

Carroll 
College

14|15

CATALOG

Helena, Montana www.carroll.edu

Revised August 21, 2014

Table of Contents

INTRODUCTION	1
History of Carroll College.....	1
Accreditation	1
Carroll College Statement of Goals.....	2
Carroll College Mission Statement.....	2
Nondiscrimination Policy	3
Catalog Disclaimer	5
ACADEMIC AFFAIRS	7
Student Academic Services	7
Educational Facilities.....	8
Academic Policies	10
Photograph, Video and Audio Recordings of Students.....	25
Students with Disabilities Statement.....	25
Institutional Review Board	27
Honors and Awards	28
Honorary Societies	29
Requirements For Graduation	32
ACADEMIC INTEGRITY POLICY	35
ADMISSION	43
Degree Candidates	43
General Requirements	43
Freshman Admission	44
Home School Applicants	46
Transfer Admission	46
International Student Admission	47
ATHLETICS	53
FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974 AS AMENDED	55

FINANCIAL AID	61
Scholarships and Awards	64
Federal Financial Aid	67
Private Scholarships	68
Financial Aid Satisfactory Academic Progress Policy	69
Return of Federal Title IV Funds Policy	73
INFORMATION TECHNOLOGY	79
STUDENT LIFE	81
Mission Statement	81
Role of Student Life	81
Student Life Departments	82
Campus Ministry	85
Student Life Policies	85
DEGREE REQUIREMENTS	89
MAJORS, MINORS AND CERTIFICATE PROGRAMS	93
COURSE DESCRIPTIONS	261
TUITION, FEES AND PAYMENT	407
THE PEOPLE OF CARROLL COLLEGE	421
The Board of Trustees	421
The Presidents of Carroll College	421
The College Administration	422
Department Chairs	425
Program Directors	426
Carroll College Faculty	426
INDEX	439







Introduction



History of Carroll College

At the beginning of the 20th century, Bishop John Patrick Carroll, second Bishop of the Diocese of Helena, had a dream to build a Catholic college in western Montana. In 1909, that dream became reality when William Howard Taft, 27th President of the United States, helped lay the cornerstone of St. Charles Hall.

In September 1910, Mount Saint Charles College opened its doors for classes, and the first college student graduated in 1916. In 1932, the school's name was changed to Carroll College in honor of its founder. Since then, Carroll has progressively expanded its programs, facilities, and reputation for academic excellence. Carroll remains committed to a value-oriented education, one that prepares students for careers while providing for the intellectual, spiritual, imaginative, moral, personal and social development of each individual.

Accreditation

Carroll College is accredited by the Northwest Commission on Colleges and Universities, an institutional accreditation body recognized by the Council for Higher Education Accreditation and/or the Secretary of the U.S. Department of Education. The Northwest Commission on Colleges and Universities is located at: 8060 165th Avenue NE, Suite 100, Redmond, Washington 98052-3981.

The Civil Engineering and Engineering Science programs are accredited by the Engineering Accreditation Commission of ABET, <http://www.abet.org>.

Carroll's Teacher Education program is approved for licensure purposes by the State of Montana Board of Public Education with reciprocity granted in a large number of individual states.

Carroll's Nursing program is accredited by the Commission on Collegiate Nursing Education (CCNE) and is approved by the Montana State Board of Nursing.

The Business Department has a specialized accreditation through the International Assembly for Collegiate Business Education (IACBE).

Carroll College Statement of Goals

The Carroll College Mission Statement and Ex corde Ecclesiae have guided and directed the development of this statement of goals. This Goals Statement is envisioned as the application of the Mission Statement to the Carroll graduate of the 21st Century. The Carroll graduate:

1. Recognizes that the search for and sharing of the Ultimate Truth and the Ultimate Good is the primary goal of the Catholic liberal arts education
2. Has acquired the aesthetic, scientific, and religious insights required to solve normative and factual problems
3. Possesses the full range of skills necessary for effective communication
4. Appreciates the interrelationships among branches of knowledge
5. Embraces a strong sense of physical, mental, emotional, and spiritual health
6. Possesses the skills and attitudes necessary to pursue a vocation that is self-fulfilling and community enhancing

Carroll College Mission Statement

Carroll College is a Catholic, diocesan, liberal arts college in the ecumenical tradition of the Second Vatican Council. As a liberal arts school, Carroll College acknowledges the practical role of preparing its students for a career, but it also affirms the traditional role of providing for the expansion of the intellectual, imaginative, and social awareness of its students. It is dedicated to providing for its students the means for their full realization of a dual goal of vocation and enlightenment. Thus, while providing substantial professional and pre-professional programs, the College encourages and expects all students to participate in a broad spectrum of academic disciplines.

As an academic community, Carroll College affirms its commitment to the principle of freedom of inquiry in the process of investigating, understanding, critically reflecting upon, and finally judging reality and truth in all fields of human knowledge. As value-oriented, Carroll College is committed to and deeply involved in the further dimension of free deliberation and decision making regarding values and personal commitment. Each student at Carroll, through personal and institutional means, is exposed to value systems with which one can readily identify, including secular values such as the worth of work and the use of the intellect, humanistic values centering on the uniqueness and dignity of the person, and religious and moral values concerned with one's relationship to God, self, and others.

As a Catholic college, Carroll is obligated to treat judgments concerning ultimate reality and decisions concerning ultimate value at both an academic and a pastoral level. This obligation involves the College's relationship to the Magisterium of the Catholic Church, defined as "the perennial, authentic, and infallible teaching office committed to the Apostles by Christ and now possessed and exercised by their legitimate successors, the college of bishops in union with the pope." Carroll College is committed to present faithfully within its curriculum the magisterial teachings of the Catholic Church. At the same time, it acknowledges the special role of the theologian, who—although not a part of the authoritative teaching body of the Church—makes available to the Magisterium his or her scientific competence, while acting as a mediator between religion and culture by carrying on an academic dialogue with philosophy, science, the liberal arts, the believing community, and secular society.

As a college founded by and related to the Diocese of Helena, Carroll has a special obligation to provide for the spiritual needs of the college community. At the same time, the resources of the College's Theology Department and campus ministry organization are available for the special religious needs of the diocesan community as a whole. Moreover, Carroll College rededicates its spiritual, academic, and social resources to the service of the citizens of Montana, its home, and to the worldwide human family through continuing efforts to guarantee to individuals, to groups, and especially to minorities the right to life, to personal and social dignity, and to equality of opportunity in all aspects of human activity.

In the ecumenical tradition of the Second Vatican Council, Carroll College is committed to a policy of open participation by members of all religious faiths and all persons of good will in the total academic and spiritual experience of the college community. While standing fast by the teaching of the Catholic Church, and avoiding a false conciliatory approach foreign to the true spirit of ecumenism, Carroll College welcomes in love and respect the full participation of other Christians and non-Christians in an ecumenical dialogue and in a truly humble and charitable joint venture in the common search for the Ultimate Truth and the Ultimate Good which is the final goal of all education.

Officially adopted by the Carroll College Board of Trustees May 26, 1978

Nondiscrimination Policy

Carroll College admits students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, national and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs.

Carroll College is also committed to compliance with state and federal anti-discrimination laws applicable to educational institutions. Carroll College will not exclude, expel, limit, or otherwise discriminate against an individual seeking admission as a student or an individual enrolled as a student in the terms, conditions, or privileges of Carroll College because of race, creed, religion, sex, sexual orientation, gender identity, marital status, color, age, physical or mental disability, or national or ethnic origin, unless based on reasonable grounds. Carroll College will also not discriminate against a qualified individual with a handicap on the basis of the individual's handicap in admissions, recruitment, academic programs, research, occupational training, housing, health insurance, counseling, financial aid, physical education, athletics, recreation, transportation, other extracurricular, or other postsecondary education aid, benefits, or services to which section 504 of the Rehabilitation Act of 1973 applies.

In addition, Carroll College complies with Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of sex in any educational programs or activities by recipients of federal financial assistance, including Carroll College. This prohibition extends to employment, admission, and the administration of any of its educational programs and activities. Carroll College's policies prohibit discrimination on the basis of sex in accordance with Title IX. Inquiries concerning Title IX or Carroll's policies prohibiting discrimination on the basis of sex may be directed to the Title IX Coordinator(s) or to the U.S. Department of Education, Office of Civil Rights. For non-athletic issues, Carroll College's Title IX Coordinator is the Director of Human Resources, Renee McMahon, 213 O'Connell Hall, 406.447.5501. For athletic Title IX issues, Carroll College's Title IX Coordinator is the Director of Athletics, TBD, PE Center, 406.447.5479.

Carroll College is also an equal opportunity employer, committed to compliance with state and federal anti-discrimination laws. Carroll College will not refuse employment to a person, bar a person from employment, or discriminate against a person in compensation or in a term, condition, or privilege of employment because of race, color, or national origin or because of age, physical or mental disability, marital status, gender identity, sexual orientation, creed, religion, or sex, except when the reasonable demands of the position require an age, physical or mental disability, marital status, gender identity, sexual orientation, creed, religion, or sex distinction. In the case of religion and creed, such distinctions may be appropriate under state and federal constitutional provisions due to the religious character and Catholic identity of Carroll College and the nature of the particular employment position at issue.

Catalog Disclaimer

This Carroll College catalog is a document of record issued in 2014 for one year. This catalog contains current information regarding admission, degree requirements, academic policies, course offerings, and fees. It is not intended to be and should not be relied upon as a statement for the College's contractual undertakings. Carroll College reserves the right to modify academic policies, course content, degree requirements, or fees whenever it is deemed necessary or desirable; in any such case, notice thereof will be given as is reasonably practical under the circumstances.





Academic Affairs



Student Academic Services

Academic Advising

Academic advising at Carroll is designed to assist students in exploring their areas of interest while providing them with the advice and knowledge that will allow them to pursue those areas of interest to their fullest extent. This advice is not solely academic but personal and professional as well. Professors serve as academic advisors and pride themselves on being available to students.

Alpha Seminar serves as a critical component to achieving our goals in academic advising. Every first-year student takes this seminar-style course in their first semester at Carroll. In addition to the critical reading, writing and thinking skills they develop in this course, their professor serves as their academic advisor. This teacher/student relationship serves as the backbone of the advisor/advisee relationship.

Once a student has completed one academic year at Carroll he/she has the option to select/confirm a major and select an advisor in the department of the major. The student is encouraged to consult his or her advisor at least twice each academic semester. Students should meet with their advisors any time they have questions about their academic performance or progress. The advisor will help students develop an academic program and direct them to other college resources whenever appropriate.

The Director of Academic Support and Advising will help students with any advising questions or problems.

Academic Resource Center

The Academic Resource Center helps students meet Carroll's academic standards while also offering them advice and encouragement toward achieving their personal educational goals. From first-year students to

graduating seniors, students can sharpen their college success skills to become more efficient, confident, and independent learners.

The Academic Resource Center (ARC) offers a number of services, such as academic counseling, success skills workshops, peer tutoring, and alternate or make-up testing. Peer tutors, serving a variety of academic disciplines, work regularly scheduled hours in the Borromeo tutoring room and by appointment. Students should check with the director or the ARC webpage throughout each semester for a complete and updated tutoring schedule. In addition, the ARC director coordinates Carroll's accommodations for students with physical, mental, or learning disabilities.

The ARC is located in Borromeo Hall (Office 115, Testing 118A-B, Tutoring 112). Services from the ARC are free, and all students are welcome.

Orientation of New Students

Carroll College offers a range of orientation programs designed to acquaint students with the College and its people, policies, and facilities.

All new students attend the new student orientation program at the beginning of the semester that they begin their studies at Carroll. Orientation introduces students to the intellectual, spiritual, social, and physical dimensions of campus life. College faculty, staff, and students welcome the new students to Carroll through a variety of activities. Orientation events continue throughout the first month of class in the fall and the first week of school in the spring.

Alpha Seminar

This three credit course is taken during a student's first semester at Carroll College. Its purpose is to introduce students to the distinctive practices and values of a Catholic liberal arts education. The course revolves around an interdisciplinary project that incorporates instruction and practice in critical reading, writing and discussion. It also provides a forum for students to discuss co-curricular issues and opportunities at Carroll. The instructor of the Alpha Seminar serves as the initial academic advisor for the students in his or her class.

Educational Facilities

Biology Labs

The biology program (second, third and fourth floors of Simperman Hall) has eight laboratories for instructional courses and student research. The department also maintains a greenhouse, a cadaver lab, an animal room, a cell culture lab and a molecular biology lab. Equipment includes fluorescence and differential interference contrast microscopes, an ultracentrifuge, computer-assisted data acquisition systems, electrophoresis equipment, and two PCR thermocyclers.

Chemistry Labs

The chemistry department has recent upgrades to its facilities which incorporate modern safety, accessibility, and technology as well as a newly refurbished lab for upper-division lab work and student research. This lab contains a new 400 MHz Bruker FT-NMR. Other departmental holdings include UV-vis, FTIR, ICP-AES spectrometers, HPLC and GC-MS chromatographs, and various electrochemical, electrophoretic, and synthetic equipment.

Civil Engineering Lab

The 4,290 square-foot laboratory facility provides civil engineering students materials, hydraulics, machinery and structures-testing capabilities and offers a location where they can work on the American Society of Civil Engineers' concrete canoe and bridge design competitions.

Education Lab

The Department of Education: Health, Physical and Teacher maintains an Educational Resource Laboratory for students majoring in elementary and secondary education. In addition to a wide selection of children's textbooks, teacher's manuals and curriculum guides, the laboratory serves as a center for the construction of classroom-related materials and as a depository of audio-visual resources. The pre-service teacher is encouraged to use the varied resources of this center.

Learning Research Laboratory

Carroll's Psychology Department maintains a six-station learning research laboratory, adaptable for either human or animal research, an observation facility and a wide range of testing materials to serve students and faculty.

Library

The Corette Library collection includes proprietary indexes and more than 50,000 full text academic journals in a wide variety of databases, ebooks, a print monograph collection of over 90,000 volumes and hundreds of print journal titles, DVDs, and all Carroll College theses. All electronic information is available to students anytime on or off campus. Group and individual, electronically-equipped study areas and a computer lab are provided for student study. The archives contain historic documents and images, selections from which are currently being scanned and made available via the internet, that may be viewed with prior arrangement. The library is a member of a consortium of Montana academic libraries that cooperate to expedite access to research resources. The library also cooperates with libraries throughout the state, region, and country to ensure that student research needs are fully supported. Services offered by the Corette Library include, among others, individual and group reference assistance, interlibrary loan, and bibliographic instruction. The library cooperates closely with Campus

Computing and Information Technology. The CCIT Associate Director for Learning Technologies and the Instructional Technologist are located in the library. Library and IT staff cooperate to offer integrated library and IT guidance with research and the realization of projects.

Nursing Labs

The fourth floor of Simperman Hall houses the nursing program and its newly renovated lab facilities. There are labs dedicated to the learning and practice of basic nursing skills, assessment, and acute care. These labs feature an array of resources including a state-of-the-art SimMan and SimBaby, as well as a variety of other practice mannequins, providing simulation-based education to challenge and test students' clinical and decision-making skills as they deal with a wide range of real-life illnesses and injuries. The fourth and newest lab is dedicated to the learning and practice of holistic and complementary health therapies, for self-care and enhancing the wellness of others.

Physical Education Center

Facilities of the P.E. Center include a multipurpose arena, 25-yard swimming pool, three handball courts, six locker and shower rooms, athletic weight training facilities, a fitness center with cardio machines and selecterized weight machines, a dance studio, five classrooms, a conference room and faculty offices. Community and area facilities are utilized for instruction and competition in bowling, golf, softball and skiing. All Carroll students are admitted to the P.E. Center free of charge for students presenting their student ID card.

Academic Policies

Carroll takes pride in its advising system and the close cooperation that exists between students and faculty. However, the final responsibility for becoming familiar with and abiding by the College's academic policies, including Core, program, and graduation requirements, rests with the student.

Enrollment and Registration

1. All students must complete registration according to the dates specified in the semester schedule after consultation with the assigned academic advisor.
2. Students or auditors may not attend and will not receive credit for any class for which registration has not been completed within the specified period.
3. Changes in registration after the completion of the formal registration and add/drop periods require the approval of the faculty advisor and the Registrar.

4. Students registering late are charged the late registration fee.
5. Registration is completed only when tuition and fees are paid.

Code of Conduct and Classroom Department

Carroll College expects students to conduct themselves in a manner that is respectful of both the instructor and the other students. Student conduct that disrupts, invades or demonstrates disrespect for the rights of others is prohibited and may be subject to disciplinary action. If a student is disruptive in class, the initial course of action will be a conference between the student and the instructor. If necessary, the disruptive student may be reported by the instructor to the Department Chair and ultimately the Vice President for Academic Affairs who has the option of dismissing the student from the class. A comprehensive listing of regulations governing student conduct and rights is provided in the Student Handbook.

Academic Grievance Policy

The College has a formal Academic Grievance Policy that should be followed if a student has questions concerning the conduct of classes, alleged actions of a faculty member or grading procedures (other than a final grade). The student must attempt to resolve the matter with the individual instructor. If a mutually satisfactory resolution cannot be reached, the student should bring the concerns to the chairperson of the particular department. If a satisfactory resolution is not reached at this level, the student should file a formal grievance with the Vice President for Academic Affairs. The complete Academic Grievance Policy is on file in the Office of the Registrar.

Class Attendance

Students are expected to attend the first and each meeting of a course. If unable to attend the first class, a student should contact his or her instructor before the class meets. **Students who miss the first class of the semester without making prior arrangements may be, at the instructor's discretion, dropped from the course.** It is the responsibility of each student to be aware of instructors' attendance requirements. Students who enroll during add/drop week may not be counted absent when not formally enrolled in the course; however, it is the student's responsibility to contact the faculty member about class assignments and content missed. In individual courses, attendance may influence the grade the student receives.

