

## **PHR 499**

### **Independent Study**

On demand. 1-3 semester hours.

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

## **Physical Education and Health**

*Clarece M. Lacy, Professor*

*Paul A. Roper, Professor*

The physical education and health program examines the many dimensions of health and human performance. The major goal of the program is to enable students to make informed health decisions. The program prepares students to become competent entry-level professionals, as well as advanced study candidates.

To achieve these outcomes, the student will analyze the structure and function of the human body, apply physiological and biomechanical concepts to human movement, examine the acquisition of motor skills, explore the multi-dimensional nature of the health and human performance discipline, examine ethical issues and culturally diverse values related to the discipline, achieve the specific physical skills required to be competent in their profession, acquire a life-long quest for knowledge, and develop a commitment to act responsibly in one's profession and on behalf of one's community.

The physical education and health program offers varied opportunities for guided work experiences with schools, hospitals, sports medicine clinics, wellness centers, corporate fitness programs, and fitness facilities. These capstone opportunities allow students to express their multidisciplinary education by applying creative problem solving and communication skills in professional settings.

### **Major in Physical Education and Health**

Five options are offered under the major:

1. athletic training
2. K-12 education
3. exercise science
4. physical education and health studies
5. sport management

### **Athletic Training Option**

A minimum of 43 semester hours is required, including PEH122, PEH181, PEH182, PEH204, PEH210, PEH211, PEH222, PEH281, PEH282, PEH320, PEH322, PEH345, PEH356, PEH381 or PEH382, PEH425, and PEH481. Related requirements are PHA247 and PSY101. (**Note:** BIO321 may substitute for PEH204.)

This program is designed to prepare students for an entry-level graduate program in athletic training that will lead to eligibility to sit for the National Athletic Training Association Board of Certification examination. The coursework will establish a knowledge base in sports medicine and develop techniques in sports injury evaluation, management, and rehabilitation.

### **K-12 Education Option**

A minimum of 46 semester hours is required, including PEH101 (swimming) or PEH105, PEH106, PEH107, PEH122, PEH210, PEH211, PEH222, PEH315, PEH320, PEH325, PEH356, PEH391, PEH412, PEH420, PEH421, PEH441, EDC341, and EDC342. Related requirements are BIO321 or PEH204, and COM102.

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 PEH courses, including prerequisites.

### **Exercise Science Option**

A minimum of 44 semester hours is required, including three semester hours chosen from PEH101 and PEH102 (in consultation with department faculty), PEH122, PEH210, PEH211, PEH222, PEH315, PEH320, PEH343, PEH345, PEH356, PEH412, PEH441, PEH450 (eight credits), and PEH490. A related requirement is either BIO321 or PEH204.

Certification either as a health/fitness instructor by the American College of Sports Medicine or as a certified strength and conditioning specialist by the National Strength and Conditioning Association is strongly recommended. This option is designed to prepare individuals for work with fitness and health promotion programs in corporate, community, hospital, and health club settings.

### **Physical Education and Health Studies Option**

A minimum of 35 semester hours is required, including four semester hours chosen from PEH101, PEH102, PEH105, PEH106, or PEH107; additional requirements are PEH122, PEH210, PEH222, PEH315, PEH320, PEH356, PEH412, PEH450 (three semester hours), PEH490, and six semester hours of electives approved by faculty in the program. Related requirements are BIO321 or PEH204. This option requires a core of foundation courses with electives to be chosen dependent upon the student's career goal.



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## **Sport Management Option**

A minimum of 47 semester hours is required, including BSA201, BSA202, BSA321, BSA331, BSA343, BSA345, BSA371, ECO201 or ECO202, PEH300, PEH412, PEH421, COM102, COM306, SOC101, PSY101, BSA450 or PEH450 (3 credits).

## **Minor in Physical Education and Health**

Three options are offered under the minor in physical education and health:

1. athletic training
2. coaching
3. physical education and health studies

## **Athletic Training Option**

A minimum of 25 semester hours is required, including PEH122, PEH204, PEH210, PEH222, PEH281, PEH322, PEH381 or PEH382, PEH425, and PEH481. This option includes 600 hours working with a certified trainer and is designed to complement a major in areas such as teacher education, psychology, exercise science, and physician's assistant. The coursework will establish a knowledge base in sports medicine and develop techniques in sports injury evaluation, management, and rehabilitation.

## **Coaching Option**

A minimum of 25 semester hours is required, including PEH122, PEH222, PEH300, PEH315, PEH320, PEH344, PEH356, PEH412, and two of the following: PEH301, PEH302, PEH303, PEH305, PEH306, PEH307, PEH311. Many state education departments do not require a coach to be a certified teacher but do require that coaches meet qualification standards. This option prepares students to meet those qualification standards.

## **Physical Education and Health Studies Option**

A minimum of 25 semester hours is required, including three semester hours chosen from PEH101, PEH102, PEH105, PEH106, or PEH107; additional requirements are PEH122, PEH204, PEH210, PEH222, PEH320, PEH356, and PEH412. This option, when combined with majors such as business or psychology, allows the student to prepare for physical education-related careers.

## **Pre-Professional Program in Physical Education and Health**

### **The Pre-Professional Athletic Training Option**

A minimum of 68 semester hours is required. The coursework is designed to complement the 2-3 program at the University of Montana. Students spend an average of two years at Rocky Mountain College satisfying prerequisite courses and then transfer to the University of Montana. Students are not guaranteed a position at the University of Montana; they must apply and be accepted. The prerequisite courses are PEH122, PEH181, PEH182, PEH210, PEH222, PEH281, PEH282, PEH322, PEH345, PEH356, PEH425, BIO111, BIO250, BIO321, BIO322, CHM101, CHM102, COM102, EDC370, ENG119, ENG120, and MAT100. The University of Montana requires a course in computer literacy. Students should consult with a PEH advisor to ensure that they will meet all of the entrance requirements for the University of Montana.

## **Physical Education and Health courses**

### **PEH 100**

#### **Varsity Sports**

Fall semester. 1 semester hour.

Students can elect to obtain credit for conditioning and participation in varsity sports.

### **PEH 101**

#### **Physical Education Activity**

Fall semester. 1 semester hour.

Select from a variety of activities, such as aerobics, backpacking, badminton, canoeing, cardio resistance training, kayaking, dance, fitness, fly fishing, folf, golf, recreational horseback riding, rock climbing, skiing, swimming, team sports, tennis, weight training, wilderness navigation, and yoga. A specific activity may be taken twice for credit. Pass/no pass. No more than eight PEH activity credits may count toward graduation. This rule does not apply to activities required in a PEH major.

### **PEH 102**

#### **Physical Education Activity**

Spring semester. 1 semester hour.

Select from a variety of activities, such as aerobics, backpacking, badminton, canoeing, cardio resistance training, kayaking, dance, fitness, fly fishing, folf, golf, recreational horseback riding, rock climbing, skiing, swimming, team sports, tennis, weight training, wilderness navigation, and yoga. A specific activity may be taken twice for credit. Pass-No Pass. No more than eight PEH activity credits may count toward graduation. This rule does not apply to activities required in a PEH major.

### **PEH 105**

#### **Professional Activities I**

Fall semester. 2 semester hours.

This course is designed to introduce and direct students in attaining levels of proficiency in the following team-sports activities: soccer, team-handball, speedball, basketball, softball, and volleyball. Students are expected to show increases in, and are assessed on, their level of skill, knowledge of rules, and application of strategies within each activity.

### **PEH 106**

#### **Professional Activities II**

Spring semester. 2 semester hours.

This course is designed to introduce and direct students toward a level of proficiency in the following individual sport activities: tennis, badminton, racquetball, pickleball, squash, and various outdoor recreational activities. Students are expected to show increases in, and are assessed on, their level of skill, knowledge of rules, and application of strategies within each activity.

### **PEH 107**

#### **Professional Activities III**

Fall semester, even years. 2 semester hours.

This course is designed to introduce and direct students toward a level of proficiency in the following life-time and fitness activities: orienteering, ultimate frisbee, cooperative activities, American Indian and multi-cultural games, fit-

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ness testing, and educational gymnastics. Students are expected to show increases in, and are assessed on, their level of skill, knowledge of rules, and application of strategies within each activity.

## **PEH 115**

### **Introduction to Wellness Concepts**

Fall and spring semesters. 1 semester hour.

Becoming fit and well affects the quality of one's life. Through class sessions and activity labs, students evaluate their fitness and plan for and initiate change in their exercise habits. Additional topics include nutrition and weight management, risk factor analysis and control, and major wellness concerns.

## **PEH 122**

### **First Aid/CPR/Safety Education**

Fall and spring semesters. 2 semester hours.

This course focuses on the procedures and practices for emergency care in the case of accident or sudden illness, and awareness of safety and accident prevention. Upon successful completion of this course, students earn certification in first aid through the American Red Cross and certification in CPR through the American Heart Association.

## **PEH 181**

### **Athletic Training Field Practicum**

Fall semester. 2 semester hours.

Students complete 200 clinical hours under the supervision of a certified trainer. Corequisite: PEH222.

## **PEH 182**

### **Athletic Training Field Practicum**

Spring semester. 2 semester hours.

Students complete 200 clinical hours under the supervision of a certified trainer. Corequisite: PEH222.

## **PEH 204**

### **Foundations of Human Structure and Function**

Fall semester. 4 semester hours.

Students examine the basic foundations and functions of the human body, including the skeletal, muscular, nervous, cardiovascular, digestive, and respiratory systems. Lab experiences focus on the nomenclature, structure, and function of these systems.

## **PEH 210**

### **Health and Wellness**

Fall semester. 4 semester hours.

Topics include community/environmental health, consumer issues, death and dying, healthy lifestyles, infectious diseases, medical ethics, psychological health, risk factor management, sexuality, and substance abuse.

## **PEH 211**

### **Nutrition**

Spring semester. 3 semester hours.

This course focuses on the essential nutrients and their principal sources and functions; the assessment, analysis, and modification of dietary intake; the relationship between nutrition and fitness; and the stages of the life cycle. This is not a chemistry-based course.

## **PEH 222**

### **Beginning Athletic Training**

Fall semester. 3 semester hours.

Students learn procedures and practices in prevention, immediate care, treatment, and rehabilitation of injuries and sudden illness. Topics include taping, bandaging, and conditioning for athletic competition.

## **PEH 281**

### **Athletic Training Field Practicum**

Fall semester. 2 semester hours.

Students complete 200 clinical hours under the supervision of a certified trainer. Corequisite: PEH222.

## **PEH 282**

### **Athletic Training Field Practicum**

Spring semester. 2 semester hours.

Students complete 200 clinical hours under the supervision of a certified trainer. Corequisite: PEH222.

## **PEH 300**

### **Current Issues and Practices in Coaching**

Spring semester, odd years. 2 semester hours.

Topics include philosophy, sport psychology and sociology, and team management skills. Course includes ACEP certification materials.

## **PEH 301**

### **Officiating High School Sports**

Fall semester. 2 semester hours.

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.

## **PEH 302**

### **Basketball Coaching**

Spring semester. 2 semester hours.

Coaching theories of basketball are examined, including fundamentals, techniques, strategies, practice sessions, utilization of personnel, and the ethics of coaching.

## **PEH 303**

### **Football Coaching**

Fall semester, even years. 2 semester hours.

Coaching theories of football are examined, including skills, systems of play, practice sessions, strategies, conditioning, personnel utilization, off-season programs, and the ethics of coaching.

## **PEH 305**

### **Track and Field Coaching**

On demand. 2 semester hours.

Students examine the following topics: mechanical analysis of track and field events; conditioning and training methods; teaching, coaching, and officiating techniques including practical experience in these areas; and management of track and field meets.

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## **PEH 306**

### **Volleyball Coaching**

Fall semester, even years. 2 semester hours.  
Mechanical analysis and study of coaching theories, including but not limited to skills, strategies, and systems of play.

## **PEH 307**

### **Baseball and Softball Coaching**

On demand. 2 semester hours.  
Theories of coaching baseball and softball are examined, including skills, strategies, practice sessions, conditioning, teaching, and coaching the young athlete.

## **PEH 311**

### **Soccer Coaching**

On demand. 2 semester hours.  
Theories of coaching soccer are examined, including skills, strategies, practice sessions, conditioning, teaching, and coaching the young athlete.

## **PEH 315**

### **Motor Learning**

Spring semester. 2 semester hours.  
This course focuses on the factors that influence the learning of motor skills. Content includes features of skill development, processes of perception, and components of action as these relate to the acquisition and teaching of goal-directed movement. Practical application of theory is a central part of the course.

## **PEH 320**

### **Biomechanics**

Fall semester. 3 semester hours.  
This course focuses on the principles of human movement. Emphasis is placed on demonstrating the ability to analyze human motion in terms of improving human movement performance. Included are concepts of biological/mechanical aspects of musculoskeletal structures. Prerequisite: BIO321 or PEH204.

## **PEH 322**

### **Advanced Athletic Training**

Spring semester, even years. 3 semester hours.  
This course includes techniques of rehabilitation, use of modalities, advanced techniques of injury evaluation, advanced taping techniques, administration and management of injuries and provides hands-on experience required under the supervision of an ATC (certified athletic trainer). Prerequisites: PEH204 or BIO321, PEH222, PEH356, and approval of the program advisor.

## **PEH 325**

### **Elementary Health Enhancement Seminar and Teaching Lab**

Spring semester. 3 semester hours.  
The purpose of this course is to develop practical skills in the teaching of health enhancement with special attention given to behavior management and curriculum development. Lab experiences include working with both the typical and the exceptional student. Students are required to complete several hours in schools, in both classroom and gymnasium settings. Prerequisites: EDC330, EDC341.

## **PEH/PSY 343**

### **Psychology of Physical Activity and Exercise**

Fall semester. 3 semester hours.  
The purpose of this course is to promote understanding of psychological theory, research, and intervention strategies in psychology of physical activity and exercise. In studying both theory and practice, students are expected to develop their own views and ideas within the realm of their chosen field. The exchange and development of ideas is encouraged and at the same time grounded in the current knowledge base in this field. Students are expected to undertake extensive reviews within various health fields.

## **PEH/PSY 344**

### **Sports Psychology**

Spring semester. 3 semester hours.  
Sport psychology is the scientific study of people and their behavior in sport and is concerned with the psychological determinants of behavior in movement situations as well as the psychological effects of sport engagement. This course addresses the fundamental areas within sports psychology, including, but not limited to, motivation, attributions, imagery, goal setting, confidence, attentional focus, team cohesion, leadership, anxiety, and stress. Students taking this course will be expected to demonstrate an understanding and application of the topic when coaching children and youth.

## **PEH 345**

### **Fitness Science**

Spring semester. 3 semester hours.  
In this course students examine the various aspects of health-related fitness and the relationship of fitness to health. The course includes an individual fitness assessment, development of exercise programs, and proper exercise technique. Students become prepared for the American College of Sports Medicine certification exam as a health/fitness instructor. Prerequisites: PEH204, PEH210, PEH211.

## **PEH 356**

### **Physiology of Exercise**

Spring semester. 3 semester hours.  
Students explore the effects of exercise on the cardio respiratory and neuromuscular systems. Physiological aspects of various training methods are examined. Laboratory experience is included.

## **PEH 381**

### **Athletic Training Field Practicum**

Fall semester. 2 semester hours.  
Students complete 200 clinical hours under the supervision of a certified trainer. Prerequisites: PEH281 or PEH282. Corequisite: PEH322.

## **PEH 382**

### **Athletic Training Field Practicum**

Spring semester. 2 semester hours.  
Students complete 200 clinical hours under the supervision of a certified trainer. Prerequisites: PEH281 or PEH282. Corequisite: PEH322.

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## **PEH 391**

### **Field Practicum**

On demand. 1 semester hour.

Forty-five hours of experience on the job are required for one semester hour of credit. Majors in the K-12 education option can register for one credit earned as a teaching assistant in PEH115.

## **PEH 412**

### **Management of Health Enhancement and Sport Programs**

Spring semester. 3 semester hours.

Students explore the organization, supervision, and administration of various health enhancement and sport programs.

## **PEH 420**

### **Methods and Materials**

#### **Teaching Secondary Health Enhancement**

On demand. 3 semester hours.

This course requires focused study and consultation with a public school physical education and health teacher, or other acceptable professional. Hours will be arranged in consultation with the content area professor, the secondary education professor, the student, and the professional mentor. This course provides competence for delivery and evaluation of planned learning activities. Areas of concentration include emotional/mental health, healthy lifestyles, nutrition, weight control, community/ environmental health, medical ethical issues, team and individual activities, lifetime sports, cooperative games, and fitness activities. Prerequisites: admission to the teacher education program, senior standing, PEH105, PEH106, PEH107, PEH210, PEH211.

## **PEH 421**

### **Historical and Contemporary Issues in Sport Sociology**

Spring semester, odd years. 3 semester hours.

This course focuses on the study of historical and contemporary issues affecting physical education and sport, including ethical and gender issues.

## **PEH 425**

### **Therapeutic Rehabilitation and Modalities**

Spring semester, odd years. 3 semester hours.

The modalities portion of this course presents the theoretical and applied principles and techniques for the application of modalities in sports injury care. The rehabilitation portion is designed to explain the principles and apply the techniques of rehabilitation as they relate to athletic injury. Corequisite: PEH322.

## **PEH 441**

### **Measurement and Evaluation in Health Enhancement and Exercise Science**

Fall semester. 2 semester hours.

This course is designed to introduce students to, and engage them in, the process of measurement and evaluation as applied to the fields of health enhancement and exercise science. The course introduces students to the application of statistics, tests and measurement, report compilation, and interpretation of data. Students examine various types of assessment and test instrument design.

## **PEH 450**

### **Internship**

On demand. 1-12 semester hours.

Guided work experience in cooperation with an established health-related program. Forty-five hours of experience on the job are required for one hour of credit. Students in the exercise science option are required to earn seven credits in an off-campus program, and one credit as a teaching assistant in PEH115. The student must arrange the internship in agreement with the instructor and the office of career services. Contract is required. Prerequisite: junior or senior standing.

## **PEH 475**

### **Advanced Theories of Strength Training and Conditioning**

Spring semester. 2 semester hours.

This course prepares students for the National Strength and Conditioning Association's certification exam as a certified strength and conditioning specialist. Prerequisites: PEH122, PEH222, PEH320, PEH345, PEH356, and PEH441.

## **PEH 481**

### **Athletic Training Field Practicum**

Fall semester. 2 semester hours.

Students complete 200 clinical hours under the supervision of a certified trainer. Prerequisites: PEH281 or PEH282. Corequisite: PEH322.

## **PEH 482**

### **Athletic Training Field Practicum**

Spring semester. 2 semester hours.

Students complete 200 clinical hours under the supervision of a certified trainer. Prerequisites: PEH281 or PEH282. Corequisite: PEH322.

## **PEH 490**

### **Senior Seminar**

Fall semester. 2 semester hours.

This course encourages senior students in health and physical education to develop job marketing and search skills, as well as prepare for graduate school or a professional career.

## **PEH 499**

### **Independent Study**

On demand. 1-3 semester hours.

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

# Academic Programs

## Physician Assistant Studies

*Robert Wilmouth, MD, Program Director*

*David Klein, Co-Medical Director Physician Assistant Program (2006), B.A., PhD.*

*Jeffrey Lakier, Co-Medical Director / Associate Professor of Physician Assistant Program (2009), M.B.Ch, M.D., Witwaterseand University, F.C.P. (South Africa).*

*Claire Oakley, Professor*

*John Fields, Associate Professor*

*Dr. Patti States, Assistant Professor/Faculty Development Coordinator*

*Deb Hayter, Administrative Assistant*

*Eric Hart, Program Review Coordinator*

Location: Fortin Center (adjacent to Student Health Center)

Phone: 406-657-1190

Email: pa@rocky.edu

URL: <http://pa.rocky.edu>

The physician assistant (PA) is a primary healthcare provider who practices medicine under the supervision of a licensed physician. The concept of the physician assistant was developed from the basic premise that many tasks performed by physicians can be carried out with equal competence by other specially trained health professionals.

The Rocky Mountain College master of physician assistant program is an ARC-PA (Accreditation Review Commission on Education for the Physician Assistant) accredited program. Only graduates from ARC-PA accredited physician assistant 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 physician assistants must pass to become nationally certified. Over the past five years, Rocky Mountain College graduates have an overall first attempt pass rate on the PANCE of 94%. Individual class performance is as follows:

Graduating Class	Rocky first-testing pass rates	National first-testing pass rates
2007	100%	93%
2006	86%	92%
2005	94%	91%
2004	100%	90%
2003	90%	89%
2002	83%	90%
2001	95%	92%
2000	86%	92%
1999	100%	91%
1998	100%	95%

The program is an integrated, full-time, 26-month program consisting of both campus-based didactic instruction and clinical experiential learning. It is an intensely challenging curriculum, both intellectually and physically; thus, it requires stamina as well as personal and financial sacrifice.

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 and clinical sciences required for the professional course of study, as well as courses designed to better prepare the students for expanded health care roles that meet the developing needs of today's society. A total of 61 semester hours of credit are presented using a combination of lecture, demonstration, discussion, and laboratory formats requiring a significant time commitment. Students must successfully complete all components of the didactic phase prior to advancing to the clinical instruction phase.

The final 12 months of the program constitute the major period of clinical education, with an emphasis on primary care. The clinical instruction includes a 12-week family practice rotation plus other rotations in various specialties. Students must be willing and able to relocate at their own expense to places distant from Billings, Montana for up to 12 months during the clinical phase of their education. Employment while enrolled is strongly discouraged.

The mission of the Rocky Mountain College master of physician assistant program is to provide a quality medical education that integrates classroom training, professionalism, and clinical experience. The College's aim is to produce graduates who have a commitment to others, particularly those in the rural and medically underserved areas of this region.

The liberal arts tradition and objectives of lifelong learning, critical thinking, communication skills, recognition of other cultures, and exploration of ethical issues are valuable and necessary parts of the physician assistant academic process and profession.

### 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 complete the program 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 last two faculty evaluations of student professionalism, prepared during the last two semesters of the didactic phase of the program of study
- The minimum passing grade on each of the 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

# Academic Programs

- 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 a master's degree capstone project

## Program of Study

### Master of Physician Assistant Studies

A minimum of 61 sequential semester hours is required in the didactic phase, to include the following:

#### Initial Summer Term

PHA513, PHA575, and PHA538.

#### Fall Semester

PHA425, PHA501, PHA509, PHA510, PHA517, PHA520, PHA530, PHA540, and PHA553.

#### Spring Semester

PHA502, PHA509, PHA511, PHA531, PHA532, PHA541, PHA545, PHA550 and PHA554.

#### Full Summer Semester:

PHA503, PHA509, PHA512, PHA534, PHA542, PHA555, PHA610, PHA621 and PHA641.

The clinical instruction phase is 42 semester hours and includes PHA651, PHA652, PHA653, and PHA683.

**Note:** All courses listed for the master of physician assistant studies degree are restricted to those students admitted to the professional phase of the physician assistant program only. Physician Assistant courses

### PHA 247

#### Medical Terminology

On demand. 2 semester hours.

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 general education requirements.

### PHA 425

#### Health Information Literacy

1 semester hour.

A critical component of health care practice is the ability to recognize needs for information and possessing the skills/ability to locate, evaluate and use the needed information effectively. This course is designed to enable students with the competencies needed to become independent lifelong learners able to make informed decision based on criti-

cal reasoning and evaluation of medical and scientific literature. The effects of public health information literacy on health care delivery and the role of primary care providers in promoting patient health information literacy are also explored.

### PHA 501

#### Clinical Medicine I

Fall semester. 3 semester hours.