Student Responsibility

Carroll provides excellent advising for students in the pursuit of their degrees. However, the final responsibility for satisfying all academic requirements and policies rests with the student. Students are urged to familiarize themselves with the requirements and policies of the College enumerated in the Catalog and Student Handbook.

Classification

Those enrolled at Carroll College are classified as either degree students or non-degree students. Degree students are those who have met all entrance requirements and have been approved for a course of study leading to the Associate of Arts, Bachelor of Arts, or Bachelor of Science degree. Non-degree students are those who are enrolled at Carroll College, usually on a part-time basis, and who are not seeking a degree. Non-degree students may complete a maximum of 18 credits, after which time they are required to become a certificate or degree-seeking candidate.

A full-time student is one who is enrolled for a minimum of 12 semester credits of college courses. For purposes of financial aid, athletic eligibility, determination of student standing, and for many scholarships, a student must be enrolled full-time. A part-time student is one who is enrolled for 11 credit hours or fewer.

Students are classified as:

- Freshmen when they are admitted as degree students and have fewer than 30 completed credits;
- Sophomores when the record shows 30 to 59 completed credits;
- Juniors when the record shows 60 to 89 completed credits;
- Seniors when the record shows a minimum of 90 completed credits.

Study Load

The normal full-time study load is 15 credits per semester. Any study load exceeding 18 credits must have the approval of the Registrar.

Students who officially represent Carroll College by participating in extra-curricular, competitive activities, including but not limited to intercollegiate athletics, forensics, or moot court, must be enrolled in a minimum of 6 credits and often are required to enroll in more for eligibility reasons.

Credit and Grade System

The scholastic year is normally divided into 2 semesters of 15 instructional weeks plus a week of final exams with 150 minutes scheduled for each course. A class hour is 50 minutes of lecture, seminar, or recitation, or 110 minutes of laboratory work. The number of meetings per week and the corresponding credit in semester hours are indicated in the class schedule.

The unit of academic credit is the semester hour. Ordinarily, a semester hour represents the work of 50 minutes of class meeting once weekly and requiring approximately 2 hours of preparation. Thus, a class which meets 100 minutes weekly carries 2 hours of credit; 150 minutes weekly, 3 credits; etc. One laboratory period (two to three hours) is equivalent to one class meeting. The minimum passing grade required before a student can receive credit is "D."

Interpretation of Letter Grades

The grading system in use is an alphabetical system using the letters A, B, C, D, F, I, P, W, NR and AU. Beginning in academic year 2015-2016, the faculty will have the option of assigning pluses and minuses to the alphabetical grades. Grades are interpreted as follows:

A indicates excellence of performance in every aspect of the course

B indicates a better than satisfactory but less than excellent performance in every aspect of the course

C indicates a satisfactory performance in every aspect of the course

D indicates a less than satisfactory performance in some or all aspects of the course

F indicates serious deficiencies in some or all aspects of the course

I incomplete is given only under unusual circumstances which cause a delay in a student's completion of a course. The student must be doing passing work after 60% of the course has been completed before an "I" (incomplete) may be given. The student must make specific arrangements including completion date (no later than the end of the following semester) with the faculty member for the completion of the course. A formal written Request for Grade of Incomplete must be filed in the Office of the Registrar before the assignment of the grade as incomplete

P pass—indicates the requirements for a letter grade of "D" or higher have been met.

W withdrawal

NR not reported

AU audit student—no credit or grade.

Grade Points and Academic Average

A student's cumulative grade point average (GPA) is calculated by using only those grades earned at Carroll. A student's GPA average is determined by dividing the total number of grade points received by the total number of graded attempted credits. In computing this average, the following points are assigned each grade: "A," 4 grade points per credit; "B," 3 grade points per credit; "C," 2 grade points per credit; "D," one grade point per credit; and "F," no grade points. Neither the notation "W" nor the grade "P" is computed when calculating the grade point average of a student. Beginning in academic year 2015-2016, a point scheme for plus and minus grades will be implemented.

Grievance Policy to Appeal a Final Grade

The College also has a formal Academic Grievance Policy to Appeal a Final Grade that should be followed if a student believes a final grade has

been improperly recorded. Only final grades resulting from the failure of an instructor to follow college policies in classes or on examinations may be grieved. Resolutions of grievances should begin with the individual instructor. If the grievance is not resolved at this level, the grievance should be brought to the chairperson of the particular department. If a satisfactory resolution is not reached at this level, the student should file a formal grade appeal with the Vice President for Academic Affairs. The complete policy is on file in the Office of the Registrar.

Good Standing and Academic Probation

The grade point average required to maintain good academic standing at Carroll College is 2.0. In order to remain in good standing, a student must have a 2.0 grade point average for both the semester and cumulative work.

When semester grade reports indicate that a student has failed to meet the minimum scholastic standards (2.0 grade point average), the student is not in good academic standing.

After a semester of unsatisfactory work, a student enrolled for 12 or more semester hours will be placed on academic probation. Academic suspension may result upon completion of a second consecutive semester of unsatisfactory work or upon completion of a total of 3 non-consecutive semesters of unsatisfactory work.

A student who has been suspended is not eligible to apply for readmission for at least one academic year.

Suspension may result after one semester of unsatisfactory work should very poor performance warrant such action. The Associate Academic Dean, in consultation with appropriate faculty and staff, will evaluate these cases and make an appropriate determination.

The records of part-time students will be reviewed after the student has attempted 12 or more semester credits. If a total of 12 or more semester credits have been attempted and cumulative grade point average is unsatisfactory (below 2.0), the student will be placed on probation.

For transfer students, the grades earned at Carroll College alone will determine the grade point average of the student at Carroll.

Students on academic probation as a result of work at Carroll College may not hold offices in student activities and organizations, nor may they participate in any varsity sports contests, intercollegiate forensic competitions, main stage theatre productions, the Gold Team Ambassadors or Carroll sponsored education abroad.

The academic standing of a student who withdraws from the College and then seeks re-admission will be based on that of the student's last term of attendance at Carroll.

Students must meet the grade point average described above to be considered as making satisfactory progress. Students who fail to make satisfactory progress may be declared ineligible for financial aid, either institutional or under the Title IV Federal Aid program. Grade point averages falling below this 2.0 standard are considered unsatisfactory.

Restoration of Good Standing

Full-time students (6 Carroll credits or more in summer, 12 credits or more in fall or spring) on academic probation are restored to good standing when their semester grade point average is 2.00 or above **and** their cumulative grade point average is 2.00 or above when enrolled as a full-time student. A part-time student on probation must complete at least 9 credits with grades of the quality required to be restored to good standing. A student with satisfactory performance in a semester, but a continued unsatisfactory cumulative grade point average, will remain on probation until the cumulative average is above the minimum.

The Pass/Fail Grade

Selected courses are regularly graded on a pass/fail basis. However, students may undertake other courses on a pass/fail basis under the following conditions: They must have completed 60 or more semester hours of college work with a cumulative average of 2.0. Courses taken on a pass/fail basis will not be accepted into the major or minor. Core Foundations courses and writing intensive courses may not be taken pass/fail. A student may only enroll in one course per semester on this basis, with a maximum of 4 such courses allowable toward graduation; beginning in academic year 2015-2016, only 2 elected pass/fail courses will be counted toward graduation. Students who register for such courses must indicate this choice at the time of formal registration, that is during the period specified by the academic calendar for each semester. After this period, students may not change their registration from regular grade status to pass/fail or from pass/fail to regular grade status.

Credits transferred from other institutions to a student's Carroll College program will not be accepted into the major if taken on a pass/fail basis. No more than 2 such courses will be allowed toward graduation whether they are taken at Carroll or at another institution.

Repeating a Course

Students who receive a grade of "D" or "F" may repeat the course at Carroll. Only grades of "D" or "F" may be repeated. In such cases the most recent grade shall be the one counted in computing the grade point average required for graduation. The credit hours for a course will be counted only once. However, the original course(s) and grade(s) will remain on the transcript. Students cannot attempt to repeat a course under this policy

more than 2 times. Courses repeated at other institutions and accepted as transfer credit do not change the Carroll cumulative grade point average.

Course Changes After Registration/Add–Drop

- The last day in a term when students may add a course to their program is indicated in the semester schedule.
- Changes from “credit” to “audit” status or from “audit” to “credit” status and changes from “grade” to “pass/fail” or “pass/fail” to “grade” must be made by the last day indicated in the semester schedule.
- To withdraw from any course after the drop period, a student must obtain approval of the advisor and the instructor of the course. Merely ceasing attendance in any course does not constitute withdrawal. An unauthorized withdrawal results in a failure of the course.

A student may withdraw from a course during the first 12 weeks of the semester after obtaining approval of the advisor and the instructor of the course. For authorized withdrawal, a grade of “W” is indicated on the record. Courses from which the student withdraws within the add/drop period of a term will not be entered on the permanent record. Courses from which the student withdraws after the 12th week will be recorded as “F.” Withdrawal forms are available at the Office of the Registrar.

Independent Study

Independent study is a unique learning opportunity not offered in the regular curriculum or an existing Carroll course offered to a student in special circumstances. Only junior and senior students may enroll in an independent study. At the time of application, a student must have earned a 3.0 cumulative grade point average. A student may register for no more than three (3) semester hours of independent study in any one term. In all cases, registration for independent study must be approved by the appropriate department chairperson and submitted to the Office of the Registrar.

Examinations

Examinations, recitations, and reports are required within the semester at the discretion of the instructor. In addition, a final examination is given in most courses during the final examination week of each semester. Students absenting themselves from a scheduled examination without justifiable cause will receive a failing grade for the examination. A scheduled examination is any examination that is announced by an instructor in advance of the class meeting when the examination is administered. A supplementary examination may be taken for a justifiable cause approved by the instructor of the course.

Final Examinations

The final examination week is an essential part of the academic semester. Although final examinations are not required in all classes, it is expected that classes will meet during the time scheduled for the final examination. Final examinations are to be conducted according to the guidelines of the College catalog and according to the final examinations schedule published at the beginning of each semester as part of the class schedule. The following guidelines are to be observed with respect to final examinations:

1. Final examinations are to be given according to the published schedule.
2. Take home final examinations are not due until the scheduled time for final examinations for that class.
3. Final examinations for evening classes (5-10 p.m.) will be given at the regular class time during finals week or as scheduled.
4. Laboratory and studio art final examinations may be given during the final week of classes.

There are many things required of students during the last few weeks of classes. Faculty are encouraged to work with students in planning for these last weeks and to be sensitive to the many requirements of the end of the semester.

Note: It is possible that individual students may have three finals scheduled during a given day. This creates a difficult situation for some of those students. If requested and reasonable, the faculty will work with the individual student in rescheduling a test at another time during finals week so as to remedy this situation.

Grade Reports

Students may view their grades on MyCarroll at mid-semester and the end of fall, spring, and summer semesters. The College does not hold itself responsible for grade report errors unless the Registrar is notified of errors within 6 months after the issue of the report.

Grade Change Policy

Once an instructor has submitted an official grade report to the Registrar's Office, a grade can only be changed within one year of its issuance and only in the case of fraud, error, or a successful student academic appeal. In extraordinary circumstances, a change of grade may be requested after the one year limit has expired. However, any grade change after a one year period must have the approval of the Registrar.

Withdrawal from the College

A student is granted honorable separation when in good standing at the time of withdrawal. Withdrawal from the College with honorable

separation requires appropriate signatures on a completed withdrawal form. Withdrawal forms are available in the Registrar's Office. Failure to comply with this procedure may result in failing grades in all courses.

A student may withdraw from the College on any class day during the semester, but not after the last day of regular classes. A student who withdraws from the College and then wishes to re-enter must complete the admission procedure to be re-admitted.

Deployment Policy for Students Called to Active Military Service

In order to qualify under the provisions of these policies, a student must present official military orders indicating his/her mobilization or activation to the Registrar or other appropriate college official. The student will then be informed of the procedure to follow.

Academic Grades

Mobilization or activation during a regular semester will result in the complete withdrawal of the student from the college without penalty or a punitive grade.

If the mobilization or activation of a student occurs after the last permissible day to withdraw from the college, the student may choose to withdraw or request an incomplete grade. Under this circumstance, normal Carroll College policy for the award of "Incomplete" grades will apply. These instances will need to be individually contracted and approved by the course instructor/faculty member, and filed in the Office of the Registrar. The student will not receive a refund for these courses and/or applicable fees.

Student Re-enrollment

Students mobilized or activated while enrolled in Carroll College will have priority placement upon return. The college will make every attempt to place these students back into their academic study track, as closely as possible to the same place the student occupied before they were mobilized or activated. Any readmission application fee will be waived for these students.

Student Account

If the student chooses to fully withdraw from the college, course tuition, fees, and insurance charges will be pro-rated and reduced based on federal and institutional aid refund policies outlined in the Carroll College Catalog.

If the student withdraws before 60% of the semester has been completed, Federal Financial Aid and charges will be pro-rated in accordance with the policy as outlined in the Carroll College Catalog. If the student withdraws after he/she has completed 60% of the semester, no Financial Aid or charge adjustments will be necessary.

I. Federal Aid:

Financial Aid is pro-rated for students who withdraw from the college. Federal Financial Aid will be returned in accordance with the Federal Financial Aid return policy:

Federal Financial Aid is pro-rated based on Federal Title IV Regulations: See page 73 for the Return of Federal Title IV Funds Policy.

Note: Federal loan disbursements the student has earned, based on the pro-ration, will enter repayment when a student withdraws from school. Students may contact the loan servicer to postpone payments on their loan accounts.

II. Institutional Aid (Scholarships and Grants):

If the student has received institutional scholarship and grants prior to mobilization and chooses to withdraw from the college, the scholarships and grants will be refunded in accordance with the institutional aid policy outlined in the Carroll College Catalog.

Please note that receiving a refund of tuition and fees from Carroll College may result in a repayment to the Department of Veteran Affairs for any education benefits received during that time.

Change of Address and/or Name

It is essential that students notify the Office of the Registrar promptly of any change in residence. All requests for a change of name must be accompanied by appropriate, official documentation.

The Major

All students must elect a standard major or develop a multi-disciplinary major. Ordinarily, students decide on a major by the end of the sophomore year.

Students are expected to satisfy the graduation requirements in effect the year of initial enrollment as degree candidates at the College providing they can complete requirements within a continuous six-year period. If graduation requirements change after that date, students have the option of petitioning to satisfying either the requirements in effect at the time of admission or the requirements of a subsequent catalog. If a student interrupts attendance or transfers from one program to another, they must graduate under the requirements in effect at the time of re-admission or transfer.

At least half of the credits required in the major field for the associate's or bachelor's degrees must be taken at Carroll College. Exceptions require the approval of the major department chairperson and the Associate Academic Dean.

Students are not automatically accepted into all major programs of the College. A number of departments require that certain standards be met

and that a formal application be filed. See specific requirements as listed in the academic programs of this catalog. To qualify for acceptance into the major department, the student must meet college standards as outlined in this catalog.

The Minor

A specific minor is not required for graduation except in those cases where a student wishes to graduate under certain teaching options for secondary education. Any student may obtain a minor by fulfilling the departmental requirements for the minor as set forth in this catalog. At least one-half of the credits required for a minor must be taken at Carroll College.

Multi-disciplinary Major

The purpose of the multi-disciplinary major (MDM) is to permit students in good academic standing to fulfill their personal academic objectives and complete their degree at Carroll College through an integrated program of study that is not possible through an existing major. The program should draw on the curricula of two or more disciplines and create a coherent academic focus. The student who wishes to pursue a MDM will choose a principal advisor and two additional faculty who will work with the student to plan coursework that will provide breadth and depth in the chosen disciplines.

Requirements for the Multi-disciplinary Major for a bachelor's degree:

- An approved application form must be filed with the Office of the Registrar no later than three semesters prior to graduation. Usually, this deadline will be the end of the student's fifth semester. Application forms are available at the Office of the Registrar and include a listing of steps to follow in developing a Multi-disciplinary Major.
- The student must be in good academic standing prior to submission of the proposal.
- Coursework requirements:
 - At least 18 semester hours must be taken within the sponsoring discipline.
 - The student may not be required to take more than 24 semester hours within the sponsoring department.
 - At least 12 semester hours must be taken in a second discipline.
 - An MDM must include a minimum of 48 semester hours that include courses from the sponsoring discipline and other courses deemed to be relevant by the students and the MDM committee.
 - The list of required courses must contain a minimum of 24 semester hours at the 300/400 level.

- At least one-half of the credits required in the MDM proposal must be taken at Carroll College.
- The regulations governing the honors thesis and the comprehensive examination of the sponsoring discipline will apply.

Requirements for the Multi-disciplinary Major for an associate's degree:

- An approved application form must be filed with the Office of the Registrar no later than the fall semester prior to graduation. Usually, this deadline will be before the end of the student's third semester. Application forms are available at the Office of the Registrar and include a listing of steps to follow in developing a Multi-disciplinary Major.
- The student must be in good academic standing prior to submission of the proposal.
- Coursework requirements:
 - At least 12 semester hours must be taken within the sponsoring discipline.
 - The student may not be required to take more than 16 semester hours within the sponsoring department.
 - At least 8 semester hours must be taken in a second discipline.
 - An MDM must include a minimum of 24 semester hours that include courses from the sponsoring discipline and other courses deemed to be relevant by the students and the MDM committee.
 - Of the final 40 credit hours earned toward the degree a minimum of 30 credit hours must be earned at Carroll College with at least one-half of the credits required in the MDM major taken at Carroll.