This three-semester course sequence (PHA 501, 502, 503) is a comprehensive study of diseases emphasizing etiology, pathophysiology, signs and symptoms, diagnostic procedures, and clinical interventions/therapeutic measures involved in diagnosis and management of medical problems commonly seen by primary care practitioners. Material is presented in clinical specialty modules correlated with the course content of PHA510, PHA530, PHA540 and PHA553. The first semester focuses on the cardinal manifestations of disease and general aspects of clinical medicine, hematology, oncology, immunology/allergy, infectious diseases, endocrinology and ophthalmology.

### PHA 502

#### Clinical Medicine II

Spring semester. 3 semester hours.

This three-semester course sequence is a comprehensive study of diseases emphasizing etiology, pathophysiology, signs and symptoms, diagnostic procedures, and clinical interventions/therapeutic measures involved in diagnosis and management of medical problems commonly seen by primary care practitioners. Material is presented in clinical specialty modules correlated with the course content of PHA511, PHA532, PHA541 and PHA554. This semester focuses on otorhinolaryngology (ENT), pulmonology, cardiology, gastroenterology, neurology, and orthopedics.

### PHA 503

#### Clinical Medicine III

Summer semester. 3 semester hours.

This three-semester course sequence is a comprehensive study of diseases emphasizing etiology, pathophysiology, signs and symptoms, diagnostic procedures, and clinical interventions/therapeutic measures involved in diagnosis and management of medical problems commonly seen by primary care practitioners. Material is presented in clinical specialty modules correlated with the course content of PHA512, PHA534, PHA542 and PHA555. This final semester focuses on nephrology, urology/men's health, obstetrics/ gynecology/women's health, dermatology and surgical care.

### PHA 509

#### Professional and Medical Practice Issues

Summer semester. 1 semester hours.

This course, which is taken in each of the three full didactic semesters, examines a professional's obligations and a patient's rights in regard to ethical and social issues in medicine. Thorny dilemmas, such as the role of using humans in research studies, decisions not to treat or to resuscitate, inherent conflicts in genetics and reproductive technologies, as well as professional concerns about paternalism, patient rights, and confidentiality are examined. Students learn to

# Academic Programs

think critically, drawing upon their own experience, to develop an understanding of how to handle ethical dilemmas while practicing primary care medicine. Preparation includes understanding how to interpret medical literature and how to ethically apply research. Additionally, students learn the history of the physician assistant profession and become culturally and socially aware of how professional credentialing, the regulation of caregiver's clinical responsibilities, and ethical/legal considerations influence their interaction with patients, as well as their place in the profession.

## **PHA 510**

### **Pharmacotherapeutics I**

Fall semester. 2 semester hours.

This three-semester course discusses the principles of pharmacological drugs and action followed by a review of the principal therapeutic agents in each clinical/medical area. The relationship of pharmacology to other sciences and PHA courses is integrated. This course will examine drug classifications, mechanisms of action, utilization, drug metabolism, pharmacokinetics, and drug interactions, among other issues. Prescription writing and current standards of practice and regulation are also discussed.

## **PHA 511**

### **Pharmacotherapeutics II**

Spring semester. 2 semester hours.

This three-semester course discusses principles of pharmacological drugs and action followed by a review of the principal therapeutic agents in each clinical/medical area. The relationship of pharmacology to other sciences and PHA courses is integrated. This course will examine drug classifications, mechanisms of action, utilization, drug metabolism, pharmacokinetics, and drug interactions, among other issues. Prescription writing and current standards of practice and regulation are also discussed.

## **PHA 512**

### **Pharmacotherapeutics III**

Summer semester. 2 semester hours.

This three-semester course discusses principles of pharmacological drugs and action followed by a review of the principal therapeutic agents in each clinical/medical area. The relationship of pharmacology to other sciences and PHA courses is integrated. This course will examine drug classifications, mechanisms of action, utilization, drug metabolism, pharmacokinetics, and drug interactions, among other issues. Prescription writing and current standards of practice and regulation are also discussed.

## **PHA 513**

### **Biostatistics and Epidemiology**

Summer semester. 2 semester hours.

This course is designed to acquaint the student with the basics of biostatistics and epidemiology and emphasizes how an understanding of these areas is important in clinical medicine. Epidemiologic data is invaluable to the medical provider as it engenders perspective and guides clinical decision making. 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 cases to illustrate pertinent concepts and prepares the student

to be a responsible dispenser of medical resources and a knowledgeable consumer of the medical literature. Pitfalls and biases of both medical practice and publications as they relate to statistics are a major focus.

## **PHA 517**

### **Clinical Research: Basic Tools**

Spring semester. 3 semester hours.

Students are introduced to the principles of clinical research design, including the literature search, methodology, data collection, data management, and reporting of results and conclusions.

## **PHA 520**

### **Physical Assessment**

Fall semester. 3 semester hours.

This course prepares students to master the art of taking medical histories and the performing physical examination techniques. The focus is on recognition of "normal" and the significance of "abnormal" findings. A systems approach is used and the material is taught using a lecture, demonstration, and lab practicum format. A laboratory session is scheduled weekly to incorporate/practice skills presented in the lectures.

## **PHA 530**

### **Physiology/Pathophysiology I**

Fall semester. 2 semester hours.

Pathophysiology provides the basic link among the sciences of anatomy, physiology, and biochemistry and their application to the clinical practice of medicine. It is essential to study pathophysiology in order to understand the rationale for medical and surgical therapy. Topics will include basic physiology as well as inflammatory response, vascular and metabolic changes that result in altered structure and function, and the examination of gross and microscopic structural changes and resulting bodily malfunctions.

## **PHA 531**

### **Behavioral Dynamics**

Fall semester. 3 semester hours.

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 biopsychosocial 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.

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## **PHA 532**

### **Physiology/Pathophysiology II**

Spring semester. 2 semester hours.

Pathophysiology provides the basic link among the sciences of anatomy, physiology, and biochemistry and their application to the clinical practice of medicine. It is essential to study pathophysiology in order to understand the rationale for medical and surgical therapy. Topics will include basic physiology as well as inflammatory response, vascular and metabolic changes that result in altered structure and function, and the examination of gross and microscopic structural changes and resulting bodily malfunctions.

## **PHA 534**

### **Physiology/Pathophysiology III**

Summer semester. 2 semester hours.

Pathophysiology provides the basic link among the sciences of anatomy, physiology, and biochemistry and their application to the clinical practice of medicine. It is essential to study pathophysiology in order to understand the rationale for medical and surgical therapy. Topics will include basic physiology as well as inflammatory response, vascular and metabolic changes that result in altered structure and function, and the examination of gross and microscopic structural changes and resulting bodily malfunctions.

## **PHA 538**

### **Clinical Human Anatomy**

Summer semester. 3 semester hours.

This course is designed to teach students the essentials of gross anatomy 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.

## **PHA 540**

### **Clinical and Interpretive Skills I**

Fall semester. 2 semester hours.

This three-semester course will present common laboratory diagnostics employed in the evaluation of disease processes. Students develop proficiency in performing and analyzing such routine procedures as a CBC, a urinalysis, gram stains, and cultures. Students will develop skills and screening techniques in interpreting clinical laboratory values in relation to disease, therapy, and prognoses common to the delivery of primary care medicine. Students will also employ proper methods of performing various clinical procedures, such as intravenous catheter insertion, intramuscular injections, passing nasogastric tubes, applying plaster casts, phlebotomy, suturing and sterile technique, wound care (pre/post op), vital signs, intubation, catheterization, ear irrigations, and removal of foreign bodies. Also, this course will present fundamentals of radiology and imaging techniques and other factors involved in the roentgenographic evaluation of disease. Performing and interpreting of electrocardiograms will be presented.

## **PHA 541**

### **Clinical and Interpretive Skills II**

Spring semester. 2 semester hours.

This three-semester course will present common laboratory diagnostics employed in the evaluation of disease processes. Students develop proficiency in performing and analyzing such routine procedures as a CBC, a urinalysis, gram stains, and cultures. Students will develop skills and screening techniques in interpreting clinical laboratory values in relation to disease, therapy, and prognoses common to the delivery of primary care medicine. Students will also employ proper methods of performing various clinical procedures, such as intravenous catheter insertion, intramuscular injections, passing nasogastric tubes, applying plaster casts, phlebotomy, suturing and sterile technique, wound care (pre/post op), vital signs, intubation, catheterization, ear irrigations, and removal of foreign bodies. Also, this course will present fundamentals of radiology and imaging techniques and other factors involved in the roentgenographic evaluation of disease. Performing and interpreting of electrocardiograms will be presented.

## **PHA 542**

### **Clinical and Interpretive Skills III**

Summer semester. 2 semester hours.

This three-semester course will present common laboratory diagnostics employed in the evaluation of disease processes. Students develop proficiency in performing and analyzing such routine procedures as a CBC, a urinalysis, gram stains, and cultures. Students will develop skills and screening techniques in interpreting clinical laboratory values in relation to disease, therapy, and prognoses common to the delivery of primary care medicine. Students will also employ proper methods of performing various clinical procedures, such as intravenous catheter insertion, intramuscular injections, passing nasogastric tubes, applying plaster casts, phlebotomy, suturing and sterile technique, wound care (pre/post op), vital signs, intubation, catheterization, ear irrigations, and removal of foreign bodies. Also, this course will present fundamentals of radiology and imaging techniques and other factors involved in the roentgenographic evaluation of disease. Performing and interpreting of electrocardiograms will be presented.

## **PHA 545**

### **Pediatrics**

Summer semester. 2 semester hours.

The course will examine infant and child development, focusing on major common pediatric illnesses and their signs, symptoms, and management relative to the primary health care 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.



# Academic Programs

## **PHA 550**

### **Introduction to Clinical Practice**

Spring semester. 2 semester hours.

This course introduces students 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-9 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 553**

### **Health Maintenance I**

Fall semester. 1 semester hour.

This three-semester course sequence (PHA 553, 554, 555) is presented as an integrated component of the study of the clinical medicine specialties. The purpose of the Health Maintenance courses is to help students understand the mechanisms and modalities for maintaining health and preventing disease in support of the national health objectives delineated in the document "Health People 2010." Knowledge and skills needed to assess individual health risks and provide patient education/counseling are emphasized.

## **PHA 554**

### **Health Maintenance II**

Spring semester. 1 semester hour.

This three-semester course is presented as an integrated component of the study of the clinical medicine specialties. The purpose of the Health Maintenance courses is to help students understand the mechanisms and modalities for maintaining health and preventing disease in support of the national health objectives delineated in the document "Health People 2010." Knowledge and skills needed to assess individual health risks and provide patient education/counseling are emphasized.

## **PHA 555**

### **Health Maintenance III**

Summer semester. 1 semester hour.

This three-semester course is presented as an integrated component of the study of the clinical medicine specialties. The purpose of the Health Maintenance courses is to help students understand the mechanisms and modalities for maintaining health and preventing disease in support of the national health objectives delineated in the document "Health People 2010." Knowledge and skills needed to assess individual health risks and provide patient education/counseling are emphasized.

## **PHA 575**

### **Genetic and Molecular Basis of Health and Disease**

Summer semester. 2 semester hours.

The focus of this course is to gain an understanding of the biochemical, molecular, and genetic basis for health and dis-

ease with an emphasis on clinical applications. The purpose of this course is to provide students with a basic and practical fund of knowledge that can be applied throughout their study of medicine.

## **PHA 610**

### **Emergency Medicine**

Summer semester. 3 semester hours.

The course will present a systematic approach to the evaluation, recognition, and management of medical and surgical emergencies which 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. 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**

Summer semester. 2 semester hours.

This course is designed to assist students in becoming critical thinkers who can apply the concepts of medical decision-making and problem solving. The course utilizes a Problem-Based Learning (PBL) approach to teach students to critically evaluate and apply the clinical information they derive through medical history, physical examination, diagnostic testing, and pertinent medical literature to the real-life resolution and management of health care problems.

## **PHA 641**

### **Geriatrics**

Summer semester. 2 semester hours.

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 the 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.

Second Year Clinical Rotations:

# Academic Programs

## **PHA 651**

### **Clinical Rotations\***

Fall semester. 12 semester hours.

Students complete clinical rotations as assigned by the physician assistant program.

## **PHA 652**

### **Clinical Rotations\***

Spring semester. 12 semester hours.

Students complete clinical rotations as assigned by the physician assistant program.

## **PHA 653**

### **Clinical Rotations\***

Summer semester. 12 semester hours.

Students complete clinical rotations as assigned by the physician assistant program.

## **PHA 683**

### **Research Design/Project**

Completed by summer semester. 6 semester hours.

Students will develop and research a clinically important question relevant to PA practice. Most projects are expected to be an analytical review of the literature. Collaborative research with an established clinical researcher is possible and will be considered on a case by case basis. Survey research is acceptable and must involve a review of the literature.

\*These rotations will include the following:

### **Family Practice Rotation**

This core rotation of 12 weeks is structured to provide an understanding of various medical disorders and their complications experienced by patients of all age groups. Within this setting, the emphasis is on the accurate collection, assessment, and presentation of patient data for physician review, indications for laboratory diagnostics, and the education of patients regarding health risk behaviors and therapeutic regimens.

### **General Pediatrics Rotation**

This core rotation of 3 weeks is performed under the supervision of a pediatrician or other health care provider experienced in providing care exclusively to the pediatric/ adolescent population. Experiences in this rotation focus on the unique perspectives associated with interviewing, examining and treating younger patients who are less able to clearly articulate their health problems and concerns.

### **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 patients of all ages, with special emphasis on geriatric patients and the care provided in both acute and long-term care facilities.

### **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. The learning experiences emphasize family

planning and birth control, recognition and treatment of sexually transmitted disease, cancer detection, and evaluation of common gynecological problems. An exposure to the surgical management of gynecological problems is also provided. The exposure of obstetrical problems is balanced with the primary care/family practice clerkship.

### **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 preoperative evaluation and preparation of patients for surgery, assistance during the intraoperative period to develop an understanding of team member roles and operative procedures, and post-operative patient management and care of surgical wounds and complications.

### **Emergency Medicine Rotation**

This 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 injury. Ventilatory assistance, cardiopulmonary resuscitation, fluid and electrolyte replacement, and acid-base balance are also stressed.

### **Psychiatry (Behavioral Medicine) Rotation**

This core rotation of three weeks is designed to provide an understanding of the behavioral components of health, disease, and disability. Exposures to patients with a variety of emotional illnesses and disabilities are used to develop informed history-taking and mental status examination skills, the ability to recognize and categorize psychiatric disturbances, and techniques for early intervention and psychiatric referral.

### **Elective Rotation**

This rotation of six weeks is designed to give students an opportunity to explore professional options as physician assistants and may include additional clinical practice time in any of the core rotations, any medical or surgical subspecialty, or experiential learning in medical academia.

## **Physics**

*Toby Anderson, Associate 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 general education requirements while learning to better appreciate the physical uni-

# Academic Programs

verse 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 in Physics

A minimum of 18 semester hours is required, including PHS201 and PHS202. Of these 18 semester hours at least six must be upper division

## Physics courses

### PHS 100

#### Atoms to Stars

On demand. 3 semester hours.

A course designed for non-science majors. A selection of topics in physics will be discussed to give the student a greater understanding of the physical universe. This course provides the background for an appreciation of the laws and phenomena of physics, which control the universe, from the sub-atomic to the cosmological scale, including the scale of human existence. Topics discussed may include force and motion, energy, the nature of light, the structure of matter, and ideas of modern physics. Only minimal mathematics will be used.

### PHS 101

#### Fundamental Physics I

Fall semester, alternate years. 4 semester hours.

Students examine a survey of the laws and phenomena of classical physics, including motion, force, energy, momentum, waves, and thermodynamics. This course is suitable for non-science majors who have a strong background in high school algebra and who wish a more rigorous understanding of physics than provided in most courses for non-science majors. The course will satisfy the requirements of geology and biology majors. Students considering graduate work in these areas should take PHS201 and PHS202 instead. Three lecture periods and one two-hour laboratory per week.

### PHS 102

#### Fundamental Physics II

Spring semester, alternate years. 4 semester hours.

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 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 PHS201 and PHS202 instead. Three lecture periods and one two-hour laboratory per week. Prerequisite: PHS101.

### PHS 105

#### Principles of Physics

4 semester hours.

A survey of the laws and phenomena of classical physics, including motion, force, energy, momentum, waves, and thermodynamics. This course is algebra-based, and is intended for aviation majors. Others admitted with permission of instructor when space allows. Three lecture periods and one two-hour laboratory period per week. Prerequisite: proficiency in high school algebra and trigonometry or MAT110.

### PHS 201

#### General Physics I

Fall semester. 4 semester hours.

This course is a calculus-based introduction to the laws and phenomena of classical physics, including force and motion, energy and momentum, their conservation laws, and their oscillations. This sequence is required for chemistry majors and engineering students and is recommended for mathematics, biology, and geology students. Three lecture periods and one two-hour laboratory per week. Corequisite: MAT175.

### PHS 202

#### General Physics II

Spring semester. 4 semester hours.

This course is a calculus-based introduction to the laws and phenomena of classical physics, including mechanics, waves, light, electricity, and magnetism. This sequence is required for chemistry majors and engineering students and is recommended for mathematics, biology, and geology students. Three lecture periods and one two-hour laboratory per week. Prerequisite: PHS201; corequisite: MAT176.

### PHS 225

#### Modern Physics

Fall semester odd years. 3 semester hours.

This course covers selected concepts from early twentieth century physics. Topics covered include special relativity, photoelectric effect, Compton scattering, and the wave nature of particles. Prerequisites: PHS 202 or permission from the instructor.

### PHS 300

#### Physics Lab Projects

On demand. 1-2 semester hours.

Builds on students' experience in introductory labs with more complex and sophisticated experiments selected by students in consultation with the instructor. Emphasis will be on experimental design, analysis, and presentation of results. The course will be available every semester on a directed independent study basis. Students may work alone or in teams of two or three students. Prerequisite: permission of professor.

### PHS 310

#### Statics

On demand. 3 semester hours.

Required for engineering students; involves a thorough analysis of forces and stresses on particles, rigid bodies, structures, and fluids in static equilibrium. Three lecture periods per week. Prerequisite: PHS201.

# Academic Programs

## **PHS 311**

### **Dynamics**

On demand. 3 semester hours.

Required for engineering students; involves a thorough analysis of the kinematics and kinetics of particles, systems of particles, and rigid bodies. Three lecture periods per week. Prerequisite: PHS3 10.

## **PHS 320**

### **Relativity Theory**

Fall semester, alternate years. 2 semester hours.

Students are introduced to Einstein's theory of relativity with emphasis on the special theory. Prerequisite: PHS201.

## **PHS 321**

### **Quantum Theory**

Spring semester, alternate years. 2 semester hours.

Students are introduced to quantum mechanics, including the historical evolution of the theory. Emphasis will be on the wave mechanical formulation of the theory and Schrödinger's equation. Topics such as quantum tunneling and atoms will be analyzed. The impact of quantum theory on the scientific worldview will be considered. Prerequisite: PHS202.

## **PHS 325**

### **Nuclear and Particle Physics**

Fall semester, alternate years. 2 semester hours.

Introduction to nuclear physics, including theory, experiments, and nuclear processes, as well as a survey of modern particle physics, including quantum chromodynamics. Prerequisite: PHS202.

## **PHS 343**

### **Classical and Modern Optics**

Spring semester odd years. 3 semester hours.

This course covers concepts in geometrical and modern optics. Topics covered include reflection, refraction, dispersion, image formation, diffraction, superposition, interference, and polarization. Prerequisites: PHS 202 or permission from the instructor.

## **PHS 347**

### **Introduction to Health Physics**

Fall semester even years. 3 semester hours.

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. Prerequisites: PHS 202 or permission from the instructor.

## **Political Science**

For course listings, see "political science" in the table of contents.

## **Psychology**

*Linda Scott DeRosier, Professor*

*Barbara Vail, Professor*

Psychology reflects the study of human behavior. Whether describing, explaining or predicting this behavior, students

come to see that people are the focus of the field. They struggle to comprehend what it means to be caught in the human condition and discover that they can make choices and take responsibility for those choices. They develop empathy with themselves, each other, and the diverse populations 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 in Psychology**

A minimum of 30 semester hours in psychology courses is required, including PSY101, PSY205 or PSY206, PSY305, PSY312, PSY410, PSY431, PSY450 (at least three semester hours), PSY483, and six semester hours of psychology electives. MAT210 is also required. A course in biology and a course in chemistry are recommended.

### **Major in Psychology Education**

A minimum of 30 semester hours is required, including PSY101, PSY205, PSY206, PSY302, PSY305, PSY312, PSY410, PSY420, PSY431, PSY450 (at least three semester hours), and PSY483. In addition, students must complete all of the requirements of the professional education program for secondary teaching (grades 5-12) as described in the "education" section of the catalog.

### **Minor in Psychology**

A minimum of 21 semester hours is required, including PSY101, PSY205 or PSY206, PSY410, and 12 credits of psychology electives.

### **Minor in Psychology Education**

A minimum of 21 semester hours is required including PSY101, PSY205, PSY206, PSY302, PSY410, and PSY420. PSY312, and PSY431 are recommended. In addition, students must complete all of the requirements of the professional education program for secondary teaching (grades 5-12) as described in the "Education" section of the catalog.

## **Psychology courses**

### **PSY 101**

#### **General Psychology**

Fall and spring semesters. 3 semester hours.

A survey of the field of psychology investigating such topics as learning, motivation, human development, personality,

# Academic Programs

social psychology, and physiological psychology. In order to make inquiry into any academic discipline, the student must first learn the language and methodology of that discipline; the field of psychology is no exception. Therefore, this course will include the study of major psychological theories, terminology, and investigative methods, as well as limited opportunity to apply those methods.

## **PSY/SOC 201**

### **Social Psychology**

Spring semester. 3 semester hours.

Students study the behavior of individuals as it is controlled, influenced, or limited by the sociocultural environment, social interaction, and basic interrelations of the individual, society, and culture. This course is designed to enable students to see themselves as both shaping and being shaped by their culture. Attention is also focused on inclusion and diversity. Prerequisite: PSY101.

## **PSY 205**

### **Human Development I**

Fall semester. 3 semester hours.

Students examine a study of human growth from conception to puberty. Physical, cognitive, personality, and social development will be investigated from theoretical and practical perspectives. The student will explore stages of human development through adolescence, be able to apply the major developmental theories, and make better choices as a parent or teacher.

## **PSY 206**

### **Human Development II**

Spring semester. 3 semester hours.

Students examine a study of human development from adolescence through the lifespan, which makes use of recent research studies in physical, cognitive, personality, and social development. The student will demonstrate a basic understanding of the physical, cognitive, and psychosocial changes that occur as people move through the stages of adulthood.

## **PSY 212**

### **Family Dynamics**

Fall semester. 3 semester hours.

This course is a study of the main theories of family systems, family patterns, and family-of-origin work. Material studied will be taken from required texts, articles obtained at the library, and class activities. The course will require some knowledge of the therapy models utilized in psychotherapy. Prerequisite: PSY101.

## **PSY/EDC 302**

### **Educational Psychology**

Fall semester. 3 semester hours.

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

## **PSY 305**

### **Abnormal Psychology**

Spring semester. 3 semester hours.

This course reviews the history of mental illness from a western perspective, and surveys the types of research used in the field. The symptoms, causes, and treatment of the major mental disorders are investigated from a variety of theoretical perspectives. Prerequisite: PSY101.

## **PSY 306**

### **Personality Theories**

Fall semester, alternate years. 3 semester hours.