Career Enhancement Certificate

The Career Enhancement Certificate provides students from a variety of backgrounds with the option of designing a tailored program that will add a group of related courses to their professional or academic experience. The certificate program is designed for individuals who wish to gain a specific set of skills and knowledge in a specialized area to enhance employment opportunities. It may not be used to replace or redefine an existing Carroll certificate. As opposed to an academic minor, it does not require the students to earn a major or a degree to accompany it. Each Career Enhancement Certificate requires a minimum of 15 credits of academic work. At least 9 of these credits must be upper (300 or 400) level classes, and all must be earned at Carroll College. To earn the certificate, students must develop a plan and program in consultation with a faculty advisor, and pass the required classes with a grade of C or better. Completed coursework may be applied to degree requirements if the student becomes degree seeking at a later date. The following guidelines must be followed in developing a specific Career Enhancement Certificate:

1. Choose a primary discipline and a principal advisor from the faculty in that discipline.
2. In consultation with the advisor, develop a one page proposal outlining the objectives of the program. The proposal should include a title, the goal of the certificate program, and a rationale for choosing the courses that will make up the program.
3. Complete the certificate planning form.
4. Submit the signed proposal to the Registrar.

Advanced Placement Program

High school students who receive scores of 4 or 5 on the College Entrance Examination Board Advanced Placement Examination may, upon enrollment, be granted advanced placement and college credit in appropriate subjects. Reports on examinations must be sent to the Registrar directly from the College Entrance Examination Board.

Advanced College Experience

A special arrangement with Helena-area high schools enables qualified juniors and seniors to enroll for college credit courses at Carroll while completing their secondary school requirements. Qualified home-schooled students are also welcome to participate in this program. Students may register for a maximum of 8 credits per semester. Application forms and further information are available through the Office of Admission.

Language Placement

Students who wish to continue studying a modern language for which high school credits have already been received should be placed in a course according to the following guidelines:

- Students with 1 year of high school study should enroll in FR/SP/LA 101.
- Students with 2 years of high school study should enroll in FR/SP/LA 101 or 102.
- Students with 3 years of high school study should enroll in FR/SP/LA 203.
- Students with 4 years of high school study should enroll in FR/SP/LA 203 or 204.

If students (or advisors) are uncertain about course placement or if they wish to request an exception, they should consult with the instructor.

Credit for Military Experience

Credit for experience in the armed forces of the United States may be allowed veterans in accordance with the recommendation of the American

Council on Education (ACE). Veterans wishing such credit should submit official documents or college transcripts covering the work completed.

College Level Examination Program

The College Level Examination Program (CLEP) provides people of all ages and backgrounds an opportunity to demonstrate college-level proficiency on the basis of standardized examinations designed to reflect course curricula. Through CLEP examinations, students can demonstrate mastery of general areas and specific subjects for credit and advanced placement.

CLEP may enable Carroll students to receive college credit for what they already know, allow them to bypass introductory courses, or fulfill Carroll College Core Curriculum (CORE) or major and program requirements. Using CLEP credit to fulfill major and program requirements requires approval of the department chairperson. The individual Carroll College departments determine the specific CLEP examinations which may fulfill requirements in their majors or programs in their respective areas. Carroll students must obtain written verification from their academic department in order for CLEP credits to count toward their major.

Carroll follows the recommendations of the Commission on Educational Credit and Credentials of the American Council on Education (ACE) regarding scores for awarding credit. The various departments determine the specific CLEP examination which may fulfill requirements for classes in their majors or programs in their respective academic areas. Candidates should consult Career Services or the Registrar to determine the application of CLEP credits to individual programs of study. Up to 30 semester hours may be earned through CLEP. These credits are registered as pass/fail grades.

For a full list of CLEP exams accepted for addition to Carroll transcripts, visit Career Services or the Registrar's Office. For exam and pricing information, please visit the CLEP web page.

Credit by Challenge Examination

Upon application to the Registrar and approval by the appropriate faculty member, examinations for credit in courses offered by the College may be taken with the following restrictions:

1. The student must be currently enrolled as a degree candidate at Carroll College;
2. A challenge credit examination may not be taken in a course in which the student has already been registered (for credit or as an auditor), nor may an advanced credit examination be repeated;
3. The maximum number of credits obtainable by challenge examination is 18, not to exceed six (6) credits in any semester; and

4. A fee of \$35 is charged for each examination administered under this program.

The fee is payable in advance and is used to defray the cost of the special examination.

International Baccalaureate Program

Carroll College recognizes the International Baccalaureate as a challenging program of study and takes this into consideration when reviewing the student's application for admission. Students who present scores of 5 or better on the International Baccalaureate higher level examinations may be awarded college credit. No credit will be awarded for subsidiary level examinations.

Transfer of Credit

The following criteria will be used to determine whether or not a course from another college will be accepted for transfer credit at Carroll:

1. The course in question must be from a regionally accredited college or university;
2. The student must have received a "C" or better in the course; the only credits transferred for courses taken on a pass/fail basis will be those with a grade of "P" (pass);
3. A maximum of 60 lower-level credits (100-200 level) towards the academic program may be transferred into Carroll College;
4. At least one-half of the credits required in the major and minor must be taken at Carroll College;
5. Of the final 45 semester credits earned toward the degree, a minimum of 30 semester credits must be earned at Carroll College. See requirements for graduation as described in this Catalog (page 89);
6. Two semesters or the equivalent in physical education activity courses may be transferable;
7. Courses taken on a pass/fail basis will not be accepted into the major. No more than 2 such courses will be allowed toward graduation, whether they are taken at another institution or at Carroll;
8. Grades earned at other institutions are not calculated into the Carroll College grade point average;
9. Any postsecondary coursework taken within 15 years of being admitted or readmitted to the campus will be included in the transfer analysis of core requirements, specific required classes in a major, minor, option or certificate and elective credits.

10. Coursework that falls outside the 15 year guarantee period may be included in the evaluation, at the discretion of the Registrar and appropriate department chair.
11. The course cannot be graduate work.
12. Students are responsible for sending an original translated copy of their foreign transcripts directly to the Registrar's Office;

Transcript of Credit and Record

- Carroll College will issue official academic transcripts only upon the signed request of the student whose transcript is being requested.
- A transcript is not considered official unless it bears the seal of the College, the signature of the Registrar, and is transmitted directly from the Registrar to an authorized recipient.
- The College reserves the right to deny the issuance of transcripts if a student's financial account is not paid or payment plan arrangements have not been followed.
- The College does not hold itself responsible for any error on a transcript which is not brought to the attention of the Registrar within 6 months of issue.
- Work completed at other institutions will not be posted to Carroll College transcripts after a student has received a degree from Carroll (unless the student has declared the intention of completing a subsequent major, minor, Associate of Arts degree, etc. through Carroll).

Photograph, Video and Audio Recordings of Students

Carroll College and its representatives will take photographs, videos and audio recordings of campus life and activities—including athletic events, classroom teaching, extracurricular activities and students in public or common areas—for use in print, on television and radio and in electronic publications as well as to be used on the college's website, on YouTube and other online resources, and in podcasts. If you object to your image or voice being used by the College, provide advance notice to any photographer, videographer or audiotape technician that you withhold your consent. Anyone who does not provide such notice as stated above is deemed to have consented to their images and audio recordings released for the stated purposes.

Students with Disabilities Statement

In recognizing the unique value of each human being, the Carroll College Mission Statement is in accord with the spirit of both Section 504 Rehabilitation Act of 1973 and the Americans With Disabilities Act of 1990. Currently, the Academic Resource Center (ARC), in cooperation with other campus departments, coordinates assistance for students with special

needs during their academic careers. Specifically, Carroll offers the following services to students with disabilities:

- Personal counseling from the staff in the Wellness Center;
- Coordinating accommodations with faculty for students with disabilities and special needs in the classroom, as necessary, e.g., administering tests at the ARC, additional time for tests, or other adjustments, such as (but not limited to) peer note-takers, alternative textbook formats, and other reasonable accommodations that ensure equal access to the educational experience.
- Course substitutions, credit reductions, course requirement waivers, if deemed appropriate by the Vice President of Academic Affairs. Such accommodations will be coordinated with the student, the student's academic advisor, and the Director of the ARC.

In turn, the College requires the following from students who would like to use these services:

- Disclosure of the disability to the Director of the Academic Resource Center (ARC), preferably prior to, or immediately after, enrollment for the first semester.
- Documentation of the disability from a qualified professional whose credentials are appropriate to the disability (for example, a physician for a physical disability, a learning disabilities specialist or psychologist for a learning disability). Verification or more recent documentation may be requested by ARC or the Vice President for Academic Affairs. While a student may submit an Individualized Education Program (IEP) it is not acceptable for disability documentation. Disability documentation must follow the requirements below:
 1. Be typed or printed on official letterhead and be signed by an evaluator qualified to make the diagnosis and must include information about license or certification, background and area of specialization.
 2. Include current adult cognitive and achievement measures for students with learning disabilities and ADHD. Testing must have been completed within 3 years of enrollment, unless the assessment was completed after the age of 18 and the documentation clearly reflects current functioning. For psychiatric disabilities, assessment must have been completed within the last 12 months. These time limitations do not apply to students with physical or sensory disabilities of a permanent or unchanging nature.
 3. Include educational, developmental, and medical history relevant to the disability for which testing accommodations are being requested.
 4. Clearly state the diagnosed disability and include a DSM IV-TR clinical diagnosis as appropriate. The diagnostic report should use direct

language in the diagnosis of processing deficits as well as ADHD and avoid using terms such as “suggests,” “is indicative of,” or “attention problems.”

5. Fully describe functional limitations resulting from the disability.
6. Include test instruments and subtest scores used to document the stated disability. This requirement does not apply to physical or sensory disabilities of a permanent or unchanging nature.
7. Include recommendations for academic accommodations and a detailed explanation of why each accommodation is required.
8. State medications prescribed along with any side effects of the medication that may affect college-level study or learning.

It is important to note that Carroll College maintains the same academic standards for all students regardless of ability. Carroll College cannot provide accommodations for individuals with disabilities if the accommodation fundamentally alters the nature of the services, privileges, advantages, or opportunities provided or poses an undue burden on the College.

Institutional Review Board

The primary purpose of the Institutional Review Board (IRB) is to assure the safety, rights, welfare and dignity of human subjects. The mission of the IRB is to determine whether research conducted by faculty, staff, employees, and students affiliated with Carroll College complies with applicable law, institutional policies, and standards of professional conduct and practice while embracing the mission of Carroll College. Specifically, the IRB is the group given responsibility by Carroll College to review research proposals that involve the use of human participants.

As a student, faculty or staff member of Carroll College, if you are doing research (including class projects and honors theses) that involves collecting information or data about human subjects, or testing/measuring human participants in any way, you need to know the following:

- You need to have Institutional Review Board (IRB) approval before you begin.
- If you do not have IRB approval for your research, your research project cannot be recognized by Carroll and will not be accepted to fulfill any academic requirements.
- The IRB cannot review research that has already been conducted.
- The IRB review must be conducted before you involve human participants in your research or project.

For additional information and/or to obtain an IRB application, please visit the IRB website at: <http://www.carroll.edu/academics/research/irb>.

Honors and Awards

Dean's Honor List

A student enrolled for 12 **graded** semester hours or more, whose average for the semester is 3.50 or higher, is placed on the Dean's Honor List. Courses receiving a grade of "P" are not considered to be a graded credit and they are not included in the GPA calculation. The Dean's List is published each semester. A letter of commendation is sent to the parents when appropriate.

Graduation with Honors (Effective August 1, 2014)

To be eligible for graduation honors, a student must successfully complete the honors thesis and graduate with a cumulative grade point average of not less than 3.50. Honors are awarded at three levels:

- Summa Cum Laude—meaning "with the highest praise" is the highest distinction awarded at graduation. To graduate summa cum laude, a student must achieve a 3.9 or higher grade point average
- Magna Cum Laude—meaning "with great praise" is the second highest distinction awarded at graduation. To qualify for magna cum laude, a student must achieve a 3.7–3.89 grade point average
- Cum Laude—meaning "with praise" is the third distinction awarded at graduation. To qualify for cum laude, a student must achieve a 3.5–3.69 grade point average

These honors are announced at commencement.

Transfers: To be eligible for graduation honors, a student must have completed 60 semester hours of course work at Carroll College. The required cumulative average will be calculated from all courses completed at Carroll.

Graduation with Distinction

To be eligible for graduation with distinction, completion of an honors thesis is not required. However, a student must graduate with a cumulative grade point average of not less than 3.50.

Transfers: To be eligible for graduation with distinction, a student must have completed 60 semester hours of course work at Carroll College. Calculation of cumulative grade point average includes only credits and grades earned at Carroll College.

Honors Thesis

The thesis work for honor students is designed to encourage creative thinking and to stimulate individual research. Interested students should decide upon a thesis project as early as possible in the junior year so that adequate attention may be given to the project. In order to be eligible to apply to write a thesis, a student must have achieved a cumulative grade point average of at least 3.25 based upon all courses completed at Carroll

College. Applications and further information are available in the Registrar's Office. Note: If the thesis credits exceed the credit limit, the charge for additional credits will be waived.

Borromeo Award

This award, named for St. Charles Borromeo, patron of Carroll College, may be presented to individuals, groups, or organizations showing outstanding zeal, courage, and devotion in achievements of service to Carroll, the community, and the Church.

Bishop Gilmore Memorial Award

This award is presented to outstanding senior scholars who have attained the highest grade point average at Carroll College.

Transfers: To be eligible for the Gilmore Award, a student must have completed 60 semester hours of course work at Carroll College. Calculation of cumulative grade point average includes only credits and grades earned at Carroll College.

Raymond G. Hunthausen Outstanding Collegiate Citizenship Award

Since 1986 Carroll College has presented the Raymond G. Hunthausen Award for community service to deserving students who make outstanding contributions to the college or a community (Helena or other). The award was named for Archbishop Hunthausen because of his own commitment to peace and justice in his personal life and in his work with the Catholic Church. The award was established to acknowledge students who exhibit a sense of commitment to others for the sole purpose of giving from their own personal sense of unselfish service. The recipients are recognized at the annual Honors Convocation each April.

Michael W. Murphy Award For Outstanding Collegiate Citizenship

This award is presented to a graduating senior, who, through personal achievement, generosity, and leadership, has excelled in promoting the true spirit and ideals of Carroll College. The recipient is selected on the basis of contributions to the collegiate community of Carroll College. The award is made in memory of Michael W. Murphy, a deceased student of the College, who himself served as a model for this award.

Honorary Societies

Alpha Kappa Delta

Alpha Kappa Delta International Honor Society was founded in 1920. The purpose of the society is to promote an interest in sociology and to research

social problems and other such social and intellectual activities as will lead to an improvement in the human condition.

Delta Epsilon Sigma

Carroll College holds the charter of the Gamma Chapter of Delta Epsilon Sigma, a national honorary society for students of Catholic colleges and universities. Selection of members in Delta Epsilon Sigma is made from among the members of the junior class on the basis of scholastic achievement, good character, and liberal culture.

Lambda Pi Eta

Carroll College holds the Iota Nu chapter of Lambda Pi Eta, the national Communication Honor Society. Membership is granted based on academic excellence. The goals of Lambda Pi Eta are to recognize, foster and reward outstanding achievement; stimulate interest in the field of communication; promote and encourage professional development; provide an opportunity to discuss and exchange ideas about the field establish and maintain close relationships and understanding between faculty and students; and explore options for further graduate studies.

Phi Alpha Theta

The Omega-Eta chapter of Psi Alpha Theta is located at Carroll College. Phi Alpha Theta, established in 1921, is the international honor society in history. With chapters located at colleges and universities in all 50 states, the District of Columbia, Puerto Rico, Canada, and the Philippine Islands, Phi Alpha Theta is one of the highest-rated departmental honor societies in existence. Members of the society may participate in a range of historical activities, including the annual Northwest Phi Alpha Theta History Conference.

Phi Sigma Iota

Carroll College's Department of Languages and Literature has been granted the charter for the Gamma Rho chapter of Phi Sigma Iota. This international honor society has as its ideals and purpose "the recognition of outstanding ability and attainments in the study and teaching of foreign languages, the stimulation of advanced pursuits and individual research in this discipline, and the promotion of cultural enrichment and a sentiment of international amity derived from the knowledge and use of foreign language." Phi Sigma Iota publishes members' work in its international magazine and offers scholarships, fellowships, and awards to its members. Carroll's Gamma Rho chapter is the first chapter to be chartered in Montana.

Phi Sigma Tau

The Carroll College Department of Philosophy sponsors a chapter of Phi Sigma Tau. The objectives of the society are: (1) to serve as a means of

awarding distinction to students having high scholarship and personal interest in philosophy; (2) to promote student interest in research and advanced study in this field; (3) to provide opportunities for the publication of student research papers of merit; (4) to encourage a professional spirit and friendship among those who have displayed marked ability in this field; (5) and to popularize interest in philosophy among the general collegiate public.

Psi Chi

The Carroll College Psychology Department holds the charter for the Carroll College Chapter in Psi Chi, the national honor society in psychology. According to the Psi Chi bylaws, the purpose of Psi Chi is to encourage, stimulate, and maintain excellence in scholarship and to advance the science of psychology. Active members may hold office and vote on issues of national importance to Psi Chi, as well as attend regional and national psychology conventions. The aims of Psi Chi are summarized in its motto, "Psyche Cheires," which means: "cooperation in the investigation and cultivation of the mind." Psi Chi members are expected to remain active in the Psychology Club and participate in campus and community services.

Sigma Tau Delta

The Department of Languages and Literature at Carroll holds the charter for the Alpha Zeta Epsilon chapter of Sigma Tau Delta, the international English honor society. Carroll's charter is only the second granted in Montana. Sigma Tau Delta "affords exceptional students in the field of English opportunities for furthering culture, for formulating ethical principles, for developing skills in creative and critical writing, and for fostering a spirit of fellowship." Benefits to student members include opportunities for publication in the society's journal, various academic prize competitions, presentations at conferences, internships in Washington, D.C., and merit scholarships, as well as access to an established network of contacts in an international academic body.

Sigma Theta Tau

The Zeta Upsilon Chapter of the international honor society in Nursing is a chapter at large for Montana Schools providing baccalaureate or higher nursing degrees. Sigma Theta Tau's purpose is to encourage and recognize superior scholarship and leadership achievements at the undergraduate and graduate levels in nursing. The criteria for membership is the demonstration of academic excellence by students in baccalaureate and graduate nursing programs.