Designed to facilitate inquiry into the psychological theories of personality. Students will explore the basic concepts underlying major theories as well as apply those theories to hypothetical cases. Students will demonstrate a basic understanding of the fundamental principles underlying theories of personalities. Prerequisite: PSY101.

## **PSY 312**

### **Behavior Management**

Fall semester. 3 semester hours.

Students review behavior management techniques and therapies. Principles of operant conditioning and classical conditioning are investigated in depth. The student will be able to use behavioral principles appropriately and understand the ethical issues involved. Prerequisite: PSY101.

## **PSY 315**

### **Community Problems/Contemporary Issues in Psychology**

Fall semester, alternate years. 3 semester hours.

Provides students with the opportunity to research common issues facing mental health practitioners in today's society. Students will read conflicting arguments on each issue, write a paper from each perspective, and explore their own biases in regard to a series of issues. Prerequisite: PSY101.

## **PSY 342**

### **Psychology and The Soul**

Spring semester. 3 semester hours.

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. Prerequisites: PSY101 or PSY205 or PSY206.

## **PSY/PEH 343**

### **Psychology of Physical Activity and Exercise**

Fall semester. 3 semester hours.

The purpose of this course is to promote understanding of psychological theory, research, and intervention strategies in psychology of physical activity and exercise. In studying both theory and practice, students are expected to develop their own views and ideas within the realm of their chosen field. The exchange and development of ideas is encouraged

# Academic Programs

and at the same time grounded in the current knowledge base in this field. Students are expected to undertake extensive reviews within various health fields. Prerequisite: PSY101.

## **PSY/PEH 344**

### **Sports Psychology**

Spring semester. 3 semester hours.

Sport psychology is the scientific study of people and their behavior in sport, and is concerned with the psychological determinants of behavior in movement situations, as well as the psychological effects of sport engagement. This course would address the fundamental areas within sports psychology, including, but not be limited to, the following topics - motivation, attributions, imagery, goal setting, confidence, attentional focus, team cohesion, leadership, anxiety and stress. Students taking this course will be expected to demonstrate understanding of, and the application of the topic when coaching children and youth.

## **PSY 360**

### **History of Psychology**

Spring semesters, alternate years. 3 semester hours.

This course provides a detailed study of the important foundation of the science and art of psychology. Students will understand the history of the major fields of clinical psychology, psychometrics, physiological psychology, sensation perception, learning, and motivation. Prerequisites: PSY101 and junior standing.

## **PSY 410**

### **Experimental Psychology**

Fall semester. 3 semester hours.

Designed to acquaint the student with various methods used in psychological research. The student will learn to evaluate the quality of research, will design and execute various types of research, and will be able to document research using APA guidelines. Prerequisites: PSY101 and MAT210.

## **PSY 420**

### **Methods and Materials**

#### **Teaching Psychology in the Secondary School**

On demand. 2 semester hours.

This course requires focused study and consultation with a public school psychology teacher or other acceptable professional. Hours will be arranged in consultation with the content area professor, the secondary education professor, the student, and the professional mentor. This course deals with teaching high school psychology. Particular attention is focused on diverse and at-risk student populations. Methods of teaching psychology, reviewing psychology texts for content appropriate to various grade levels, and the use of technology in the classroom constitute major parts of the course. Attention is also given to the performance of research in the field of psychology. Prerequisites: admission to the teacher education program, senior standing.

## **PSY 431**

### **Psychological Testing and Assessment**

Spring semester. 3 semester hours.

This course provides an introduction to the theory and practice of testing and clinical assessment procedures. Emphasis will be on the development and standardization of current

psychological tests. The student will become acquainted with the strengths and weaknesses of the major tests in use today. Prerequisites: PSY101 and MAT210.

## **PSY 450**

### **Internship**

Fall and spring semesters. 1-12 semester hours.

An applied course in which interviewing techniques, listening skills, observation and assessment procedures, and counseling skills will be reviewed and practiced at a local agency. Observation of the student and feedback on developing skills will be shared throughout the training program. Pass/no pass grading. Contract is required. Prerequisites: PSY305; and PSY306 or PSY483.

## **PSY 483**

### **Psychological Counseling**

Fall semester. 3 semester hours.

Students examine the theories and techniques used in the field of counseling. The course includes the discussion of psychopathologies, cultural diversity, privacy issues, counselor ethics, professionalism, and personality characteristics of both counselor and client as well as the effects of these issues on the counseling process. Prerequisites: PSY101 plus six additional semester hours in psychology.

## **PSY 490**

### **Seminar in Physiological Psychology**

Alternate spring semesters. 3 semester hours.

This course provides a study of the anatomical, biochemical, and physiological aspects of human psychology. Students will have a detailed knowledge of the anatomy of the human brain and nervous system, and understand the biochemical principles that relate to the human nervous system and the physiology involved in phenomena such as sleep, memory, schizophrenia, and depression. Prerequisites: PSY101, one course in biology or one course in chemistry.

## **PSY 499**

### **Independent Study**

On demand. 1-3 semester hours.

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

## **Sociology and Anthropology**

*Ronald P. Cochran, Professor*

The goal of the sociology/anthropology major is to develop students' sociocultural imaginations: to understand how, and to what extent, individuals' behavior is influenced by others in their society and those who share their culture. The objective is to have students apply the many theories in this paradigm to various social phenomena, such as conformity, deviance, family, stratification, prehistory, evolution, social welfare, cultures other than their own, and their own culture.

# Academic Programs

## **Major in Sociology and Anthropology**

A minimum of 30 semester hours is required, including SOC101 or SOC242, SOC240 or SOC/BIO241, SOC324, SOC409, SOC477, and social science courses in one of the following related fields:

**Psychology Option:** (6 semester hours) one lower-division psychology course and one upper-division psychology course before SOC477. Recommended psychology courses: PSY101 and PSY306.

**Economics Option:** (6 semester hours) one lower-division economics course and one upper-division economics course before SOC477. Recommended economics courses: ECO202 and ECO345.

**Political Science Option:** (6 semester hours) one lower-division political science course and one upper-division political science course before SOC477. Recommended political science courses: POL101 and POL301.

**Note:** Courses in a second social science major meet the related field requirement. Courses taken in a minor field can only be used to fulfill both the related field requirement and the minor requirement if the student exceeds the hour requirement for the minor by six semester hours. For example, a student majoring in sociology and anthropology with a minor in psychology must take an extra six semester hours of psychology or fulfill the related field's requirement in economics or political science.

## **Minor in Sociology and Anthropology**

A minimum of 18 semester hours is required, with at least nine at the upper-division level, or six semester hours at the upper-division level if SOC324 is completed.

## **Sociology courses**

### **SOC 101**

#### **Introduction to Sociology**

Fall semester. 3 semester hours.

Students examine the nature of the sociological perspective, macro- and micro-sociological theory, and sociological methodology and research. Society's social organization, social structure, social interaction, socialization, social institutions, deviance and social control, social stratification, ethnic and racial minorities, gender, the family, education, religion, and other topics from a sociological perspective are also explored.

### **SOC/PSY 201**

#### **Social Psychology**

Fall semester. 3 semester hours.

Students study the behavior of individuals as it is controlled, influenced, or limited by the sociocultural environment, social interaction, and basic interrelations of the individual, society, and culture. This course is designed to enable students to see themselves as both shaping and being shaped by their culture. Attention is also focused on inclusion and diversity. Prerequisite: PSY101.

### **SOC 240**

#### **Archaeology and Prehistory**

Fall semester. 3 semester hours.

Students survey archaeological techniques and world prehistory. The Old World is defined as the paleolithic, mesolithic, and neolithic ages; and the origin of cities and development of civilization is explored. The New World is defined as the migration from Asia, archaic cultures, epipaleolithic adaptations, and development of cities and civilization in Central and South America.

### **SOC/BIO 241**

#### **Biological Anthropology**

Spring semester. 3 semester hours.

History of the theory of evolution, including the modern synthetic theory of evolution, population genetics, hominoid evolution from the Miocene hominids to Homo sapiens, primate ethnology, and sociobiology.

### **SOC 242**

#### **Cultural Anthropology**

Spring semester. 3 semester hours.

Students are introduced to anthropological analysis of human behavior. Topics will include a cross-cultural examination of the systemic relations among economic, social, political, and religious behaviors in various cultures.

### **SOC 244/ART 245**

#### **Introduction to Flint Knapping I**

3 semester hours.

Students manufacture a variety of stone tools to learn about the evolution of prehistoric technology. Obsidian, flint, and bottle glass are worked with stone, antler, bone, and wood to fashion arrowheads, spear points, knives, and scrapers. Normally offered May term. Non-refundable materials fee required. Preference to majors and minors is given. This course may be taken either at the lower-division level or at the upper-division level, but not both.

### **SOC 310**

#### **Social Stratification**

Fall semester, alternate years. 3 semester hours.

Students examine the causes and consequences of the differential distribution of power, property, and prestige within social groups. Consideration is given to conservative as well as radical sociological perspectives on social stratification. Prerequisite: SOC101 or SOC242.

### **SOC 317**

#### **Archaeological Dig in Israel**

Summer semester. 6 semester hours.

Students must register for 3 credits each in two of the departmental areas in which this course is offered. Those areas are history, philosophy and religious thought, and sociology. Students are afforded the opportunity to participate in the archaeological excavations at Bethsaida in Israel for three weeks. They learn the techniques of excavating, recording, dating, and evaluating finds while exploring the history of the region through visits to other archaeological and Biblical sites and through daily lectures. Living accommodations are provided at an Israeli kibbutz where the students intermingle with kibbutzim, gain first-hand experience of kibbutz living,

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and interview people who have lived for many years in the kibbutz. Several days are spent in Jerusalem where the opportunity is provided to visit Christian sites. Students are taken to the University of Bethlehem to hear a lecture on the Arab situation and to interview Palestinian Arab students.

## **SOC 321 Criminology**

Spring semester, alternate years. 3 semester hours.  
This course focuses on the nature and extent of crime and delinquency: an historical survey of explanatory theories focusing on the economic, social, and psychological causes of criminal behavior; and current methods of treatment, policy, and prevention. Prerequisite: SOC101.

## **SOC 324 History of Sociological and Anthropological Theory**

Fall semester, alternate years. 3 semester hours.  
A study of the historical development of the fields of anthropology and sociology with an emphasis on the contributions of both classical and modern social theorists in the development of key concepts in the study of social and cultural behavior. Prerequisite: SOC101 or SOC242.

## **SOC 340 Indians of North America**

Spring semester, alternate years. 3 semester hours.  
This course provides a study of the characteristics and diversity of traditional American Indian cultures, including prehistory; the development of cultural areas; and the economic, social, religious, and aesthetic differences within these areas. Students will examine a historical overview of Indian-White relations and contemporary American Indian life. Prerequisite: SOC242.

## **SOC 342 Deviance**

Spring semester. 3 semester hours.  
This course investigates deviant (normative and statistical) social behavior. A variety of psychological, economic, sociological, and anthropological theories are used to analyze the causes, consequences, and social responses to behaviors such as sexual violence, suicide, mental illness, illegal drug use, homosexuality, and heterosexual deviance.

## **SOC 344/ART 345 Introduction to Flint Knapping II**

Summer semester. 3 semester hours.  
Students manufacture a variety of stone tools to learn about the evolution of prehistoric technology. Obsidian, flint, and bottle glass are worked with stone, antler, bone, and wood to fashion arrowheads, spear points, knives, and scrapers. Requirements for SOC344 are the same as for SOC244 with the addition of either 1) a ten-page research paper on prehistoric paleolithic tool manufacturing, or 2) the manufacture of punch struck blade (upper paleolithic) tools. Normally offered May term. Non-refundable materials fee required. Preference to majors and minors. This course may be taken either at the lower-division level or at the upper-division level, but not both.

## **SOC 350 Social Welfare**

Fall semester, alternate years. 3 semester hours.  
Students will examine the purposes, philosophy, methods, and values governing the establishment of welfare programs in response to social problems. This course provides a survey of social service practice in various social agencies, such as probation, parole, education, welfare, mental health, and institutional care.

## **SOC 353 Introduction to Social Work**

Spring semester, alternate years. 3 semester hours.  
This course will provide the student with a general understanding of the professional field of social work and social work practice. The roles and functions of the professional social worker, as well as intervention strategies, will be addressed. The course will also acquaint students with important historical developments in, and the evolution of, social work as a profession. Students will learn from a variety of social workers from many different fields of social work.

## **SOC 384 Evolution of Social Stratification**

Fall semester, alternate years. 3 semester hours.  
The objective of this course is to muse about how the widespread modern phenomenon of social stratification originally evolved. While humans lived as egalitarian hunters and gatherers for 99% of their history, and all scientifically studied hunters and gatherers have an egalitarian social structure, no one knows how unequal power and wealth developed. How did societies in which having more than others, or trying to tell others what to do, were considered sure signs of insanity, change into stratified societies? This course explores ideas that chiefdoms, intermediate between tribes and states, hold some answers because they are the first to achieve non-kin based organization with stratified power and wealth.

## **SOC 409 Social Research**

Fall semester, alternate years. 3 semester hours.  
Students complete an independent research project based on course material on the theory, methodology, practice, and ethics of social science research. Prerequisite: SOC324.

## **SOC 450 Internship**

On demand. 1-12 semester hours.  
This course is a guided work experience in an already established place of business. The student must arrange the internship in agreement with the instructor and the office of career services. The internship should relate to the student's major or minor area of study. Contract is required. Prerequisite: junior or senior standing.

## **SOC 477 Sociocultural Analysis of Related Social Science Theory**

Spring semester, alternate years. 3 semester hours.  
Students write a major paper in which they present elements of social science thought from the related social science



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courses and connect this body of thought to traditions of sociological and anthropological thought. Prerequisites: one lower-division and one upper-division course in a related social science field: psychology, economics, or political science. SOC324 is recommended.

## **SOC 499**

### **Independent Study**

On demand. 1-3 semester hours.

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

## **Theatre Arts**

*Linaya L. Leaf, Professor*

*Gearld B. Roe, Professor*

*Sarah Myers, Assistant Professor*

The College's theatre program provides students with a liberal arts-based theatre education. Students explore their many faces through different characters they play using the creative process. The program encourages all students on campus to participate in theatre productions. It is hoped that students will develop a lifelong passion for this collaborative art form. By its very nature, theatre is multi-disciplinary.

The theatre program provides both majors and non-majors with experience as performers, technical contributors, and audience members. Whether building performance skills through the use of the imagination, the senses, emotion, movement, and voice or learning the technical side of theater through set, lighting, and costume design, students use the dramatic text as the basis for analysis. Both the canon and emerging multi-cultural texts are considered.

Theatre arts offers one major discipline, with two areas of emphasis, and two minors. Students may focus on performance or technical production. Either emphasis provides intensive professional training while preparing students for graduate school in theatre. Students must select their emphasis by the end of the sophomore year. The theatre teaching minor, in conjunction with state requirements, qualifies the student to teach theatre in the secondary school. The non-teaching minor emphasizes general knowledge of theatre production, literature, and history.

### **Major in Theatre, Performance Emphasis**

A minimum of 42 semester hours is required, including THR132, THR232, THR240, THR242, THR250, THR253, THR335, three semesters of THR291, THR433, THR434, THR435 and THR483. Also required are electives totaling six semester hours selected from the following: THR135, THR203, THR230, THR347, THR432.

### **Major in Theatre, Technical Emphasis**

A minimum of 43 semester hours is required, including THR101; THR131; THR235; THR242; THR250; THR253; four semesters of THR291 or THR391; two of the following three courses: THR310, THR315, or THR320; THR433; THR434; and THR483. Also required are electives totaling

six semester hours selected from the following: THR135, THR245, THR336, or THR391.

### **Minor in Theatre Arts**

A minimum of 19 semester hours is required, including THR101, THR131, THR132, THR135, THR291, THR433, and THR434.

### **Minor in Theatre Arts Education**

A minimum of 27 semester hours is required, including THR101, THR131, THR132, THR203, THR242 or THR434, THR250, THR253, THR420, and THR433. In addition, students must complete the professional education program for secondary teaching (grades 5-12) as described in the "education" section of the catalog.

## **Theatre Arts courses**

### **THR 101**

#### **Introduction to Theatre**

Spring semester. 3 semester hours.

This course provides a survey of the unique world of live theatre. Students will examine theatre as an art, exploring its various components: the actor, the playwright, the designer, the director, the dramatic structure, and the history of theatre. Emphasis will be placed on students exploring the basic skills necessary for performance onstage. Students will be required to present both a monologue and duet acting scene for the course, as well as to critically review the performances of their peers and the current productions.

### **THR 110**

#### **Introduction to Cinema**

Fall semester, alternate years. 3 semester hours.

This course is taught only in conjunction with the Rocky Freshman Experience. This course provides an introduction to the art of the cinema. Topics include history, genre, acting and directing styles, and the industry's response to cultural issues.

### **THR 131**

#### **Technical Production**

Fall semester, alternate years. 3 semester hours.

Students examine a practical approach to the fundamentals of technical theatre. The course includes becoming familiar with tools, equipment, and the technology used in stage construction. Construction projects are required.

### **THR 132**

#### **Acting I: Beginning Acting**

Fall semester. 3 semester hours.

The student receives the fundamental skills and techniques for an in-depth exploration of the acting process. Through monologue and scene work, improvisations and exercises, students will learn to communicate effectively with others on and off stage. Areas of concentration include the development of self-awareness, vocal production, physical flexibility, and emotional exploration.

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## **THR 135**

### **Stage Makeup**

Fall semester. 3 semester hours.

Students receive practical training in the design and application of theatrical make-up. Class projects will include standard, corrective, animal, fantasy, monster, and other make-ups.

## **THR 203**

### **Creative Drama**

Spring semester, alternate years. 3 semester hours.

Creative drama is a student-centered, process-oriented form of drama in which the focus is on the personal development of the participant. Students do drama exercises, which help them to develop skills in building character, relating to a setting, improvisation, story dramatization, social drama, and applications of this process for more formal theatre work. Students create five scenes with fellow students, performing roles in those scenes before class peers. This course fulfills the general education requirement for fine arts.

## **THR /ART/MUS 215**

### **Creativity**

Fall semester, alternate years. 3 semester hours.

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.

## **THR 230**

### **Movement for Theatre**

On demand. 3 semester hours.

In this course, the focus is on the principles, practices, and exercises in body technique and stage movement. The student learns concentration, centering, balance, agility, and movement skills through various techniques.

## **THR 232**

### **Acting II: Characterization**

Spring semester, alternate years. 3 semester hours.

This course builds upon the principles developed in Acting I. 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: THR132.

## **THR 235**

### **Drafting for the Stage**

Fall semester, even years. 3 semester hours.

A study of the drafting skills and techniques required for technicians and designers. Time will be spent in the study of hand-drafting as well as computer-aided drafting.

## **THR 240**

### **Voice and Diction**

Spring semester, alternate years. 3 semester hours.

Fundamental concepts of vocal production are examined. Students take an in-depth look at the vocal mechanism and its importance to the live stage performance. The course prepares the student to effectively produce audible, intelligible speech. Each student will become proficient utilizing "Standard Stage" speech.

## **THR/ENG 242**

### **Modern Dramatic Literature**

Fall semester, alternate years. 3 semester hours.

Focusing on script analysis, students consider diverse trends in play-writing and theatrical performances over the past hundred years as viewed through the works of the major playwrights of Europe and the United States. Trends studied include realism, expressionism, surrealism, cubism, and absurdism. This course encourages cross-cultural understanding.

## **THR 245**

### **Scene Painting**

Spring semester, alternate odd years. 3 semester hours.

An overview of various painting techniques used in a theatrical setting. These may include, but are not limited to: wood-graining, marble, brick, and stenciling. A fee for materials will be charged.

## **THR 247**

### **Puppetry**

On demand. 3 semester hours.

The course examines the use of puppets in educational, recreational, therapeutic, and religious settings. Design, construction, and manipulation of various kinds of puppets will be covered. Students will be given opportunities to develop performance skills through theatrical processes. While the course will focus on fundamentals, students will be encouraged to pursue their special puppetry interests and needs.

## **THR 250**

### **Directing I**

Spring semester, alternate years. 3 semester hours.

This course provides an introductory study of the numerous functions of a stage director from play selection to the final performance, emphasizing the development of directorial skills. Students will direct a one-act play.

## **THR/ENG 253**

### **Classical Dramatic Literature**

Fall semester, alternate years. 3 semester hours.

Focusing on script analysis, this course provides a chronological study of the major theatrical periods of dramatic literature from the emergence of Greek tragedy in the fifth century BC to the development of European realism in the late nineteenth century. The course also encourages cross-cultural understanding.

## **THR 291**

### **Theatre Practicum**

Fall and spring semesters. 3 semester hours.

Students participate in theatre productions under the super-

# Academic Programs

vision of the theatre faculty. Credit may be given for lighting, set construction, house management, costuming, publicity, and more. Grades are on a pass/no pass basis only.

## **THR 310**

### **Lighting Design**

Spring semester, alternate years. 3 semester hours.  
This course provides a study of the principles, technology, and aesthetics of designing stage lighting. Practical application is emphasized. Prerequisite: THR131.

## **THR 315**

### **Scene Design**

Spring semester, alternate years. 3 semester hours.  
This advanced course examines the principles and aesthetics of generating practical, working designs for the modern stage. Requirements include several models and their justifications. Prerequisite: THR131.

## **THR 320**

### **Costuming for The Stage**

On demand. 3 semester hours.  
This course will investigate the role of costumes in theatrical production. Topics include costume history, color theory, and light/fabric relationships. Practical designs and construction projects will be completed. Prerequisite: THR131.

## **THR 335**

### **Acting III: Shakespearean Techniques**

Fall semester, alternate years. 3 semester hours.  
Students will explore and apply the techniques necessary for the preparation and performance of Shakespeare. The focus of the work is on thorough script and verse analysis, interpretation, voice, and movement. Acting monologues and several scenes are required. Prerequisite: THR232.

## **THR 336**

### **Rendering for The Stage**

Spring semester, alternate even years. 3 semester hours.  
A study of the media and techniques used to present a theatrical design. Practical application in rendering a scenic, lighting, and costume design. Prerequisite: ART101.

## **THR 347**

### **Musical Theatre**

On demand. 3 semester hours.  
This course provides an introduction to musical theatre. Study includes such topics as musical conventions historical perspectives, act-ability of musical numbers and staging of numbers. The course will culminate in an evening performance of prepared audition numbers.

## **THR 391**

### **Advanced Theatre Practicum**

Fall and spring semesters. 3 semester hours.  
Students participate in theatre productions under the supervision of the theatre faculty. Credit may be given for lighting, set construction, house management, costuming, and publicity. Each project will be given a letter grade. Prerequisite: permission of professor.

## **THR 420**

### **Methods and Materials**

#### **Teaching Theatre Arts in the Secondary School**

On demand. 3 semester hours.  
This course requires focused study and consultation with a public school theatre teacher or other acceptable professional. Hours will be arranged in consultation with the content area professor, the secondary education professor, the student, and the professional mentor. This course provides a study of curriculum development and theatre production in the secondary school. Students study production possibilities within various educational settings. Students also explore methods for creating instructional and motivational curricula. Prerequisites: admission to the teacher education program, senior standing.

## **THR 432**

### **Audition Preparation**

On demand. 3 semester hours.  
Cold readings, prepared auditions, and the interview will be scrutinized. Upon completion of this course, students will be equipped to present diversified auditions. Effective resumes and photographs will be examined. Prerequisite: THR132.