Theta Alpha Kappa

Theta Alpha Kappa is the national honor society for Theological and Religious studies. It exists to encourage, recognize, and maintain excellence in these fields within baccalaureate and post-baccalaureate degree

programs, and also make these studies more broadly understood within the academic profession.

Requirements For Graduation

A degree seeking student enrolled at Carroll College may pursue either a four-year program leading to the Bachelor of Arts or Bachelor of Science degree or a two-year program leading to the Associate of Arts degree.

Students are expected to satisfy the graduation requirements in effect the year of initial enrollment as degree candidates at the College providing they can complete requirements within a continuous six-year period. If graduation requirements change after that date, students have the option of petitioning to satisfying either the requirements in effect at the time of admission or the requirements of a subsequent catalog. If a student interrupts attendance or transfers from one program to another, he or she must graduate under the requirements in effect at the time of re-admission or transfer.

Any Carroll course for which college-level credit (course numbers 100–499) is given may be applied toward the total credits needed for graduation, except physical education activity courses (HPE 101-102) and certain Military Science (MSL) courses; in the case of HPE 101-102 courses, only 2 credits apply toward the total number of credits needed for graduation. A minor is not required for graduation, except for candidates who graduate under certain teaching options for secondary education.

Carroll College Core Curriculum

Carroll is a Catholic, liberal arts college. In order to ensure that each student shares in the wisdom that goes to make up the foundation of such a school, the College requires all students to participate in a broad spectrum of academic disciplines. This range includes those disciplines which help develop the contemporary, enlightened mind, namely, the humanities and fine arts, the social and natural sciences, and the reflective disciplines of philosophy and theology.

The Carroll College Core Curriculum is applicable to all students receiving the baccalaureate or the associate degree, except in the case of post-baccalaureate students.

A person who holds a baccalaureate degree from another regionally accredited institution may pursue a second major or degree at Carroll College as a post-baccalaureate student. In this case, all Core Curriculum requirements will be considered fulfilled, except for 3 credits of philosophy and 3 credits of theology. Courses meeting these required philosophy and theology credits may be transferred from a previously attended institution.

Residence Requirements

Of the final 45 credit hours earned toward the degree a minimum of 30 credit hours must be earned at Carroll College with at least one-half of the credits required in the major and minor taken at Carroll.

Comprehensive Examinations

Each candidate for the Bachelor of Arts or Bachelor of Science degree must satisfactorily complete the written and/or oral comprehensive examination if required by the major department.

Application for Degree

Application for a degree must be made at the Office of the Registrar within the period indicated in the college calendar. Students should work closely with their academic advisor on course selection to ensure that all requirements for graduation are met. However, each student retains ultimate responsibility for completing all requirements for graduation.

Commencement

Students are expected to be present at graduation exercises. Students who have applied for a degree in December, May or July of an academic year may participate in the May commencement ceremony.





Academic Integrity Policy



“AS AN ACADEMIC COMMUNITY, CARROLL COLLEGE AFFIRMS ITS commitment to the principle of freedom of inquiry in the process of investigating, understanding, critically reflecting upon, and finally judging reality and truth in all fields of human knowledge. As value-oriented, Carroll College is committed to and deeply involved in the further dimension of free deliberation and decision making regarding values and personal commitment. Each student at Carroll, through personal and institutional means, is exposed to value systems with which one can readily identify, including secular values such as the worth of work and the use of the intellect, humanistic values centering on the uniqueness and dignity of the person, and religious and moral values concerned with one’s relationship to God, self, and others.” *Carroll College Mission Statement*

As contributing members of the Carroll learning community, students at Carroll College are expected to have high standards of integrity. Any student who cheats or plagiarizes on examinations or assignments, falsifies college records, or fails to give requested academic information on official documents is subject to dismissal or other appropriate disciplinary action by the College. All students of the college are expected to understand and follow the standard outlined in Article V: Expectations for Student Conduct of the Carroll Code of Student Conduct which states:

“Any student found to have committed or to have attempted to commit the following misconduct is subject to the disciplinary sanctions outlined in Article VI (B):

1. Acts of dishonesty, including but not limited to the following:
 - a. Cheating, plagiarism, or other forms of academic dishonesty.
 - b. Furnishing false information to any College official, faculty member, or office.
 - c. Forgery, alteration, or misuse of any College document, record or instrument of identification.”

(Carroll College Student Handbook)

Ignorance of the code is not a valid reason for committing an act of academic dishonesty. Students should realize that their actions may affect other students. In general, students may not obstruct or interfere with other students' academic work or otherwise undertake an activity with the purpose of creating or obtaining an unfair academic advantage over other students. Each of the following behaviors, including any attempt to engage in any of the behaviors, violates the high standards of academic integrity and is thus prohibited.

1. Plagiarism

The term “plagiarism” includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials. Plagiarism may range from isolated formulas, sentences, or paragraphs to entire articles copied from books, periodicals, web sites, speeches, or the writings of other students. Honesty requires that any work or materials taken from another source for either written or oral use must be acknowledged. Any student who fails to give credit for ideas or materials obtained from another source is guilty of plagiarism. Plagiarism, in any of its forms, and whether intentional or unintentional, violates standards of academic integrity. Examples of plagiarism include, but are not limited to:

- Direct quotation of any source material whether published or unpublished without giving proper credit through the use of quotation marks, footnotes and other customary means of identifying sources.
- Paraphrasing another person's ideas, opinions, or theories from books, articles, web sites, etc., without identifying and crediting sources.
- Borrowing facts, statistics, graphs, diagrams, photographs, or other illustrative or visual materials that are not clearly common knowledge without identifying and crediting sources.
- Copying another student's essay test answers or submitting papers written by another person or persons. This includes copying, or allowing another student to copy, a computer file that contains another student's assignment and submitting it, in part or in its entirety, as one's own.
- Buying or selling, or exchanging term papers, examinations, or other written assignments, or any part of them.
- Offering false, fabricated, or fictitious sources for papers, reports, or other assignments.

2. Cheating

The term “cheating” includes, but is not limited to: (1) use of any unauthorized assistance in taking quizzes, tests, or examinations; (2) use of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments;

(3) the acquisition, without permission, of tests or other academic material belonging to a member of the College faculty or staff; (4) engaging in any behavior specifically prohibited by a faculty member in the course syllabus or additional written documentation, or, if using the Academic Resource Center testing service, prohibited by the rules of the testing service.

3. Duplicate Submission of the Same Work

Submitting the same work, or parts of the same work, on more than one occasion for academic credit without full citation and prior permission from the instructor(s).

4. False Information and Lying

This includes consciously furnishing false information to other students, faculty members, advisors, staff and administrators of the college offices with the intent to mislead. Instances would include but are not limited to misrepresenting activity outside of the classroom (reports on field work, internships, etc.) or improperly seeking special consideration or privilege (e.g., for postponement of an examination or assignment deadline, etc.).

5. Falsifying Academic Documentation and Forgery

This includes any attempt to forge or alter academic documentation (including transcripts, letters of recommendation, certificates of enrollment or good standing, registration forms, drop/add forms, withdrawal forms, and medical certification of absence) or to falsify other writing in academic matters (e.g., any documentation provided to instructors) concerning oneself or others.

6. Theft, Abuse and Destruction of Academic Property

This comprises unauthorized removal, retention, mutilation or destruction of common property of the college that deprives others of equal access to these materials. Such property includes but is not limited to library materials, laboratory materials, computers and computer software, etc. The theft, mutilation or destruction of another student's academic work, including books, notes, computer programs, papers, reports, laboratory experiments, etc. also falls under this type of violation. This also includes making copies of another student's files without that student's permission, even if the original files are not destroyed in the process.

7. Unauthorized Use of Technology

The unauthorized use of computers or the college's computer network (e.g., the unauthorized use of software, access codes, computing accounts, electronic mail and files) or other electronic devices (cell phones, calculators, personal digital assistants, pagers, etc.) when completing course assignments or examinations is prohibited.

8. Aiding and Abetting Academic Dishonesty

This includes intentionally: (a) providing material, information, or other assistance to another person with knowledge that such aid would likely be used to commit any of the proscribed acts noted above; or (b) providing false information in connection with any inquiry regarding academic integrity.

Procedures for Adjudicating Violations of the Code of Academic Integrity

A. Initial Procedure

The course instructor, if possible, should meet with the student to discuss the incident. The student will be informed of the course instructor's suspicions and will have an opportunity to respond to the allegations. If the instructor is unable to meet with the student, he/she must notify the student by email of the suspicions. The student will have an opportunity to respond to the suspicions by email. If the alleged incident of academic dishonesty occurs while using academic support and/or testing services, the college employee witnessing or involved in the incident will report the suspicions to the course instructor within twenty-four hours. The course instructor will then follow the procedure outlined above.

The instructor decides whether the student has violated the Code of Academic Integrity and, if necessary, assigns a sanction. This determination of responsibility shall be based upon the facts of the incident and whether it is more likely than not that the student is responsible for the alleged violation(s). If a sanction is imposed the course instructor will file a "Notification of Academic Dishonesty" form with the Registrar. Forms are available in the Registrar office and the Public Folders on MyCarroll. The form, the sanction and supporting documentation become part of the Academic Misconduct file.

The student shall be provided **written notification** of the instructor's decision and sanction by the Registrar, normally within five (5) school days after the "Notification of Academic Dishonesty Form" has been received in the Office of the Registrar. Possible sanctions include but are not limited to:

- Warning: a notice in writing to the student that the student has been found responsible for violating the Code of Academic Integrity.
- Grade reduction or course failure.
- Other Sanctions: additional work assignments, community service, participation or completion of college service or educational program, service to the college and/or other related discretionary assignments.
- One or more semesters of academic disciplinary probation with a transcript notation of "Probation: Academic Integrity Violation"
- A semester of suspension from the college with the a transcript notation of "Suspension: Academic Integrity Violation"
- Dismissal from the college with the a transcript notation of "Dismissal: Academic Integrity Violation"

The Academic Misconduct file is confidential and separate from the student's permanent academic file. First violations of the Code are a part of this confidential record. Second violations are handled on a case by case basis and will become part of the student's academic file only in those instances when subsequent offences are serious enough to warrant inclusion.

A course instructor who suspects academic dishonesty may ask the Registrar about the student's prior record in this area. The sanctions imposed for violations of the Code after the first offense shall become increasingly serious with each offense. If the faculty member becomes aware of two or more violations at the same time (e.g. notices that two papers turned in on different dates were both plagiarized) these shall not be treated as a first offense, but as two separate offenses, both a first offense and a second offense, and sanctions will be imposed accordingly. Ignorance of the Code shall have no effect on the sanctions imposed for any violation.

If the alleged incident of academic dishonesty occurs while using academic support and/or testing services, the college employee (student proctor or other college employee) witnessing or involved in the incident will immediately file a formal report of the suspicions with the department director, the course instructor, and the Registrar, in accordance with the process outlined above.

B. Appeal

The student may request a review by the Department Chair or a designee of the Associate Academic Dean if the faculty member is the Department Chair. The Chair/Dean designee must meet or confer with the student and faculty member within five (5) school days after the student has presented the request for a review to the Chair/Dean designee. This can be done with all parties present or individually. The Chair/Dean designee must give a resolution in writing to both parties within five (5) school days of the meeting or conversation. The decision of the Chair/Dean designee shall contain the reasons for his/her decision. The Chair/Dean designee may uphold the original decision of the faculty member or replace the sanction with another that may be more severe, less severe, or otherwise different. The decision of the Chair/Dean designee must be filed with the Registrar in the Academic Misconduct file.

C. Formal Grievance Procedure

If the appeal is not resolved to either the student's or the faculty/staff member's satisfaction, he/she can proceed to Step 1 of a formal appeal procedure. The appealing party must present the appeal in writing to the Associate Academic Dean within five (5) school days from the appealing party's receipt of the response given in the review by the Department Chair/Dean designee.

During the Formal Grievance Procedure, the accused student and faculty/staff member have the right to be assisted by an advisor they choose, at their own expense. The student and faculty/staff member are responsible for presenting his/her own information and, therefore, the advisors are not permitted to participate directly in any of the Formal Grievance Procedure.

Step 1:

Within five (5) school days of receipt of the written appeal, the Associate Academic Dean shall render a written decision. Prior to rendering the decision, the Associate Academic Dean shall convene a meeting of all parties involved which may include an attempt to facilitate a resolution of the matter. After the meeting has taken place the Associate Academic Dean shall then render a written decision within five (5) school days from the date of the meeting. The decision of the Associate Academic Dean shall contain the reasons for his/her decision. In either instance, the written decision shall be furnished to the parties involved either electronically, by mail or in person. If the decision is mailed, it will be deemed to have been received on the third calendar day (excluding Sunday or Federal holidays) after being mailed. NOTE: the student is responsible for making sure the Registrar's office has his/her most current local address and phone number. The decision of the Associate Academic Dean must be filed with the Registrar in the Academic Misconduct file.

Step 2:

If either the student or the involved faculty/staff member is dissatisfied with the decision made by the Associate Academic Dean, they may appeal the Associate Academic Dean's decision to an academic grievance committee by filing an appeal, in writing, with the Associate Academic Dean, stating the reasons for the appealing party's disagreement with the decision issued by the Associate Academic Dean. The appeal must be presented to the Associate Academic Dean within five (5) school days from the receipt of the Associate Academic Dean's decision.

Within five (5) school days of receipt of the appeal, the Associate Academic Dean will initiate the process for selecting an academic grievance committee. This will include inviting a written response to the appeal from any non-appealing parties.

The academic grievance committee shall consist of five (5) members. Committee members may not serve as advocates or witnesses for any party to the grievance, or any other grievance involving the student. The members of the committee shall be selected as follows:

- One tenured faculty member shall be selected by the Associate Academic Dean.
- One tenured faculty member shall be selected by the Associate Academic Dean from a list of the names of three tenured faculty

members submitted by the complainant, after consultation with the respondent.

- One tenured faculty member shall be selected by the Associate Academic Dean from a list of names of three tenured faculty members submitted by the respondent, after consultation with the complainant.
- One full-time student shall be selected by the Executive Committee of the Associated Students of Carroll College.
- One full-time student shall be selected by the Associate Academic Dean, from a list of the names of three full-time students submitted by the complainant after consultation with the respondent.

The Associate Academic Dean shall appoint one faculty member to act as chairperson of the committee. The duties of the chairperson shall be as follows:

1. Schedule appropriate times and places for committee meetings and hearings;
2. Inform committee members and the parties to the grievance of the times and places of committee meetings and hearings they are required to attend, and supply them with copies of all documents relating to the grievance and all appeal thereof;
3. Arrange for the recording of the committee's hearing;
4. Maintain committee records; and
5. Inform the Associate Academic Dean of the committee's decision.

The academic grievance committee must meet within five (5) school days after committee members have been appointed. At this meeting, the committee shall review the appeal and the original documentation filed in the Academic Misconduct file. The committee may request the parties to appear in order to answer questions from the committee or additional documentation or information.

Within five (5) school days after completion of the committee's review, the committee shall make its decision and transmit its decision in writing to the Associate Academic Dean. The committee's decision shall be reached by a simple majority vote.

The decision of the committee shall contain the reasons for the committee's decision. The committee's written decision shall be furnished to the parties involved by the Associate Academic Dean within five (5) school days of receipt by the Associate Academic Dean. The decision of the committee is final. This does not preclude other outside legal action to be taken by either party.

Extensions of time

For good cause shown, the Associate Academic Dean may grant an extension of any deadline contained in this policy. Any request for an extension must be copied to the other party, who will be given an opportunity

to respond to the request before it is granted or denied. Extensions may be necessary if the discovery and/or notification of academic dishonesty occurs between semesters or during summer break. The decision to grant such an extension shall be in writing and shall be provided to the parties involved. The written decision shall become a permanent part of the Academic Misconduct file.

Waivers

Any step of this grievance policy, and the time frames in the procedure, may be waived upon written agreements of all parties. The written agreement shall become a permanent part of the Academic Misconduct file.

Burden of Proof

The determination of responsibility shall be based upon the facts of the incident and whether it is more likely than not that the student is responsible for the alleged violation(s).

Confidentiality

All information and discussion of the case is confidential and must remain within the committee and the parties to the grievance.

Formal Appeal Resolution

An appeal is resolved when:

1. The complainant requests in writing that the appeal be withdrawn, or
2. When both parties sign a statement that a resolution has been achieved, or
3. The student or other party with a right of appeal fails to advance the appeal in the required time frames, or
4. The final step of the formal grievance procedure is completed.

Records

Upon final resolution, all records relating to the appeal shall be forwarded to the Associate Academic Dean, who shall instruct the Registrar to file these maintain these records in the Academic Misconduct file. All Notification of Academic Dishonesty forms and proceedings records shall be maintained confidentially in the Academic Misconduct file until seven years after the responsible student graduates or permanently separates from Carroll College. In cases where notation on the official transcript, suspension, or expulsion is imposed, the file shall be retained as part of the student's permanent academic record.

Portions of this policy were adapted with permission from Canisius College.



Admission



CARROLL COLLEGE IS COMMITTED TO ENSURING EQUAL OPPORTUNITY for all persons and does not discriminate on the basis of sex, race, religion, sexual orientation, marital status, veteran status, national origin, or ethnic origin. No qualified individual is excluded from admission or participation in any educational program, activity, or facility by reason of disability, providing the individual can properly perform with reasonable accommodation.

Degree Candidates

Degree candidates are those who have made application, through the Office of Admission, for a course of study leading to the Bachelor of Arts, Bachelor of Science, or Associate of Arts degree. Degree candidates may be enrolled on a full-time or part-time basis.

General Requirements

Admitted candidates are those who, in the view of the Admission committee, are likely to succeed in and contribute to the Carroll College community. The Committee conducts a comprehensive review when evaluating and determining the admissibility of candidates. In all cases, the underlying principle of comprehensive review for admission consideration is the assessment of preparedness, potential and purpose. The process is one that weighs heavily the candidate's past academic performance with the greatest emphasis placed upon the candidate's grades and the quality of academic preparation (curriculum). Admitted candidates will demonstrate a strong academic background. Carroll does not have established quotas or standardized admission requirements. Decisions are based on a student's work during high school, verbal and quantitative reasoning skills, secondary school report/letter of recommendation, demonstrated commitment to intellectual achievement, and performance on standardized college entrance examinations. In the case of transfer applicants, the college work already completed is considered.

All candidates must submit the following materials:

1. Completed application form (available from the Office of Admission, online at www.carroll.edu or www.commonapp.org)
2. Official transcripts from high school or GED scores, and if applicable, official transcripts from all colleges previously attended. To be considered official, transcripts must be sent directly from the high school and/or other colleges to Carroll.
3. Secondary school report/letter of recommendation
4. ACT, SAT, or ASSET test scores
5. A non-refundable \$35 application fee or an ACT or College Board Fee Waiver form

In the event of a question concerning the applicant's admission, additional information and/or a personal interview may be requested.

Freshman Admission

A complete admission file includes:

1. Completed application form, including personal essay
2. Official transcripts from high school, any college(s) concurrently attended during high school, or GED scores (if applicable)
3. Official ACT or SAT scores
4. Secondary school report (A letter of recommendation may be substituted if the applicant has been out of high school for more than one year)
5. A non-refundable \$35 application fee or an ACT or College Board Fee Waiver form

Students who desire to enroll before completing the traditional senior year in high school (outside of our Advanced College Experience program) will be reviewed by the Admission Committee to determine the applicant's ability for academic and personal success.

The Admission Committee will consider ACT or SAT test scores posted on an official high school transcript as official for admission purposes. Otherwise, the applicant must have test scores submitted from one of the following entrance examinations: ACT or the College Board (SAT). The Carroll ACT identifying number is **2408** and the SAT identifying number is **4041**. Traditional freshman applicants are encouraged to take admission tests by December of the senior year of high school in order for the Office of Admission to make a timely decision. Applicants may obtain testing information from any high school counseling office/career center or online.

ACT®
act.org

The SAT®
sat.collegeboard.org

The offer of admission is contingent upon the successful completion of the senior year of high school and graduation requirements. To receive full consideration

for scholarships and financial aid opportunities, applicants must have a complete admission file by the priority admission deadline.

Freshman applicants are strongly encouraged to follow a college-preparatory curriculum. While such a curriculum is recommended, it is not required in order for a student to be considered for admission to Carroll College. The following is a recommended curriculum schedule for four years of high school:

English—4 years

Mathematics—3 years, including Algebra II

Social Studies—3 years, including U.S. History and U.S. Government

Science—2 years, including one lab science

Foreign Language—2 years

Fine Arts (music, art, theatre)—2 years

Technology—1 year

Early College Program

High school students with demonstrated superior academic ability will, upon written request, be considered for admission to a degree-seeking program after completing a minimum of three years of high school. The following additional documents are required for admission consideration:

1. Two letters of recommendation from an instructor, counselor and/or high school principal supporting the student's decision to seek early admission.
2. Personal statement addressing the circumstances and decision that led the student to seek early admission to college.
3. Interviews may be required of some candidates.

Advanced Placement

High schools students who receive scores of 4 or 5 on the College Board Advanced Placement Examination may, upon enrollment, be granted advanced placement and college credit in appropriate subjects. Reports on examinations must be sent to the Registrar directly from the College Board.

International Baccalaureate

Students who receive scores of 5, 6, or 7 on the International Baccalaureate (IB) higher level examinations are granted college credit in appropriate subjects. Credit is not awarded for standard level examinations, Theory of Knowledge, or extended essays. Courses and credits are posted to the student's Carroll transcript upon receipt of the official IB transcripts.

Home School Applicants

Carroll College welcomes students who have been educated through home-school curricula. Students applying for admission to Carroll College that have participated in a home-school program must submit the following:

1. Completed application form (available from the Office of Admission, online at www.carroll.edu or www.commonapp.org)
2. High school transcript and/or syllabus of all course work completed and any colleges concurrently attended during high school, or GED (if applicable)
3. Results of a standardized test (ACT, SAT, or ASSET/COMPASS)
4. Letter of recommendation, by someone other than a parent, addressing academic potential and accomplishments
5. A non-refundable \$35 application fee or an ACT or College Board Fee Waiver form

Please note: Although not required for admission consideration, home-schooled candidates are encouraged to submit their state's equivalency of high school completion.

Transfer Admission

Carroll welcomes applications from students whose educational interest will be served by transferring from two-year or four-year colleges. Students are considered transfer candidates if they have attempted course work from a regionally accredited college or university after high school graduation.

Admitted candidates are those who, in the view of the Admission Committee, are likely to become successful members of the Carroll community and demonstrate a strong academic background. For that reason, a holistic admission policy is practiced. Transfer students should have a minimum 2.50 overall college grade point average (4.0 scale) to be considered for admission.

A complete admission file includes:

1. Completed application form, including personal statement
2. Official transcripts from all college(s) previously attended and official transcripts from high school if fewer than 30 semester credits of college level work was attempted
3. ACT or SAT test scores if fewer than 24 semester credits of college level work was attempted. The COMPASS may be requested of applicants who have been out of high school for more than three years
4. Letter of recommendation
5. A non-refundable \$35 application fee or an ACT or College Board Fee Waiver form

The offer of admission to transfer students is contingent upon the successful completion of collegiate course work.

Transfer of Credit

The following criteria will be used to determine whether or not a course from another college will be accepted for transfer credit at Carroll:

1. The course in question must be from a regionally accredited college or university.
2. The student must have received a “C” or better in the course; the only credits transferred for courses taken on a pass/fail basis will be those with a grade of “P” (pass).
3. A maximum of 60 lower-level credits (100-200 level) towards the academic program may be transferred into Carroll College.
4. At least one-half of the credits required in the major and minor, must be taken at Carroll College.
5. Of the final 45 semester credits earned toward the degree, a minimum of 30 semester credits must be earned at Carroll College. See requirements for graduation as described in this catalog (page 89).
6. Two semesters or the equivalent in physical education activity courses may be transferable.
7. Courses taken on a pass/fail basis will not be accepted into the major. No more than 2 such courses will be allowed toward graduation, whether they are taken at another institution or at Carroll.
8. Grades earned at other institutions are not calculated into the Carroll College grade point average.
9. Any postsecondary coursework taken within 15 years of being admitted or readmitted to the campus will be included in the transfer analysis of core requirements, specific required classes in a major, minor or certificate and elective credits.
10. Coursework that falls outside the 15 year guarantee period may be included in the evaluation, at the discretion of the Registrar and appropriate department chair.
11. The course cannot be graduate level work.
12. Students are responsible for sending an original translated copy of their foreign transcripts directly to the Registrar’s Office.

International Student Admission

Carroll is pleased to welcome international students. Carroll offers a welcoming community and provides a variety of services for international students during their tenure at the College. International students who

wish to attend Carroll College as degree or non-degree students will follow these guidelines:

1. Apply online at www.carroll.edu or complete the Common Application.
2. All applicants must submit certified copies of all transcripts, diplomas, certificates, and degrees received, as well as certified copies of all subjects for which the applicant was enrolled or is presently enrolled. If records are not in English, the applicant must submit an official certified translation. All credentials must bear the official school seal and signature and be sent directly to the Office of International Programs no later than the deadlines outlined in the Admissions Deadlines and Notifications section of this catalog. Transcripts marked “issued to student” are unacceptable.

3. Regardless of citizenship, applicants whose native language is not English are required to submit proof of English language proficiency. Carroll College accepts official results for the Test of English as a Foreign Language (TOEFL) exam, the EIKEN or the IELTS exam.

TOEFL: The minimum score accepted is 550 (paper) 213 computer and 80 (iBT) with a 20 in each band. The Carroll College school code is 4041. Information concerning the TOEFL may be obtained from: www.ets.org/toefl/ or from the nearest U.S. Consulate.

EIKEN: A grade of pre-1 or higher is required.

IELTS: A score of 6.5 or higher is required. (IELTS is jointly owned by the British Council, IDP: IELTS Australia, and the University of Cambridge ESOL Examinations).

Applicants from English speaking Canada, the United Kingdom, Ireland, Australia, New Zealand, the Commonwealth Caribbean, Guyana, Ghana, Kenya, South Africa, Zambia and Zimbabwe need not supply proof of English language proficiency. Others who have studied in English in secondary school or in university could be exempt from this requirement, but this is determined on a case-by-case basis.

4. All applicants must submit Carroll’s certified financial statement demonstrating who will accept responsibility for the student’s financial obligations. This statement must certify that the applicant will have funds available to meet all costs required to attend Carroll College each year the applicant is in the United States. This form can be obtained on the international student admissions website or by contacting the Office of International Programs at intl@carroll.edu.
5. All international students are required to show proof of international insurance plan at Carroll College before attending classes. The Office of International Programs can assist international students and provide recommendations regarding the requirement.

6. Applicants using the paper application must submit an application fee of \$35 (non-refundable).

Admissions Deadlines and Notifications

All offers of admission are contingent upon the successful completion of high school or collegiate course work in progress. Files that are incomplete or do not provide clear evidence of an ability to pursue college level work will be held until further evidence is requested and received.

Fall Semester

<i>Freshman Applicants</i>	<i>Deadline</i>	<i>Notification Period</i>
Early Action	November 1	December 31
Regular Decision	February 15.....	Rolling Notification
Rolling Consideration	May 1*	Rolling Notification

*After May 1 applicants are considered on a space available basis.

<i>Transfer Applicants</i>	<i>Deadline</i>	<i>Notification Period</i>
Regular Decision	March 15.....	Rolling Notification
Rolling Consideration	June 15*	Rolling Notification

*After June 15 transfer applicants are considered on a space available basis.

Spring Semester

<i>Freshmen and Transfer</i>	<i>Deadline</i>	<i>Notification Period</i>
Regular Decision	November 1	Rolling Notification
Late Consideration	December 1*	Rolling Notification

*After December 1 applicants are considered on a space available basis.

Admission into a Major Program of Study

Admission into the College by the Office of Admission does not guarantee acceptance into a major program of study. Acceptance into the Teacher Education and Nursing Programs require submission of an additional application and supporting credentials. Criteria for admission into a particular program can be obtained by referring to the appropriate department section of this catalog.

Enrollment Reservation (Tuition Deposit)

Upon receiving notification of admission, students must submit an enrollment reservation fee of \$300 and a completed enrollment reservation form to confirm their intent to enroll at the College. Students admitted for the Fall semester must submit the enrollment reservation fee and form by May 1. Students admitted after May 1 are required to submit their enrollment reservation fee and form within 15 days of admission. The fee is non-refundable after May 1. The priority for need-based aid will be given to those

students who have made their enrollment deposit by May 1. For Spring semester, to confirm intent to enroll, admitted students must submit the enrollment reservation fee and form by December 1 to confirm their intent to enroll. The fee is non-refundable after that date.

Note: Although this is a non-refundable fee after May 1 for Fall semester or December 1 for Spring semester, it can be applied to either semester within one full academic year following the original application to enroll.

Readmission

Students who have been absent from Carroll College for one or more semesters are required to complete an application for readmission available from the Office of Admission. A student who has attended another college/university since withdrawal from Carroll College must submit an official copy of the transcript from each institution to the Office of Admission before the application will be considered. Students readmitted to Carroll will continue with the academic standing they had the last term they attended the College. Prior admission and/or attendance at Carroll College does not guarantee readmission. Readmission to the College does not guarantee acceptance into college housing. Once readmitted, students who wish to reside on campus must submit a Housing Application form.

Non-Degree Students

Non-degree students are those who are enrolled at Carroll College, usually on a part-time basis, and who are not seeking a degree.

Non-degree students must hold a high school diploma or its equivalent. Applicants who were enrolled in high school within the last two academic years are required to submit an official high school transcript and a personal statement indicating why they are seeking admission as a non-degree student. Once these supporting documents are received the Admission Committee will render its decision. Students must meet the requirements for good standing at Carroll in order to enroll for subsequent courses.

Non-degree students may complete 18 credits of coursework after which time the student must apply for admission as a degree-seeking student or re-apply to continue his or her status as a non-degree student.

Enrollment Procedure

To enroll as a non-degree student at Carroll College, one must complete the following steps at the Office of Admission (1 and 2 below) and at the Business Office (3 and 4):

1. Complete the Non-Degree Student Application Form;
2. Complete registration according to the dates specified in the semester schedule;

3. Submit in full the \$35 application fee, as well as the standard tuition; and
4. Pay for other charges and appropriate special course fees.

Conversion to Degree Candidacy

Should non-degree students wish to become degree candidates, they must comply with all admission requirements as outlined in this bulletin. The non-degree student should keep in mind the following points:

1. A non-degree student is not guaranteed admission into a degree program of the College by reason of having taken courses at Carroll;
2. The non-degree student is obligated to fulfill the graduation requirements set forth in the college bulletin for the year of admission as a degree candidate; and
3. Non-degree students who are admitted as degree candidates must abide by all academic policies as outlined in the appropriate bulletin.

Auditors

Students may be enrolled as auditors upon payment of the usual fee and audit tuition. Auditors will not receive college credit for the course. A student cannot establish credit in an audited course by a challenge examination or by payment of additional tuition. Class participation is at the discretion of the instructor. It is the responsibility of the auditor to meet with the instructor at the beginning of the course to determine the level of participation and obligation required of the auditor. Certain programs and specified courses are not open to auditors. In all classes, students who register for credit and who pay regular fees will have priority over those students who register on an audit basis. Senior citizens over 60 years of age are accepted on an audit basis at reduced tuition costs.

Advanced College Experience Program (ACE Program)

The ACE program is designed to give Helena area high school juniors and seniors the opportunity to complete college course work (freshman and sophomore level) at Carroll. Students in the program are charged a reduced tuition cost per credit for up to 8 credits per semester. While some restrictions apply, the ACE program is open to students with a minimum cumulative G.P.A. of 3.25 and a recommendation from the high school counselor or parent if the student is homeschooled. Please contact the Office of Admission at (406) 447-4384 for more information.

Campus Visit

Carroll encourages interested students to visit the campus. Students have the option to participate in a student guided campus tour, attend classes, meet with an admission and/or financial aid counselor, and meet with a professor. Please contact the Office of Admission two weeks prior to the

date of your intended visit. Information regarding campus visits or any matters regarding admission should be directed to:

Carroll College, Office of Admission
1601 North Benton Avenue
Helena, MT 59625-0002
406-447-4384 or 1-800-992-3648
www.carroll.edu



Athletics



CARROLL ATHLETICS OFFERS INTERCOLLEGIATE ATHLETIC COMPETITION for women in volleyball, soccer, golf, cross country, track and field, basketball and softball and for men in football, soccer, golf, cross country, track and field and basketball. As a member of the Frontier Conference for the National Association for Intercollegiate Athletics (NAIA), Carroll College competes against Eastern Oregon University (football only), Lewis-Clark State College, Montana State University-Northern, Montana Tech, Rocky Mountain College, University of Great Falls, University of Montana-Western and Westminster College. Dickinson State University and Southern Oregon University will also be Frontier Conference members for football only. Carroll athletic teams also compete against athletic teams from other colleges and universities outside of the Frontier Conference in pre-season, available dates and post-season competition.

Given the academic rigor of the college, Carroll student-athletes are expected to achieve academic excellence and academic integrity. A student-athlete is first and foremost a student. As such, the student-athlete must have the character necessary to meet or exceed expectations for classroom performance in addition to expectations for their athletic performance. Student-athletes should be academic role models for their peers and diligent to uphold academic standards that do not tolerate substandard or plagiarized work. Student-athletes are also required to meet all academic standards as maintained by the college, Frontier Conference, and the NAIA. Carroll Athletics takes great pride in the academic success of our student-athletes and recognizes student-athletes with Academic All-Conference and Academic All-American honors at the college's annual Honors Convocation.

Student-athletes are expected to meet the same general standards of conduct as any other Carroll College student. As a result, student-athletes are subject to the Carroll College Code of Student Conduct. Student-athletes are also expected to read, understand and sign the Carroll College

Commitment to Excellence regarding expectations for student-athlete behaviors on an annual basis.

Integration of student-athletes into the Carroll College student body is a goal of Carroll Athletics. Also, Carroll Athletics promotes community outreach as a method of promoting social responsibility and personal growth for its student-athletes.

To be eligible to participate in intercollegiate athletic contests, a student must:

1. Be of approved physical condition as evidenced by certification from a physician.
2. Meet academic requirements for classification as a full-time student in good standing.
3. Meet the athletic, attitude and team-minded expectations of the head coach.
4. Comply with the rules, policies and approved practices of the College, the Frontier Conference and the NAIA.
5. Sign, honor and abide by the expectations for student-athletes outlined in the Commitment to Excellence.

As an NAIA school, Carroll College is allowed to provide scholarship assistance to student-athletes within the limits of the Frontier Conference, the college's financial aid budget and the operating budget of each sport. The amount of financial assistance provided to each student-athlete is determined by the student's high school grade point average at enrollment and by the determination of the head coach relative to available scholarship dollars. In addition, the College provides student-athletes with accident and hospitalization insurance.



Family Educational Rights and Privacy Act of 1974 as Amended

THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA) (20 USC Section 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. Additional information on FERPA is available online at <http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html>.

Definitions of Terms

Student: Includes any person who attends or has attended Carroll College.

Education Records: Includes any record, with certain exceptions, maintained by Carroll College with a student's name, or students' names, on it. This includes files, documents, and materials in whatever medium (electronic, written, print, tapes, disks, film, microfilm, and microfiche) which contain information directly related to students and from which students can be individually identified. Exceptions are:

1. A personal record kept by the maker if it is kept in the sole possession of the maker of the record and is not accessible or revealed to any other person except a temporary substitute for the maker of the record.
2. An employment record of an individual whose employment is not contingent on the fact that he or she is a student.