## **THR 433**

### **Theatre History I**

#### **Beginnings through Neoclassicism**

Spring semester, alternate years. 3 semester hours.  
This course provides a chronological study of the history of theatre from its origins to the 1850s. Critical theories, representative plays, and the physical conditions that contributed to the mainstream of theatrical history will be covered.

## **THR 434**

### **Theatre History II**

#### **Romanticism to The Present**

Spring semester, alternate years. 3 semester hours.  
This course provides a chronological study of the history of theatre from Darwinism through modern drama. Critical theories, representative plays, physical conditions, theatrical conventions, and cultural and social movements, which affect the mainstream of theatrical history, will be covered.

## **THR 435**

### **Acting IV**

#### **Period Acting Styles**

Spring semester, alternate years. 3 semester hours.  
Students examine and perform fundamental styles of movement and expression dictated by specific historical periods. Prerequisites: THR335.

## **THR 440**

### **Performance/Design**

On demand. 1-3 semester hours.  
Performance Emphasis: 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 and a major character analysis paper are required. The paper will address the role being undertaken and how it fits into the thematic structure of the piece, as well as how the actor applies the arc of the character in performance. Credit is dependent on role. This

# Academic Programs

course is repeatable to a maximum of three credits. Design Emphasis: Students will prepare a design for a major element in a Rocky Mountain College production. A daily journal during the building process and technical rehearsals is needed. A critical paper is required, addressing struggles and successes within the process. Credit is dependent on development and creation of the design.

## **THR 450**

### **Internship**

On demand. 1-12 semester hours.

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

## **THR 471**

### **Shakespeare**

Spring semester, alternate years. 3 semester hours.

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**

On demand. 3 semester hours.

A course designed for the senior as a culmination of study in his/her area of concentration. Theatre faculty must approve and supervise each project. Requirements for this course can be met in one of four ways:

- Acting: A student will act a major role in a full-length play. Journals and analysis required;
- Directing: A student will direct a full-length play during Rocky Mountain College's main season. Journals and analysis required;
- Play writing: A student will write a play and arrange for a public reading of that play. Journals and analysis required;
- Technical: A student must complete a design for lights, costumes, and/or sets for a Rocky Mountain College or Billings Studio Theatre production. Journals and analysis required.

## **THR 490**

### **Seminar**

On demand. 1-3 semester hours.

Selected topics in theatre are explored.

## **THR 499**

### **Independent Study**

On demand. 1-3 semester hours.

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



## Administration and Staff

	Director of Educational Leadership and Distance Elementary Education . . . . . Stephanie “Stevie” Schmitz, BS, MS, EdD
	Assistant Director of Educational Leadership and Distance Elementary Education . . . . . Christine Unquera, BS
	Director of Academic Computing . . . . . Dan Wolters, BS, MS
	Linux System Administrator . . . . . Andrew Niemantsverdriet
	Director of Title III . . . . . Tom Kalakay, BSc, MSc, PhD
<b>Chief Financial Officer</b> Carol Jensen, BS, CPA	Senior Accountant . . . . . Kathy McKibbin, BS, CPA
	Accountant II . . . . . Carol George, BA, MA, MS
	Accountant I . . . . . Tracy Czudak, BS
	Accounting Clerk II (Accounts Payable/Payroll Coordinator) . . . . . Vicki Montgomery
	Accounting Clerk I (Accounts Payable, Student Payroll) . . . . . Sara Loch
	Cashier . . . . . Ann Thomas
<b>Vice President for Enrollment Services</b> Lisa Browning, BA, MBA	Director of Financial Assistance . . . . . Jessica Francischetti, BA
	Financial Assistance Counselor I . . . . . Coleen Schultz
	Financial Assistance Counselor II . . . . . Martha Thompson
	Accounts Receivable Representative . . . . . Pam Turner-Milligan, BS
	Director of Student Records . . . . . Carole Peterson
	Transcript Coordinator . . . . . Geralyn Hill
	Student Records Clerk . . . . . Marlene Arney
	Director of Admissions . . . . . Kelly Edwards, BS, MA
	Administrative Assistant /Events Coordinator . . . . . Toni Romersa
	Information and Application Manager . . . . . Matthew McGowan, BS
	Admissions Counselor . . . . . Scott Kunz BA, BS
	Admissions Counselor . . . . . Austin Mapston, BA
	Admissions Counselor . . . . . OPEN
	Admissions Counselor . . . . . Meghan Oliver, BS
	Transfer Coordinator . . . . . Kelsey Larson, BS
	Director of Administrative Computing . . . . . Kellee Pierce, AA
	Assistant to Director of Administrative Computing . . . . . Dave Gulbrandson, BA
<b>Vice President / Dean of Student Life</b> Brad Nason, BS, MS	Office Manager for Student Life . . . . . Teresa Rowen, BA
	Athletic Director . . . . . Robert Beers, BS
	Assistant Athletic Director and Sports Information Director . . . . . Austin Tait, BS
	Graduate Assistant for Athletic Department . . . . . Josie Evans
	Head Varsity Women's Volleyball Coach . . . . . Laurie Kelly, BS
	Asst. Volleyball Coach II . . . . . Hailey Pearce, BS
	Head Varsity Women's Basketball Coach . . . . . Brian Henderson, BS
	Head Junior Varsity Women's Basketball Coach . . . . . Austin Tait, BS
	Graduate Assistant (Women's Basketball) . . . . . Liz Lewis
	Head Varsity Men's Basketball Coach . . . . . Bill Dreikosen, BA, MEd
	Graduate Assistant ( Men's Basketball) . . . . . Len Wilkins
	Head Junior Varsity Men's Basketball Coach . . . . . Wes Keller, BS
	Head Varsity Cross Country / Track Coac . . . . . Alan King, BS
	Head Varsity Men's and Women's Golf Coach . . . . . Randy Northrop, BA
	Director of Soccer Operations . . . . . Richard Duffy, BUS, MM
	Assistant Soccer Coach I (Women's Soccer) . . . . . Kevin Luse
	Assistant Soccer Coach II99 (Women's Soccer). . . . . Jared Dickerson
	Interim Head Varsity Football Coach . . . . . Brian Armstrong, MEd
	Varsity Football Offensive Coordinator . . . . . BJ Robertson, MA
	Varsity Football Defensive Coordinator . . . . . Matt Hollowell, BS, M.Ed.
	Graduate Assistants (Football) . . . . . Justin Bernhardt, BS; Danny Compton Markus Mayo

## Administration and Staff

Head Varsity Men's and Women's Skiing Coach . . . . . Jerry Wolf, BA  
Graduate Assistant (Skiing) . . . . . OPEN  
Athletic Trainer . . . . . Shelly Turner, BS, MS  
Graduate Assistant to Athletic Trainer . . . . . OPEN  
Director of Intramurals/Outdoor Recreation . . . . . Tim Lohrenz, BA, MA  
Counselor . . . . . Cynthia Hutchinson, BA, MS, LCPC  
Director of Career Services . . . . . Blaire Martin Brush, BS  
College Chaplain / Director of Campus Ministries and  
Church Relations . . . . . Kristi Foster, BA, MDiv  
Nurse . . . . . Audrey Jurovich, RN  
Director of Housing and Residence Life . . . . . Katie Minick, BS, MSW  
Residence Director (Anderson) . . . . . Zach Renstrom  
Residence Director (Rimview) . . . . . Jessica Siegfried-Gruensfelder, BS, BA  
Residence Director (Widenhouse) . . . . . Lindsay Rossmiller, BA  
Jorgenson Apartment Manager  
Discipline Coordinator . . . . . Jade Kost  
Campus Safety and Programming Coordinator . . . . . Jayme Green, BA  
Student Activities Programmer . . . . . Heather Grotho  
Director of Central Operations . . . . . Leon Bruner, BA  
Director of Facility Services . . . . . Terry Steiner, BA  
Office and Staff Assistant, . . . . . Crystal Voss  
Engineer . . . . . Bill Defferding  
Mechanical Technician . . . . . Bob Thomas  
Assistant Technician / Groundskeeper . . . . . Matt Rockeman, BA  
Carpenter . . . . . Bill Kimmerle  
PT Carpenter . . . . . George Grossi  
Custodial Supervisor . . . . . Joanne Bohlman  
Rimview Maintenance / Custodian . . . . . Evelyn Defferding  
Custodial Staff . . . . . Dianna Andrews, Lori Look, Terry Look  
Don Louis, Teri McWilliams, Earl Tate, Laurie Thompson  
PT Custodial Staff . . . . . Carl Kershner, Marty Wallace  
Operations Director Fortin Center . . . . . Gail Nutting  
Coordinator of Conferences and Camps . . . . . Wes Keller, BS  
Secretary for Fortin Center / Conferences and Camps . . . . . Nona Ouellette

**Vice President for  
Resource Development**  
Kathy Sabol, BA, MEd

Executive Director of Development . . . . . Shari VanDelinder, BA  
Office Manager . . . . . Deb Faw, BS  
Development Accountant / Database Manager . . . . . Justin Rehklau  
Director of Major Gifts . . . . . Bob FitzGerald, BA, MBA  
Director of Annual Fund and Alumni Relations . . . . . Vicki Davison, BS  
Director of Planned Giving . . . . . Obert Undem, BA, MBA, JD  
Outreach and Development Coordinator . . . . . Jesse Murphy, BA, BS

# Division Structure

**Associate Academic  
Vice President**  
Barbara Vail

**Arts and Humanities**  
*Jacqueline Dundas*  
*Division Chair*

Art  
Communications Studies  
English  
Foreign Languages and Literature  
History  
History and Political Science  
IDS  
Music  
Native American Studies  
Philosophy and Religious Thought Sociology/Anthropology  
Theatre Arts

**Sciences and Mathematics**  
*John Barbaro*  
*Division Chair*

Biology  
Chemistry/Biochemistry  
Computer Science and Information Technology  
Environmental Science and Studies Geology  
Mathematics  
Physics

**Professional Studies**  
*Dan Hargrove*  
*Division Chair*

**Bachelor's Programs**  
Applied Management  
Aviation  
Business Administration and Accounting Education  
Equestrian Studies  
Library  
Physical Education and Health  
Psychology