3. Records maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional, which are used solely in connection with the provision of treatment of a student and not disclosed to anyone other than individuals providing such treatment.
4. Alumni records which contain information about a student after he or she is no longer in attendance at Carroll College and which do not relate to the person as a student.
5. Law enforcement records.

Procedure to Inspect Education Records

Students may inspect and review their education records upon request to the appropriate record custodian. Students should submit to the record custodian a written request that identifies as precisely as possible the record or records he or she wishes to inspect. The record custodian will make the needed arrangements for access as promptly as possible and notify the student of the time and place where the records may be inspected. Access must be given in 45 days or less from the receipt of the request. When a record contains information about more than one student, the student may inspect and review only the records that relate to him or her.

Student Right to Know

Under the terms of the Student Right to Know Act, Carroll College maintains and reports the information to students according to federal guidelines. Statistical reports provided:

- Number of students receiving aid related to athletics reported by race and gender
- Graduation rate for athletes participating in specific sports reported by race and gender
- Graduation rate for students in general reported by race and gender
- Annual campus security report
- Financial assistance available to students enrolled at Carroll College.

Copies of these reports are available by contacting the Registrar's Office or online at <http://www.carroll.edu/about/information/index.cc>.

Right of Carroll College to Refuse Access

Carroll College reserves the right to refuse to permit a student to inspect the following records:

1. The financial statement of the student's parents.
2. Letters and statements of recommendation for which the student has waived his or her right of access, or which were placed in file before January 1, 1975.

3. Records connected with an application to attend Carroll College if that application was denied.
4. Those records which are excluded from the FERPA definition of education records.

Refusal to Provide Copies

Carroll College reserves the right to deny transcripts or copies of records not required to be made available by the FERPA in any of the following situations:

- * The student has an unpaid financial obligation to the College.
- * There is an unresolved disciplinary action against the student.

Fees for Copies of Records

A fee for copies may be charged.

Education Records

<u>Types</u>	<u>Location</u>	<u>Custodian</u>
Admission	Admission or Registrar O'Connell Hall	Admission Staff Registrar's Staff
Academic	Registrar O'Connell Hall	Registrar's Staff
Health	Wellness Center Guadalupe Hall	Wellness Center Staff
Financial Aid	Financial Aid O'Connell Hall	Financial Aid Staff
Financial	Business Office O'Connell Hall	Student Accounts Manager
Placement	Career Center Borromeo Hall	Career Center Staff
Progress	Office of Student Academic Advising	Academic Advising Staff
	Academic Success and Disability Services	Director
	Academic Advisor	Advisor
Disciplinary	Registrar	Registrar's Staff
	Student Life O'Connell Hall	VP for Student Life

Disclosure of Education Records

Carroll College will disclose information from a student's education records only with the written consent of the student, except:

1. To school officials who have a legitimate educational interest in the records. A school official is:
 - A person employed by the College in an administrative, supervisory, academic, or authorized support staff position.
 - A person employed by or under contract to the College to perform a special task, such as the attorney or auditor.

A school official has a legitimate educational interest if the official is:

- Performing a task that is specified in his or her position description or by contract agreement.
 - Performing a task related to a student's education.
 - Performing a task related to the discipline of a student.
2. To certain officials of the U.S. Department of Education, Comptroller General, and state and local educational authorities in connection with certain state or federally supported education programs.*
 3. In connection with a student's request for or receipt of financial aid, as necessary to determine the eligibility, amount, or conditions of the financial aid, or to enforce the terms and conditions of the aid.
 4. If required by state law requiring disclosure that was adopted before November 19, 1974.
 5. To organizations conducting certain studies authorized by the College in compliance with FERPA guidelines.*
 6. To accrediting organizations to carry out their functions.
 7. To comply with a judicial order or a lawfully issued subpoena.
 8. To appropriate parties in a health or safety emergency.
 9. To an alleged victim of any crime of violence of the results of any institutional disciplinary proceeding against the alleged perpetrator of that crime with respect to that crime.

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

As of January 3, 2012, the U.S. Department of Education's FERPA regulations expand the circumstances under which your education records and personally identifiable information (PII) contained in such records—including your Social Security Number, grades, or other private information—may be accessed without your consent. First, the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or state and local education authorities ("Federal and State Authorities") may allow access to your records

and PII without your consent to any third party designated by a Federal or State Authority to evaluate a federal- or state-supported education program. The evaluation may relate to any program that is “principally engaged in the provision of education,” such as early childhood education and job training, as well as any program that is administered by an education agency or institution. Second, Federal and State Authorities may allow access to your education records and PII without your consent to researchers performing certain types of studies, in certain cases even when we object to or do not request such research. Federal and State Authorities must obtain certain use-restriction and data security promises from the entities that they authorize to receive your PII, but the Authorities need not maintain direct control over such entities. In addition, in connection with Statewide Longitudinal Data Systems, State Authorities may collect, compile, permanently retain, and share without your consent PII from your education records, and they may track your participation in education and other programs by linking such PII to other personal information about you that they obtain from other Federal or State data sources, including workforce development, unemployment insurance, child welfare, juvenile justice, military service, and migrant student records systems.

Record of Requests for Disclosure

Carroll College will maintain a record of all requests for and/or disclosure of information from a student’s education records. The record will indicate the name of the party making the request, and additional party to whom it may be redisclosed, and the legitimate interest the party had in requesting or obtaining the information. The record may be reviewed by the eligible student.

Directory Information

Carroll College designates the following items as college directory information: student name, address, telephone number, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, thesis title, most recent previous school attended, and photograph. The College may disclose any of these items without prior written consent unless notified in writing to the contrary.

Correction of Education Records

Students have the right to ask to have records corrected that they believe are inaccurate, misleading, or in violation of their privacy rights. Following are the procedures for the correction of records:

1. A student must ask the custodian of the record to amend a record. In so doing, the student should identify the part of the record he or she wants changed and specify why he or she believes it is inaccurate, misleading, or in violation of his or her privacy or other rights.

2. Carroll College may comply with the request or it may decide not to comply. If it decides not to comply, Carroll College will notify the student of the decision and advise him or her of his or her right to a hearing to challenge the information believed to be inaccurate, misleading, or in violation of the student's rights.
3. Upon request, Carroll College will arrange for a hearing and notify the student reasonably in advance of the date, place, and time of hearing.
4. The hearing will be conducted by a hearing officer who is a disinterested party; however, the hearing officer may be an official of the institution. The student shall be afforded a full and fair opportunity to present evidence relevant to the issues raised in the original request to amend the student's education records. The student may be assisted by one or more individuals, including an attorney.
5. Carroll College will prepare a written decision based solely on the evidence presented at the hearing. The decision will include a summary of the evidence presented and the reasons for the decision.
6. If Carroll College decides that the challenged information is not inaccurate, misleading, or in violation of the student's right of privacy, it will notify the student that he or she has a right to place in the record a statement commenting on the challenged information and/or a statement setting forth reasons for disagreeing with the decision.
7. The statement will be maintained as part of the student's education records as long as the contested portion is maintained. If Carroll College discloses the contested portion of the record, it must also disclose the statement.
8. If Carroll College decides that the information is inaccurate, misleading, or in violation of the student's right of privacy, it will amend the record and notify the student, in writing, that the record has been amended.



Financial Aid



FINANCIAL AID ADMINISTERED BY THE FINANCIAL AID OFFICE IS based on an evaluation of academic accomplishments, financial need, and availability of resources. Students may qualify for Carroll scholarships, awards, and grants or federally sponsored grants, work, and loans. Information about eligibility, applying and accepting aid, and types of aid are outlined in this section. Some general points:

- Scholarships are awarded for each academic year.
- Awards are usually made in the spring for the following academic year.
- Carroll College does not discriminate on the basis of race, sex, color, creed, or national or ethnic origin in the administration of its scholarship program.
- Most scholarships administered by the College are divided evenly between fall and spring semesters.
- Scholarships are not awarded during the summer session.
- Recipients of selected awards must inform the donor and/or financial aid office of their acceptance.

The following is an example of how financial aid is determined.

The Board of Trustees approves the cost of attendance in February of each year for the following academic year. The costs for a full-time, resident student for 2014 is as follows:

Tuition	\$ 28,670
Room and Board Allowance	\$ 8,950
Fixed Fees	\$ 610
Personal Expense* Allowance	\$ 4,700
Total Cost of Attendance	\$ 42,930

*This estimate includes allowances for books, supplies, transportation, and personal expenses.

If the student has applied for federal financial aid, Carroll accesses the expected family contribution (EFC) information electronically from the federal processor. If Carroll is not indicated on the FAFSA as a school that should

receive the Student Aid Report (SAR), the student must submit a copy of the SAR to the Financial Aid Office or contact the Federal processor and request that Carroll College be added. Carroll's school code is 002526.

Carroll subtracts the EFC from the cost of attendance. The resulting amount is financial need as per federal eligibility guidelines.

The calculation is as follows:

Financial Aid Cost of Attendance	\$ 42,930
Less: Calculated EFC (assume \$5,000)	\$ 5,000
Calculated Financial Need	\$ 37,930

Financial aid packages are developed using information available at the time of packaging and may be revised if enrollment status and/or financial status change.

Eligibility Requirements for Carroll Aid

- Possess a high school diploma or equivalent
- Priority given to students with FAFSA results submitted to Carroll by March 1.
- Does not possess a baccalaureate degree.
- Enroll and be accepted to Carroll College as a degree seeking full-time student.

Note: Full-time is 12 or more credit hours per semester. For some Federal financial assistance programs students must be enrolled in at least 6 credit hours per semester.

Eligibility Requirements for Federal Aid

- Apply and be accepted to Carroll College as a degree student.
- Complete and submit the Free Application for Federal Student Aid (FAFSA) as soon as possible after the first business day in January and request that the information be sent to Carroll College, Title IV Code 002526. A FAFSA must be completed each year you apply for financial aid.

Note: Submitting a FAFSA ensures you are considered for all financial assistance from Carroll and the federal government. However, submitting a FAFSA is not mandatory for most students.

- Review the Student Aid Report (SAR) sent by the processing center and submit necessary corrections.

Financial Aid Notification

Students who have been accepted for admission and for whom Carroll received results of the FAFSA on or before March 1 will receive need-based financial aid packages in March. The packages will contain all financial aid awards offered by and through Carroll College with directions as to how to accept and receive the awards. After March 15, students will receive

financial aid packages as they are admitted to Carroll and the results of the FAFSA become available.

Students who do not apply for federal financial aid will not receive a need-based financial aid package. The priority for need-based aid will be given to those new students who have made their enrollment deposit by May 1st. After May 1st need-based aid will be given in the order that the deposit is received if funds are available.

Approximately 30% of all FAFSA applicants are selected for a process called verification by the Department of Education. In this process, Carroll College will be comparing information from the FAFSA with signed copies of the verification work sheet, student (and parent's) Federal tax transcripts, W-2 forms or other financial documents. The law requires the college verify this information before awarding of Federal financial aid. If there are differences between the FAFSA information and supplied financial documents, Carroll College will make corrections electronically and notify the student in writing.

Verification must be completed no later than 14 days prior to the end of the first semester of enrollment. Failure to complete verification will result in the cancellation of all federal and institutional need-based aid. In addition:

- No federal loan(s) will be released until verification is completed.
- Students employed under the federal work-study program cannot work more than 60 consecutive days from the beginning of the semester without completing verification.

Carroll College must review the requested information, under the financial aid program rules (34 CFR, Part 668).

In some cases, the Financial Aid Office will re-evaluate financial aid awards based on special circumstances. If you or your family have special needs or have recently experienced unusual financial circumstances, please contact the Financial Aid Office. A Special Circumstance form is available on the financial aid forms banks on the Carroll College website.

Financial aid is not available for audit courses.

Carroll College's academic policy indicates a student who receives a grade of "D" or "F" may repeat a course at Carroll. Only grades of "D" or "F" may be repeated. In such cases the second grade shall be the one counted in computing the grade point average required for graduation. The credit hours for a course will be counted only once. Students cannot attempt to repeat a course under this policy more than 2 times. A student may not receive financial aid to repeat a class more than 1 time for courses previously passed. Courses repeated at other institutions do not change the Carroll cumulative grade point average.

Accepting Financial Aid

- A financial aid package notification will be mailed and e-mailed to accepted students beginning in March or after Carroll receives FAFSA information.
- Acknowledge your acceptance of your financial aid by accepting and submitting to Carroll College your financial aid notification and other required paperwork by May 1.
- Financial aid, except for work awards, will be credited directly to your student account at the beginning of each semester.

Student Responsibilities

Upon acceptance and receipt of financial assistance of any kind, it becomes the student's responsibility to notify the Financial Aid Office in writing of changes in financial and/or enrollment status. A change in enrollment and/or financial status may result in revision of financial aid awards. Changes include:

- Change in the number of enrolled credits;
- Change in name, address, or telephone number;
- Change in financial status, including any additional scholarships, grants, housing changes or other benefits received; and
- Withdrawal from the college. Students who withdraw from Carroll College during a semester may be responsible for repayment of all or a portion of any financial aid received for the semester. Return of federal fund procedures are federally regulated. Contact the Financial Aid Office for additional information.

Scholarships and Awards

Freshmen students entering in academic year 2014-15

Bishop Carroll Scholarship	\$16,000 per year
Presidential Scholarship	\$14,000 per year
Trustee Scholarship	\$13,000 per year
All Saints Award	\$11,000 per year
Founders Award	\$8,000 per year

All full-time students who have applied and been accepted to Carroll in the 2014-2015 academic year are automatically considered for the above guaranteed minimum scholarships and awards are based on official recalculated high school transcripts and test scores. Students must maintain a 2.0 or higher Carroll cumulative grade point average to retain the merit awards and all other Carroll scholarships and/or grants. Additional gift aid may be available for full-time students who submit a FAFSA and are determined to have financial need. New students must deposit by May 1st to be eligible for additional need-based Carroll gift aid.

Carroll institutional grants/scholarships will not exceed:

- On-campus students = Total of tuition/fixed fees/room/board
- Off-campus students = Total of tuition/fixed fees

Carroll College institutional aid is not refunded to a student but will be used to pay institutional costs incurred during the academic year awarded. If a student receives outside aid that specifically covers tuition and/or room and board charges, Carroll aid may be reduced. Examples include Veterans benefits, vocational rehabilitation, Bair scholarships, ROTC, etc.

If students choose to live off-campus, have been granted permission to live off-campus, or live in campus apartments, institutional need-based aid may be reduced. The financial aid package is based on full-time attendance and a student's housing status at Carroll.

Other Carroll Scholarships and Grants

Family Allowance Grant

Carroll provides a grant of \$1,000 (\$500 per semester) to each dependent family member when two or more immediate family members are attending Carroll full-time during the same semester. Specific details and applications are available from the Financial Aid Office or on the Carroll College website and are due by March 1 each year.

Activity Scholarships and Grants

Activity scholarships and grants are offered to students involved in forensics, theatre, cheerleading, student government, choir, jazz band, pep band, and intercollegiate athletics. Amounts vary and may be renewable with continued involvement in the activity. Carroll College offers activity scholarships to students in the following areas:

Forensics: Contact the Director of Forensics, Mr. Brent Northup

Theatre: Contact the Chair of the Fine Arts Department, Mr. Ralph Esposito

Choir: Contact the Choir Director, Dr. Robert Psumny or Rev. Marc Lenneman

Pep Band: Contact the Pep Band Coordinator, Patrick Harris

Jazz Band: Contact the Jazz Band Director, Lynn Petersen

Men's Basketball: Contact the Men's Head Basketball Coach, Mr. Carson Cunningham

Women's Basketball: Contact the Women's Head Basketball Coach, Ms. Rachelle Sayers

Men & Women's Cross Country: Contact the Head Coach, Mr. Harry Clark

Men's Football: Contact the Head Football Coach, Mr. Mike Van Diest

Men & Women's Golf: Contact the Head Golf Coach, Mr. Bennett MacIntyre

Men's Soccer: Contact the Head Men's Soccer Coach, Mr. Doug Mello

Women's Soccer: Contact the Head Women's Soccer Coach, Mr. David Thorvilson

Women's Softball: Contact the Head Softball Coach, Mr. Aaron Jackson

Men & Women's Track & Field: Contact the Head Coach, Mr. Harry Clark
Women's Volleyball: Contact the Head Volleyball Coach, Ms. Maureen Boyle
ROTC: Contact the ROTC office, Maj. Dana Barnicoat

Parish Scholarship

Students who are active in a Catholic Parish within the State of Montana may apply for this scholarship through their parishes. Applications are available at the parishes for this \$1,000 scholarship or on the Carroll College website and are due by March 1 from the parish. This award is a first year only scholarship.

Endowed Scholarships and Grants

Carroll College endowed scholarships and grants result from gifts to Carroll by individuals and institutions interested in helping Carroll students succeed. Donor restrictions apply in most instances and most are need-based, which require the results of a FAFSA. Applications for endowed scholarships are not required for endowed scholarships as funds are allocated in accordance with donor restrictions and/or specifications and Financial Aid Office policies.

Employer Matching Grant

Students who enroll at Carroll for at least three and no more than nine credits and whose employer contributes at least one-third of tuition costs are eligible for this Matching Grant Program. Students do not need to be degree candidates at Carroll, but they must enroll for credits (no audits). Applications are available in the Financial Aid office and the Carroll College website and are due by the semester payment due date.

Carroll Scholarships and Awards for Transfer Students

Scholarships for students entering in academic year 2014-2015:

Presidential Scholarship	\$12,000
Trustee Scholarship	\$10,000
All Saints Award	\$8,000

All full-time transfer students who have applied and been accepted to Carroll in the 2014-2015 academic year are considered for the above scholarships and awards based on official transcripts and a recalculated, cumulative transfer grade point average. Students must maintain a 2.00 or better Carroll cumulative grade point average to retain merit awards and all other Carroll scholarships and/or grants and be enrolled full-time.

Phi Theta Kappa Scholarship for Transfer Students

Transfer students selected to Phi Theta Kappa National Honor Society, which recognizes outstanding academic achievement by students who attended community colleges are eligible. Students must indicate

membership on the application for admission for this \$2,000/yr renewable scholarship. Students must maintain a 2.00 or better Carroll cumulative grade point average to retain merit awards and all other Carroll scholarships and/or grants.

Federal Financial Aid

Complete the FAFSA after January 1. Request that your Student Aid Report be sent to Carroll College, Title IV Code 002526. It takes approximately 4 to 6 weeks for a paper FAFSA application to be processed. Applications submitted via the Internet take considerably less time (www.fafsa.gov). Students (and parents, if applicable) must have a Personal Identification Number (PIN) to sign FAFSA electronically (www.pin.ed.gov). You must re-apply for federal aid each year. Delays in receiving financial aid are often the result of late submission of the FAFSA. Priority deadline for Carroll College is March 1.

Eligibility for the below-indicated federal financial aid resources depends on submission of the FAFSA. The Student Aid Report (SAR), resulting from the FAFSA, provides an expected family contribution (EFC), which is used to determine eligibility for federal need-based financial aid.

- Federal Pell Grants and Federal Supplemental Education Opportunity Grants (FSEOG) are awarded to students with exceptional financial need. Federal Pell Grants are limited to 12 full-time semesters. FSEOG funds are limited.
- Federal Teacher Education Assistance for College and Higher Education (TEACH)—Non-need federal grant awarded to U.S. citizens majoring in education who intend to teach in a public or private elementary or secondary school that serves students from low-income families. Students must be formally accepted into the Carroll College Education Program. In exchange for receiving a TEACH Grant, students must teach for at least four academic years within eight calendar years of completing the program of study. Failure to complete the four year teaching requirement will result in TEACH Grant funds being converted to a Federal Direct Unsubsidized Stafford Loan. Students must score above the 75th percentile on a college admission test or maintain a cumulative GPA of 3.25 or higher to be eligible.
- Federal Iraq and Afghanistan Service Grant—A student whose parent or guardian was member of the U.S. Armed Forces and died as a result of service performed in Iraq or Afghanistan after September 11, 2001, may be eligible to receive the Iraq and Afghanistan Service Grant. The grant award is equal to the amount of a maximum Pell Grant for the award year-not to exceed the cost of attendance for that award year.
- Federal Work-Study employment opportunities are available through the need-based Federal Work-Study (FWS) Program. Limited funds are

awarded on a first-come, first-served basis, in accordance with College policy. Awards are for 10 hours per week. For most jobs, the hourly pay rate is minimum wage.

- Loan monies at federally regulated interest rates are available to you and your parents. Federal loans, except the Federal PLUS (Parent) Loan, are awarded on a need and non-need basis as documented through the FAFSA.
 - a. Federal Perkins Loan—awarded to the neediest students. Funds are limited and are awarded based on the college packaging policy.
 - b. Federal Stafford Loan—available to students on either a need (subsidized) or non-need (unsubsidized) basis. Subsidized loans do not require payment of interest by the student so long as the student is attending college at least half time. The federal government subsidizes the interest burden. Subsidized loan eligibility is limited to 150% of the student's program of study. Unsubsidized loans require payment or capitalization of interest upon disbursement. Interest rates are set annually in accordance with federal regulations.
 - c. Federal PLUS (Parent) Loan—for parents of dependent students who want to borrow to help pay for their students' education. Interest rates are set annually in accordance with federal regulations.

Private Scholarships

Many private organizations provide financial assistance to Carroll College students. Scholarship information may be obtained by contacting civic, professional, religious or other community organizations in addition to high school guidance offices and the Internet. One website is www.fast-web.com. An additional listing of web resources is available on the Carroll College website.

Private scholarships are generally applied one-half to each semester after the funds are received.

College-Related Federal Tax Provisions

Carroll students and families may be eligible for selected education-related tax provisions of the Federal Taxpayer Relief Act of 1997, including:

- American Opportunity Credit provides a maximum \$2,500 per year tax credit (non-refundable) for each eligible student for up to four years and up to \$1,000 of the credit can be refunded if your credit is more than you owe in taxes. Qualifying expenses include tuition, fees and required course materials.
- Student Loan Interest Deduction provides a non-refundable deduction (not credit) of interest on qualified education loans used to finance qualified education expenses. The maximum deduction each taxpayer is permitted to take is \$2,500.

- Tuition and Fees Deduction. Taxpayers may be able to deduct up to \$4,000 paid toward qualified tuition and related expenses as an adjustment to income.
- Lifetime Learning Tax Credit provides up to \$2,000 per tax return, (not per student). Unlike the American Opportunity Credit, this is non-refundable.

Note: Be advised that there are numerous eligibility requirements and other specifics contained in the tax provisions. Contact your tax advisor before making decisions.

Financial Aid Satisfactory Academic Progress Policy

Requirement and Purpose

Federal regulations require that students make satisfactory progress toward attainment of a degree, diploma, or certificate objective in order to participate in federal student assistance programs. Carroll interprets federal intent of the satisfactory progress regulations as a means to prevent abuse of federal student assistance programs as opposed to placing limitations on students.

Carroll's financial aid satisfactory academic progress policy is provided to ensure compliance with federal regulations and to prevent abuse of federal student assistance programs while supporting students' efforts to attain educational objectives. These standards represent minimum performance requirements based on federal statute and regulation and do not necessarily coincide with academic program requirements. In addition to meeting these standards a student must fulfill all other requirements to receive financial aid.

Indicators of Progress

Financial aid satisfactory academic progress (SAP) is measured "qualitatively" and quantitatively."

Quality of work is measured by cumulative grade point average (GPA) resulting from work done at Carroll College.

Quantity of work is measured against a maximum time frame in which the student must complete the educational objective. The quantitative measurement requires designation of a minimum amount of work a student must successfully complete (credit hours earned) by the end of designated periods of enrollment (full-time equivalent semesters). The quantitative measure is cumulative for all periods of enrollment and for all schools attended, including periods of enrollment in which students did not receive federal student financial assistance.

Students Subject to SAP Measurement

Students currently enrolled and re-admits are subject to SAP measurement. In most instances, a financial aid package will be provided before grades are posted. If SAP standards have not been met, the financial aid package is voided, pending appeal.

New students, to include transfer students, while subject to SAP, are not measured for satisfactory progress until grades have been posted for the first semester of attendance at Carroll.

SAP Measurement Date

SAP measurement is made after completion of each semester.

Measurement Standards of SAP

Qualitative Measurement

A student must possess a GPA of 2.0 or higher.

A student must meet the above qualitative standard in addition to the quantitative standards discussed below.

Quantitative Measurement

Students must pass 67% of the cumulative credits attempted at Carroll College in their degree level. Attempted credits will be based on a student's credit load at the end of the add/drop period for each term.

Audit and non-credit remedial work are not considered in the measurement of SAP. Remedial and repeated course work for which a student received credit multiple times is treated as any other course work. Incompletes are considered as credits attempted when considering maximum time frames. Transfer credits are also considered when determining maximum time frames. If a student withdrew from a class or classes, the student is considered to have attempted those classes, even though the student did not receive any earned credits from registering for the classes. Withdrawal from classes has a negative impact on SAP measurement.

Duration of Eligibility (Pace progression)

You are expected to earn a degree in a specific amount of time, measured by the credits attempted. Credits earned at prior post-secondary institutions and accepted toward your Carroll College degree will be included with your Carroll College credits in determining the credits you have attempted. The number of attempted credits allowed is 1.5 times the number of credits required to earn your degree (150%). For example, if your degree requires 122 credits, you are eligible for financial aid until you have attempted 183 credits or have earned the credits required for your degree, whichever comes first. Students must declare a major by the time they earn 45 credits. Students should register only in courses required for the completion of their program.

If credits are needed in addition to the required credits listed in the catalog an appeal must be completed and reviewed to determine eligibility. Post Baccalaureate students are limited to 243 cumulative credits attempted.

Student Notification of SAP Decisions

The Financial Aid Office will, in most instances, measure SAP after developing a financial aid package for a student. In this case, the student will be notified in writing if he or she has not met SAP standards and that the financial aid package is cancelled. At the same time, the student will be notified of the appeal process (described below).

Exceptions/Appeals

A student who is notified of failure to meet SAP standards may appeal the conclusion reached by the Financial Aid Office and/or request that he or she be granted an exception to the policy. The Academic Dean's office must grant academic reinstatement to students on academic suspension before the Office of Financial Aid will consider an appeal for financial aid eligibility reinstatement.

Appeal Requirements

The student must respond in writing to the notification of failure to meet SAP standards. The response must be directed to the Financial Aid Director at Carroll. The response must describe in specific terms, why Carroll should grant an exception to its established SAP policy. As a minimum, the response must include the following (an appeal form is available online):

1. A personal statement, plus supporting documentation, as appropriate, explaining the circumstances that have led to failure to meet established SAP standards
2. The nature and timing of the circumstances (e.g., Injury or illness, death of a loved one). A student with a maximum credit hour violation must address the circumstances that prevented their graduation within the applicable credit limit.
3. How the circumstances affected the students ability to meet the standards. If more than one enrollment period was affected, each enrollment period and the relevant circumstances must be specifically addressed.
4. How the circumstances have been resolved or managed to permit the student to meet the standards
5. The statement should also include an academic plan outlining how the student expects to meet the SAP standards, as well as the time frame in which the student expects to be back in compliance with such standards.

Appeal Deadlines and Processing

Appeals for financial aid eligibility reinstatement must be received in the Office of Financial Aid no later than November 15 for fall semester, no later than March 31 for spring semester and no later than June 1 for summer session. Appeals will be reviewed by the Satisfactory Progress Appeals Committee on a case-by-case basis as soon as possible, and may take two weeks or more for an answer depending on the appeal volume at the time submitted.

The Financial Aid Director and Satisfactory Progress Appeals Committee will review the student's response and will make a decision on the appeal. Two actions may result on the appeal:

1. The Financial Aid Director may deny the appeal. The Financial Aid Director is the final authority regarding SAP decisions. The student will be notified, in writing, of action on the appeal in a timely manner.
2. The Financial Aid Director may approve the appeal. If such is the case, the student will receive written notice of the approval along with conditions to be met in the future, if appropriate. A student may be approved in one of two statuses:
 - a. Probation: Carroll determines that the student should be able to be make satisfactory academic progress during the subsequent payment period and meet the college's satisfactory academic progress standards at the end of that payment period.
 - b. Academic Plan: The Satisfactory Progress Appeals Committee develops an academic plan for the student that, if followed, will ensure that the student is able to meet the institution's satisfactory academic progress standards by a specific point in time.

Students approved on an Academic Plan will complete and sign the plan with the Director of Academic Advising. The plan will be recorded in the Financial Aid Office and will be monitored by the Satisfactory Progress Appeals Committee every term. If a student is not academically progressing as planned, financial aid will be cancelled.

Requalification for Federal Student Financial Assistance and Carroll Need-Based Assistance Programs After Failing to Meet SAP Standards.

A student who is disqualified from participation in college need-based, merit and other institutional scholarships, and federal student financial assistance programs may regain eligibility by satisfying the established SAP standards. This can be done by attending college without the financial assistance offered by the applicable financial aid. If a student is deemed not to be making satisfactory progress, but later meets the standards, his or her eligibility for aid is reinstated. A student may be paid for the payment

period in which he/she regains satisfactory progress, but may not be paid for any payment periods in which the student did not meet the standards.

Return of Federal Title IV Funds Policy

Purpose

The purposes and intent of this policy are to provide guidance as to how Carroll College will calculate the amount of Federal Title IV funds to be returned for a student who has withdrawn from all classes, inform interested parties of the methods and procedures used to calculate the amount, provide a fair and equitable policy, and provide a policy that conforms to federal regulations and the intent of those regulations.

This policy governs the return of Federal Title IV funds disbursed for a student who completely withdraws from a term, payment period, or period of enrollment. It does not apply to students who have dropped some classes but remain enrolled in other classes at or through Carroll. A student is considered to have withdrawn from a period of enrollment or payment period if they do not complete all the days in the period of enrollment or payment period that they were scheduled to complete. This applies whether or not the period includes modules, and for any program format. The general assumption is that a student earns aid based on the period of time he/she remained enrolled. Institutional aid follows the Business Office tuition refund policy.

The Process – General

1. Student notifies the Registrar that he/she is withdrawing from the college. The Registrar provides the student with a withdrawal form.
2. The student follows the instructions on the form to obtain the necessary signatures indicating compliance with requirements, and returns the form to the Registrar.
3. The Registrar gives a copy of the completed withdrawal form to the Financial Aid Office immediately upon receipt from the student.
4. The Financial Aid Office calculates the amount of funds to be returned.
5. The Financial Aid Office notifies the student and the Business Office of funds that the College must return, and the amount that the student must return.
6. The Financial Aid Office returns its share of unearned Federal Title IV funds within 45 days after it determines that the student withdrawal process is complete. The student must repay his/her share either by (1) paying loans in accordance with the terms and conditions of the promissory note or (2) repaying grants directly or under a payment arrangement through the College (not required by the College).

Note: In addition to calculating a return of Federal Title IV funds for students who notify Carroll of withdrawal, Carroll must also make the calculation for

students who do not “officially” withdraw. The Financial Aid Office reviews final semester grades to determine students with all “F” grades followed by attempts to determine if the student withdrew from all classes. If so, the last date of academically related attendance is obtained. To facilitate the process, faculty instructors are required to indicate last date of attendance for all students awarded an “F” grade. Charges are not adjusted for unofficial withdrawals; therefore, institutional aid is not adjusted. Federal aid is adjusted based on Federal Title IV return of funds calculations.

The Details

Earned aid - During the first 60% of the period, a student “earns” Federal Title IV funds in direct proportion to the length of time he/she remains enrolled. That is, the percentage of time during the period that the student remained enrolled is the percentage of disbursable aid for that period that the student earned. A student who remains enrolled beyond the 60% point earns all aid for the period.

Note that institutional costs play no role in determining the amount of Federal Title IV funds to be retained or returned. Also, aid is “disbursable” if the student could have received it at the point of withdrawal.

Unearned aid—The amount of disbursed Title IV aid that exceeds the amount of Title IV aid earned under the required formula. Unearned Federal Title IV funds, other than Federal Work-Study, must be returned.

Percentage of period enrolled—The number of days the student remained enrolled divided by the number of days in the period. Calendar days are used, but breaks of at least 5 days are excluded from both the numerator and denominator. The number of days used to determine the enrolled percentage normally includes weekends; however, scheduled breaks are measured from the first day of the break to the next day that classes are held.

Repayment of unearned aid—The responsibility to repay unearned aid is shared by the institution and the student in proportion to the aid each is assumed to possess.

The institution’s share is the lesser of:

- The total amount of unearned aid; or
- Institutional charges multiplied by the percentage of aid that was unearned.

The formula assumes that Federal Title IV funds are directly disbursed to a student only after all institutional charges have been covered, and that Title IV funds are the first resource applied to institutional charges. Institutional charges comprise the amounts that had been assessed prior to the student’s withdrawal, not a reduced amount that might result from an institution’s refund policy.

The student's share is the difference between the total unearned amount and the institution's share.

The institution's share is allocated among Title IV programs, in an order specified by statute, before the student's share.

After the student's share is fully allocated among the Title IV programs, any amount owed to a grant program is reduced by half. Students return their share of unearned aid attributable to a loan (includes Federal Perkins Loan) under the terms and conditions of the promissory note.

Timeframe for returning funds

The institution must return its share of unearned Federal Title IV funds no later than 45 days after it determines that the student withdrew.

The student must repay his/her share either by (1) paying loans in accordance with the terms and conditions of the promissory note or (2) repaying grants directly or under a payment arrangement through the College (not required by the College) or the Department of Education (pending).

Late disbursements

A student who earned more aid than was disbursed prior to withdrawal is owed a late disbursement. Only the difference between earned aid and aid already disbursed may be late disbursed. Thus, conditions under which unearned aid must be returned and conditions under which a late disbursement is required are mutually exclusive.

The institution may credit late disbursements towards unpaid institutional charges. Authorizations for current year charges remain valid for late disbursements; authorizations for prior year charges become invalid.

Any portion of a late disbursement not credited to the student's account must be offered as a cash disbursement to the student (or parent in the case of a Federal PLUS Loan).

Withdrawal date (unofficial withdrawal)

For students who withdraw without notifying the institution, the institution must determine the student's withdrawal date within 30 days after the expiration of the earlier of the:

- payment period or period of enrollment;
- academic year in which the student withdrew; or
- educational program from which the student withdrew.

The withdrawal date for unofficial withdrawals is the midpoint of the applicable period, except:

- if the student left without notification because of circumstances beyond his/her control, the institution may determine a withdrawal date

related to the circumstances. The Financial Aid Director is responsible for making this determination.

- The institution may, at its option, use the student's last date of attendance at a documented "academically-related activity" in lieu of any other withdrawal date. "Academically-related activities" include activities confirmed by an employee of the institution, to include exams, tutorials, academic advisement, turning in a class assignment, and attending a study group assigned by the institution. Residing in institution-owned facilities, eating at institution-provided food services, and participating in off-campus study groups not assigned by the institution are not "academically-related activities".

Withdrawal date (official withdrawal)

The withdrawal date for official withdrawals (student notified the institution the he/she was withdrawing) is the date the student began the institution's withdrawal process or officially notified the institution of intent to withdraw, except the institution may, at its option, use the student's last date of attendance at a documented "academically-related activity" in lieu of any other withdrawal date. "Academically-related activities" include activities confirmed by an employee of the institution, to include exams, tutorials, academic advisement, turning in a class assignment, and attending a study group assigned by the institution. Residing in institution-owned facilities, eating at institution-provided food services, and participating in off-campus study groups not assigned by the institution are not "academically-related activities".