**Master's Programs**  
Accountancy  
Educational Leadership  
Physician Assistant Program



# Faculty

- Daniel Albrecht**, Professor of Biology (2002). BA, St. Olaf College. MS, University of North Dakota. PhD, University of New Mexico.
- James D. Anderson**, Assistant Professor of Business Administration/Economics (1999). BS, Rocky Mountain College. CMT.
- Toby S. Anderson**, Associate Professor of Physics (2006). BS, Belmont University. MS, PhD, Vanderbilt University.
- James A. Baken**, Professor of Art (1990). BA, Montana State University-Bozeman. MFA, University of New Orleans.
- John Barbaro**, Associate Professor of Chemistry (2004). BA, The Catholic University of America. PhD, Texas A&M University.
- Sandra L. Barz**, Professor of Business Administration/Economics (1980). BS, MBA, University of Montana. CPA.
- Karen Beiser**, Assistant Professor of Business Administration/Economics (2007). BA, Western Michigan University. MBA, St. Ambrose University. PhD, Capella University.
- Jennifer Bratz**, Assistant Professor of Music (2008). BM, MM, PD, Indiana University. DMA University of Colorado.
- Sarah Brewer**, Assistant Professor of Theatre (2005). BS, Lamar University. MFA, Western Illinois University.
- Christi M. Brown**, Instructor of Equestrian Studies (2003). BS, Rocky Mountain College.
- Jay Cassel**, Professor of Religious Thought (1983). BA, Carleton College. MA, University of Washington. PhD, University of Iowa.
- Cara Chamberlain**, Instructor of English (2008). BA, University of Utah. MA, Purdue University.
- Victoria Christie**, Professor of Communication Studies (1995). BA, University of Montana. MA, University of New Mexico. PhD, University of Kansas.
- Ronald P. Cochran**, Professor of Sociology/Anthropology (1978). BA, MA, PhD, Syracuse University.
- Robyn Cummings**, Assistant Professor of Mathematics (1994). BS, MEd, North Dakota State University.
- Mark Damico**, Assistant Professor of Elementary Education (2008). BS, Cornell University. MS, Syracuse University.
- Linda Scott DeRosier**, Professor of Psychology (1987). BS, Pikeville College. MA, Eastern Kentucky University. PhD, University of Kentucky. MEd, Harvard University.
- Jacqueline Dundas**, Assistant Professor of English (1998). BA, Rocky Mountain College. MEd, Montana State University-Billings.
- Shelley M. Ellis**, Professor of Secondary Education (2001). BA, University of Montana. MEd, EdD, Montana State University-Bozeman.
- John P. Fields**, Associate Professor of Physician Assistant Studies (2008). BS, University of Oklahoma. MPAS, University of Nebraska.
- Stephen Germic**, Associate Professor of English (2007). B.A. Albion College. PhD, Wayne State University.
- Samuel J. Hamm**, Assistant Professor of Music (2006). BM, University of Alabama, MM, PhD, University of Florida.
- Anthony "Tony" Hammond**, Visiting Instructor/Director of Bands (2008). BA, BM, University of Montana.
- Daniel G. Hargrove**, Director of Aviation/Professor of Aviation (2003). BS, US Air Force Academy. MS, Montana State University-Bozeman.
- Dwight Harley**, Assistant Professor of Physician Assistant Studies, BS, MS, Georgia College. BS, Medical College of Georgia. PA-C
- Steven Hart**, Associate Professor of Music (2000). BM, Western Michigan University. MM, University of South Dakota. PhD, University of Colorado.
- Ulrich Hoensch**, Associate Professor of Mathematics (2003). MSc, Technical University Darmstadt, Germany. PhD, Michigan State University.
- Cristi H. Hunnes**, Professor of Chemistry (1995). BA, Carleton College. PhD, University of Illinois at Urbana-Champaign.
- David C. Ison**, Assistant Professor of Aviation (2005). BS, Auburn University. MS, Emory-Riddle Aeronautical University, PhD, University of Nebraska-Lincoln.
- Lisa Jellum**, Visiting Assistant Professor of Physical Education (2008). BS, MS, Montana State University- Billings.
- Philip A. Jensen**, Assistant Professor of Biology (2009). BS, PhD, University of Minnesota.
- Larry Jones**, Assistant Professor of Geology (2006). BS, Fort Lewis College. MS, Northern Arizona University. PhD, University of Wyoming.
- Robin Jose**, Assistant Professor of Chemistry, Director of NMR Facilities (2007). BS, Mahatma Gandhi University. BS, University of Mumbai Institute of Chemical Technology. PhD, University of Wyoming.
- Thomas J. Kalakay**, Associate Professor of Geology (2004). BSc, Montana State University-Bozeman. MSc, PhD, University of Wyoming.
- William Kehler**, Director of Library (1995). BS, 5th Year Degree, Eastern Montana College. MS, University of Arizona.
- Andrew Kirk**, Professor of English (1997). BA, University of Washington. MA, University of Hawaii-Manoa. PhD, University of California-Davis.
- Gavin Kirton**, Assistant Professor of Chemistry (2007). BSc, BSc, Murdoch University. PhD, Australian National University.

## Faculty

- David Klein**, Co-Medical Director Physician Assistant Program (2006). BA, Dartmouth College, PhD, Harvard Medical School.
- Clete Knaub**, Assistant Professor of Business and Aviation (2007). BS, Montana State University-Bozeman. MS, University of North Dakota. MS, Air Force Institute of Technology.
- Clarece M. Lacy**, Professor of Physical Education and Health (1980). BS, Northern Arizona University. MAT, University of South Carolina. Graduate Study, Montana State University-Bozeman.
- Jeffrey Lakier**, Assistant Professor of Physician Program (2009). M.B.Ch, M.D., Witwatersrand University F.C.P., (South Africa).
- Linaya L. Leaf**, Professor of English and Theatre (1990). BA, Linfield College. MA, Northwestern University. PhD, University of Oregon.
- Timothy Lehman**, Professor of History and Political Science (1990). BA, Earlham College. MA, PhD, University of North Carolina at Chapel Hill.
- Shelby Jo Long**, Assistant Professor of Communications Studies (2006). BA, Carroll College. MA, University of Montana.
- Jennifer Lyman**, Professor of Environmental Science and Studies (1989- 91, 1994). BA, Wellesley College. MS, PhD, University of California-Riverside.
- M. Kelley McCormick**, Assistant Professor of Physician Assistant Studies (2006). MSPAS, Rocky Mountain College.
- Susan R. McDaniel**, Professor of Humanities and Composition (1994). BA, Smith College. MA, Middlebury College. PhD, Yale University.
- James I. McDowell**, Professor of Business Administration/Economics (1965). BS, Colorado State University. MS, Oregon State University. PhD, Oklahoma State University.
- Elizabeth McNamer**, Visiting Assistant Professor of Religious Thought/Zerek Chair of Religious Thought (1990). BA, University of London, MA Gonzaga University, MA, Eastern Montana College, EdD, Montana State University.
- Mark S. Moak**, Professor of Art (1987). BFA, MFA, University of Georgia.
- Amy Neuman**, (1999-2000, 2003) Instructor of Equestrian Studies, BS, Rocky Mountain College.
- Scott Neuman**, Director and Instructor of Equestrian Studies (1991-1999, 2001). BA, Rocky Mountain College.
- Claire Oakley**, Professor of Biology/Physician Assistant Studies (1986). BA, Ithaca College. PhD, Washington State University.
- Matthew O’Gara**, Assistant Professor of Political Science (2008). BA, California State University, Northridge. MA, San Diego State University. PhD, University of Southern California.
- Mark Osterlund**, Assistant Professor of Biology (2008). BS, Clemson University. Mphil, MS, PhD, Yale University.
- Kayhan Ostovar**, Assistant Professor of Biology and Environmental Science (2007). BS, North Carolina State University. MS, Montana State University.
- Bobbi Otte**, Assistant Director of Library (2000). BS, Montana State University-Billings. MLS, Drexel University.
- Jenifer L. Parks**, Assistant Professor of History (2009). BA, Oglethorpe University, MA, PhD, The University of North Carolina at Chapel Hill.
- Marilyn Randall**, Associate Professor of Equestrian Studies (1992). BS, Colorado State University. RPT, Northwestern University.
- Anthony Piltz**, Professor of Business Administration / Economics (1990). BS, Grand Canyon University. Mac, Truman State University. CMA, CFM, CPA.
- Ray Randall**, Assistant Professor of Equestrian Studies (1990). BS, DVM, Colorado State University.
- Erin Reser**, Assistant Professor of Communication Studies (2007). BA, MA, Colorado State University. PhD, University of Utah.
- Gearld B. Roe**, Professor of Theatre Arts (1988). BA, MFA, University of Utah-Salt Lake.
- Paul A. Roper**, Professor of Physical Education and Health (1990). BEd, West Midlands College, West Midlands, England. MA, PhD, University of Connecticut.
- Stephanie “Stevie” Schmitz**, Director of Educational Leadership and Distance Elementary Education (2004). BS, Eastern Montana College. MS, Montana State University-Billings. EdD, Montana State University-Bozeman.
- Scott Severance**, Associate Professor of Business (1996). BS, Rocky Mountain College. MA, University of Nevada-Las Vegas.
- Derek J. Sjostrom**, Visiting Assistant Professor of Geology (2003, 2009). BS, University of Washington, MS, The University of Montana. PhD, Dartmouth College.
- James Smith**, Associate Professor of Business (2001). BS, Rocky Mountain College. MBA, University of Montana.
- K. Stuart Smith**, Associate Professor of Computer Science (2002). BA, State University of New York College at Potsdam. MS, University of Colorado-Boulder.
- Patti A. States**, Assistant Professor of Physician Assistant Studies/ Director of Clinical Education (2007). BA, Carroll College, MD, University of Washington.
- David Strong**, Professor of Philosophy (1988). BA, University of Montana. PhD, State University of New York-Stony Brook.

## Faculty

**Jo Swain**, Assistant Professor of Elementary Education (2004). BS, University of Montana. MS, Eastern Montana College. EdD, Montana State University-Bozeman.

**Rockland John Tollefson**, Visiting Assistant Professor of Accounting (2008). BS, MA, Rocky Mountain College.

**Debra Wiens**, Professor of Mathematics (1988). BS, Rocky Mountain College. MS, Colorado State University.

**Andy Wildenberg**, Visiting Associate Professor of Computer Science (2009). BS, University of Iowa. PhD, University of Oxford.

**Scott Wilson**, Professor of Aviation (1995). BA, University of Colorado. MEd, Eastern Montana College. JD, University of Montana.

## Emeriti Faculty

- Birdeena Dapples**, Professor Emeritus, Computer Science and Mathematics (1982-2005). BS, Rocky Mountain College. MA, Northwestern University. EdD, Montana State University-Bozeman.
- Arthur H. DeRosier, Jr.**, Professor Emeritus, History/Political Science (1987-2002). BS, University of Southern Mississippi. MA, PhD, University of South Carolina.
- Raymond Graham**, Professor Emeritus, Chemistry (1970-2000). BS, Indiana State University. PhD, Montana State University.
- William H. Jamison**, Professor Emeritus, Mathematics (1962-2005). BS, MS, Montana State University-Bozeman.
- Kathleen M. Joyce**, Professor Emeritus, French and Spanish (1966-1986). BA Hons, French, University of London. Diploma in Education, University of Cambridge, England. Docteur D'Universite, University of Aix-Marseille, France. Diploma of Spanish Language and Culture, University of Santiago, Spain.
- David G. Kimball**, Professor Emeritus, Aviation (1991-2003). BS, MS, Montana State University-Bozeman.
- James D. Masters**, Professor Emeritus, Education (1970-1992). BA, MA, University of Kansas. PhD, University of Missouri-Kansas City.
- Frank E. Mathew**, Professor Emeritus, Physical Education (1949-1982). BS, Polytechnic Intermountain Union College. MA, University of Wyoming.
- Robert Morrison**, Professor Emeritus, Art (1967-1987). BA, Carleton College. MA, University of New Mexico.
- George R. Nelson**, Professor Emeritus, Education (1970-1996). BS, University of Oregon. MS, Southern Oregon College. DEd, University of Oregon.
- Bernard J. Rose**, Professor Emeritus, Business Administration/Economics (1985). BA, Franklin and Marshall College. MA, Northwestern University. PhD, University of Colorado.
- Alice D. Ryniker**, Professor Emeritus, Art (1952-1975). BS, Montana State University. MS, Eastern Montana College. Graduate Study, University of Washington.
- Lilian Seymour**, Professor Emeritus, Education (1962-1972). BS, MS, Eastern Montana College.
- Lawrence F. Small**, Professor Emeritus, History (1959-1996). BA, MA, University of Maine. BD, Bangor Theological Seminary. PhD, Harvard University.
- James Taylor**, Registrar Emeritus (1961-1994). BA, MA, Marshall University. MDiv, Andover Newton Theological Seminary.
- Palma Wolverton**, Professor Emeritus, Music (1963-1996). BM, MM, Eastman School of Music of the University of Rochester.
- Dale E. Zimdars**, Professor of History/Political Science (1965). BA. North Central College. BD, Evangelical Theological Seminary. MA/PhD, University Chicago.

# National Advisory Council

**Ossie Abrams**, Civic Leader, Billings, MT  
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**Dale Forbes**, Attorney (Retired), Great Falls, MT  
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**Neil Isto**, Executive, Shell Mining Company (Retired), Joliet, MT  
**Margaret Johnson**, Joliet, MT  
**Dr. John Jurist**, Chemist, CRM, Inc., Billings, MT  
**Joan Kappes**, Business Leader, St. Paul, MN  
**Bill Kennedy**, County Commissioner, Billings, MT  
**Marilyn Kohles**, Civic Leader, Billings, MT  
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**Jack Lawson**, Business Leader, Billings, MT  
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