Date of institution's determination that a student withdrew - For a student who officially withdrew, this date is the later of:

- The withdrawal; or
- The date of the student's notification to the institution.

For a student who unofficially withdrew (withdrew without notifying the institution), this date is the date that the institution becomes aware that the student ceased attendance.

The "date of institution's determination that a student withdrew" is used for the following purposes:

- It provides the dividing date between disbursed aid and late disbursements; and
- It starts the clock for the period of time within which the institution must return federal funds.

Suspension/Withdrawal

If a student is withdrawn based on a school initiated suspension during a period of enrollment the date used for the withdrawal date is as follows:

- If the student is given the option to appeal the suspension and does not appeal within the time frame allowed then the date of the initial suspension letter is used in the calculation.
- If the student does not appeal and can attend classes during the appeal process (regardless of whether they attend or not) then the official date on the appeal denial letter from the college will be used for calculations rather than the initial suspension letter date.





Information Technology



CAMPUS COMPUTING AND INFORMATION TECHNOLOGY (CCIT), located in room 113 O'Connell Hall, manages and supports all campus computing and telecommunication systems. Technology support is offered to students, faculty, and staff through the CCIT Help Desk during regular college office hours by calling 447-HELP (4357) or by stopping by the office. Students who need support after regular office hours may contact a Tech Saint in the library. You will find the latest information regarding our computing services online at www.carroll.edu/offices/ccit.

All Carroll College students, faculty and staff are provided with a single-signon computer account giving them access to the local area network, the Learning Management System (Moodle,) and the campus portal (myCarroll.) Network access includes shared software, network storage space, printing, e-mail, and Internet. All residence halls have both wired and wireless connections available. Wireless access is also available in other buildings campuswide. All students, faculty and staff must follow Carroll's Acceptable Use Policy (AUP) when using any of the college's computing resources. The AUP is available in the student handbook or online at www.carroll.edu/offices/ccit.

Students have access to a web-based Student Information System for online registration as well as course and billing information. Students are encouraged to update their contact/emergency information through the Registrar's Office. Inquiries concerning the information tracked on the Student Information System should be made by contacting the office responsible for the information; e.g., the Registrar for grades, transcripts, or schedules; the Admission Office for applicant data; the Business Office for account charges, etc. Telephones are available for a fee, upon request, in Resident Hall rooms. The area code for the college is (406) and the prefix is 447-XXXX. You will need a PIN number to make long distance calls You may sign up for a PIN (personal identification number) at the CCIT Office, 113 O'Connell Hall.

Academic Computing

Carroll offers over 100 networked lab computers for student use on campus. General-use labs are located in Simperman Hall, the Corette Library, and each residence hall in addition to some smaller departmental labs in Music, and Engineering. Lab computers are primarily Windows based systems, although some Macintosh systems are available as well. All lab computers have Microsoft Office available as well as specialized software for course-work. Talk to your professor to learn which labs contain the software needed for your course. Classroom computer labs are generally open from 8 a.m. until 12 midnight while residence hall labs are open 24 hours/day. Network printers are available in each lab. Details about each lab location, hours, and type of equipment available may be found online at www.carroll.edu/offices/ccit. Classrooms are equipped with multimedia technology, including a computer, projector, VCR, DVD and speakers.

Digital Copyright Restrictions

It is the policy of Carroll College to respect copyright law. Materials that are distributed digitally, either on media or via download, including, but not limited to, software, music, books, movies and/or images are subject to copyright. The College will not tolerate copyright infringement that occurs on the Carroll College network.

Copyright infringement is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act (Title 17 of the United States Code). These rights include the right to reproduce or distribute a copyrighted work. In the file-sharing context, downloading or uploading substantial parts of a copyrighted work without authority constitutes an infringement.

Penalties for copyright infringement include civil and criminal penalties. In general, anyone found liable for civil copyright infringement may be ordered to pay either actual damages or “statutory” damages affixed at not less than \$750 and not more than \$30,000 per work infringed. For “willful” infringement, a court may award up to \$150,000 per work infringed. A court can, in its discretion, also assess costs and attorneys’ fees. For details, see Title 17, United States Code, Sections 504, 505.

Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five years and fines of up to \$250,000 per offense.

For more information, please see the website of the U.S. Copyright Office at www.copyright.gov, especially their FAQ’s at www.copyright.gov/help/faq.

Carroll College reserves the rights to block sites and applications that allow for file sharing or downloading that constitutes copyright infringement. Numerous websites exist that allow for legal downloads for software, music, books, movies and images. Contact Campus Computing and Information Technology at (406) 447-4357 for more information.



Student Life



Mission Statement

Our mission is to create an engaged, active, healthy and safe living environment for a community of learners that reflects the mission, vision and values of Carroll College.

Role of Student Life

The role of Student Life departments is to engage students in learning outside of the classroom. The programs and services in Student Life strive to educate students about living in community, developing career goals, adopting health and wellness practices and engaging in leadership, service, athletic and intramural activities that promote a lifelong value of being connected to the world. Student Life staff are available to students in the following ways:

- Assisting students in adjusting to college life.
- Informing students of available resources.
- Educating students on college policies.
- Promoting an understanding of living in community.
- Assisting students in career exploration, internships and experiential education.
- Guiding students through the resolution of conflicts through counseling and mediation.
- Providing health services and health education.
- Promoting health and wellness as a framework for life decisions.
- Encouraging, providing and coordinating campus activities.
- Providing education on leadership and service.
- Contributing to an understanding and value of diversity.
- Advocating for students to address issues through student government.
- Advising student government, clubs, organizations and activities.
- Partnering with faculty to connect learning in and out of the classroom.
- Coordinating athletic and intramural activities

Student Life Departments

Community Living (Student Housing)

Community Living staff assists students in learning how to live in community on a residential campus. The friendships and life experiences developed by living on campus provide students with many unexpected benefits that positively impact the academic, occupational, recreational, spiritual, mental and emotional maturity of students. Students learn by daily practice how to develop healthy eating, sleeping, study and social habits. For these reasons, students are required to live in college housing for their first two years of college and are encouraged to live all four years in college housing.

To promote a positive living and learning environment, Community Living is responsible for educational programming, group activity advising, leadership development, student conduct, peer counseling, housing administration and resource referral. A Community Advisor (CA), a student paraprofessional trained to address the needs of students, lives on each residence hall floor. An Assistant Director of Community Living, a professional trained in hall administration, community development and staff supervision, supports each residence hall.

Career and Testing Services

Career Services staff assists students in developing, evaluating and implementing career and life planning. These services support a process of self-assessment to clarify personal and career-related goals, values and interests. Students learn how to obtain occupational information, to explore the full range of employment opportunities or graduate study and to present themselves effectively as candidates for employment. Our mission is to empower students to follow passion, realize potential, and pursue lives of purpose.

Career development programs are offered in individual and group sessions using career assessment instruments in workshops and in-class presentations. Freshmen and sophomore students unclear about their plans can take a one-credit career decision-making course to assist them in creating an effective career plan. Internships are an important component of one's education, and junior and senior students are encouraged to incorporate these experiences into their educational plans. Juniors and seniors can take a one-credit job search preparation course to prepare themselves for entering the job market. Career Services also offers a Career Resource Library which contains a collection of online and print resources, including occupational and job market information, internship information, and graduate school materials. Career Services maintains an extensive web page that covers all aspect of career development and job search. Career Services staff assists students in preparing for and locating appropriate internships. Credential services are offered through Interfolio to Education

seniors and alumni to assist in processing employment applications. Career Services sponsors a variety of on-campus workshops and special events throughout the academic year to help promote students' career development and job readiness.

Most major examinations required for admittance into graduate schools and selected professional certification examinations are administered through Career and Testing Services. Applications and information about national exam programs are available. Career and Testing Services administers a variety of paper-and-pencil and online exams for distance education coursework taken at other universities. Career and Testing Services proctors exams both for Carroll students as well as the general public for a nominal fee.

Counseling Services

Counseling Services assists students by promoting their emotional, social, and behavioral growth in order to help them achieve their academic and personal goals. Individual counseling as well as couples counseling and workshops are utilized to address issues such as anxiety, depression, relationship difficulties, peer pressures, and life decisions. Students learn how to develop action plans to address developmental issues or personal goals. Services are free and confidential.

Counseling services can be a helpful resource to college students who may be facing issues involving transitions in their life including starting college, living away from home, exploring personal relationships or struggling with value clarification. It is important for students and their families to understand that the counseling offered at Carroll College can not replace or substitute as a service for long-term counseling, psychiatric services or the treatment of mental health issues with medication. Referrals to mental health care professionals in the Helena community can be provided. As with all referrals to health care professionals, billings for services are handled by the health care professional with insurance providers.

Health Center

Health Center staff assists students in providing direct services to support their health and wellness, and in educating students on personal health care. Students learn about their health from the two Registered Nurses on staff, and from the Nurse Practitioner who has weekly clinic hours at the Health Center. Immunizations, flu shots, consultations or referrals, simple laboratory procedures and regular clinic hours for non-emergency care are provided through the Carroll College Health Center. All records are confidential unless a waiver form is signed by the student to release information to others. Health services also include the loan of crutches, vaporizers and ice bags, etc.

Fees for supplies, labs and procedures are nominal. Helena Medical Laboratory provides lab services for the Carroll College Health Center at a reduced fee for students. Payment or billing arrangements are required at the time of service for all immunizations and services. The Health Center does not submit to insurance for payment, however students/parents can submit for reimbursement from their insurance companies.

Each student is required to have a completed health form and validated immunization record on file in the Health Center. We strongly encourage students to receive the required immunizations prior to coming to Carroll. However, we can administer needed immunizations here if necessary.

Student Activities and Leadership

Student Activities and Leadership staff offer students a wide range of programs and activities that reflect the social, cultural, intellectual, recreational and self-governance needs of students within the context of the mission and vision statement of Carroll College. Carroll provides a full range of opportunities through organizations, student government, outdoor recreation, clubs, and volunteer programs. Through participating in these activities students learn valuable social and leadership skills which will positively impact their lives now and in to the future.

With over forty recognized campus programs and organizations, Carroll College offers students a wide range of interest groups to explore. Examples include: *The Prospector*, the campus newspaper; *Colors*, the college literary magazine; and the Associated Students of Carroll College, Carroll's student government.

Other opportunities for students to have fun, get involved, and strengthen their leadership skills include but are not limited to, Intramurals, academic clubs, special interest groups, the outdoor program, campus programming, concerts, entertainers, speakers, dances, river rafting, backpacking, Homecoming, and coffeehouse nights. All these events provide students with an opportunity to engage in activities outside of the classroom.

Athletics

Athletics staff, coaches and trainers offer students the opportunity to participate in intercollegiate sports in the Frontier Conference of the National Association for Intercollegiate Athletics. Carroll College offers competition in football (men), volleyball (women), golf (men and women), basketball (men and women), cross country (men and women), track and field (men and women), soccer (men and women), and softball (women). Student athletes learn the importance of teamwork, sportsmanship, character development, leadership and role modeling as visible representatives of Carroll College.

To be eligible to participate in intercollegiate athletics, a student must: be of approved physical condition as evidenced by certification from a physician;

meet requirements for classification as a full-time student in good standing; and be eligible to play the designated game according to the rules, policies and approved practices of Carroll College, the Frontier Conference and the National Association for Intercollegiate Athletics. Carroll provides scholarship assistance to student athletes within the limits established by Carroll College and the Frontier Conference as well as accident and hospitalization insurance. Carroll College expects full compliance with the letter and spirit of all athletic policies.

Campus Ministry

The mission of Campus Ministry is the development of the spiritual life of all the members of the campus community in order to serve Christ in all walks of life and to live in communion as the Body of Christ. The academic life of campus seeks an understanding of the world and each person's responsibility to work for justice. Campus Ministry at Carroll College encourages all members of the campus community to integrate in their decisions a personal discernment of God's will for their life. At the heart of our programs and events is the discernment of how God is calling each person to live their own life in union with Christ's gift of his life and share in both ministry and service. Especially through the celebration of the Eucharist, our campus community seeks to know God's will and live according to God's will.

Carroll's campus ministry team includes the chaplain/director of Campus Ministry, two associate directors of campus ministry programs, Campus Ministry interns, Kirchen ministers, and the Core team. The Campus Ministry team is committed to respect all as their brother or sister in Christ. This means an ecumenical ministry that respects the real communion between all Christians and all who sincerely seek God and which respects the religious liberty of all.

The term Kirchen ministry reflects the legacy of Fr. Paul Kirchen, a priest and faculty member at Carroll who committed his life daily to anyone in need. Kirchen ministry and the Core team are peer-oriented ministries. Student ministers serve students on campus by both their presence in the residence halls and by organizing activities that offer care, companionship and mentoring. Kirchen ministers offer events including service immersion experiences, on-campus discussions about faith, retreats and outreach to international students. These activities are best expressed in the words of St. Francis: *Preach the Gospel always and when necessary use words.*

Student Life Policies

New Student Orientation

Students are required to attend New Student Orientation in their first semester of attendance at Carroll College. New Student Orientation programs are held at the beginning of each semester for the purpose of connecting new students to the programs, resources and community of Carroll College.

New Student Orientation for the fall semester is a multi-day program that includes academic convocations, academic advising, meetings with faculty and staff, social events, parent programs, residence hall activities, and opportunities for outdoor excursions into Montana's recreational areas. New Student Orientation for the spring semester is conducted in one day and focuses on mid-year transitions to college and academic life.

Student Conduct

In addressing student conduct, Carroll College staff strives to make students consciously aware of their responsibilities as an individual living in community. The disciplinary process provides opportunities to educate students who participate in the process. Hearings are conducted fairly and sanctions are imposed to address the needs of the individual and the community. The disciplinary process recognizes that it is possible for students to mature during the college years, especially in the areas of interpersonal relationships and in formulating personal value systems. Failure to understand or accept responsibility for one's actions may result in the student being dismissed from the college. The student conduct process is outlined annually in the student handbook.

Communication with Parents

Carroll College views students as adults with the primary responsibility for the quality of their educational experience and the fulfillment of expectations that are accepted when a student enrolls at the college. The college administration, faculty and staff do realize the deep concern that parents hold for the total development of a son or a daughter. In recognition of that interest, Carroll expects that students will initiate communication with their parents when enrollment is threatened or discontinued, or when circumstances exist that seriously jeopardize the student.

When deemed necessary, a representative of the college may communicate with parents in relation to the following: discontinuation of enrollment, alleged violation of a college regulation that is likely to result in suspension or expulsion from the college; disciplinary probation with sanctions; absence from campus when there is reason to be concerned about the student's well-being because the student's whereabouts are unknown; and serious physical or mental health issues.

Student Qualification for Student Offices and Honors

Student government officers, class officers, managers, editors, community advisors, or students in any other positions of responsibility in any campus organization or activity must: be enrolled for at least ten (10) semester hours of credit; demonstrate a cumulative grade point average of 2.5 at the time of their application or announcement of candidacy; and must not be on disciplinary probation or of non-degree status.

Requirements for Living on Campus

Living on campus is an integral part of the education experience at Carroll College. All unmarried students are required to live on campus for the first two years and are encouraged to live on campus all four years. The only exceptions would be undue financial hardship as evidenced from the student's annual FAFSA report or a medical condition evidenced by the medical case file and a letter from a physician that Carroll College would not be able to accommodate. All students residing at the campus must also board at the College and will be required to make a damage deposit.

Parking Safety and Vehicles on Campus

The use of an automobile requires adequate coverage with liability and property damage insurance. Every vehicle that will be parked on college property is to be registered with the Student Life Office at Carroll College and is required to bear the current permit. Each student is responsible for becoming familiar with the current campus vehicle regulations as stated in the Student Handbook.

Student's Right to Know

Carroll College is required by law to compile and disclose information about campus safety policies and procedures as well as to provide data concerning certain criminal offenses in order to be in compliance with Title IV of the Higher Education Act of 1965. This report must include statements about campus law enforcement policies, campus security education and prevention programs, alcohol and drug policies, sexual assault education and the means for reporting and procedures for handling reports of sexual assault.

The Student Right-To-Know Act, which was renamed The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act in 1998, further mandates that institutions of higher education publish an annual report which is made available to both current and prospective students and employees of the occurrences of specific crimes on the campus. In addition, the institution must report the number of arrests for liquor law violations, drug use/abuse violations and weapon violations.

These campus safety policies, procedures, reports and other important information can be found in the Student Handbook which is available through the Student Life Office or on the website at: <http://www.carroll.edu/students/studentlife>.





Degree Requirements



Bachelor's Degree

To earn the Bachelor of Arts or Bachelor of Science* degree from Carroll College, the following requirements must be met:

1. Completion of the Carroll College Core Curriculum (the Core) for the bachelor's degree;
2. Completion of all program requirements in the major and minor (if one is taken);
3. Completion of 122 semester credits, only 2 of which may be physical education activity courses (HPE 101-102); and
4. Achievement of a minimum cumulative 2.0 grade point average in
 - a. All courses taken,
 - b. The requirements in the major, taken as a unit,
 - c. The requirements in the minor, taken as a unit, and
 - d. The Core, taken as a unit.

Residence Requirements

Of the final 45 credit hours earned toward the degree a minimum of 30 credit hours must be earned at Carroll College with at least one-half of the credits required in the major and minor taken at Carroll.

Post-baccalaureate students must complete the following requirements:

1. Completion of 3 credits of philosophy and 3 credits of theology to fulfill Core Curriculum requirements;
2. Completion of all program requirements in the major and minor (if one is taken);

3. Achievement of a minimum cumulative 2.0 grade point average in
 - a. All courses taken,
 - b. The requirements in the major, taken as a unit,
 - c. The requirements in the minor, taken as a unit.

Residence Requirements for Post-baccalaureate Students

Of the credit hours earned toward the second degree, a minimum of 30 credit hours must be earned at Carroll College, with at least one-half of the credits required in the major and minor to be taken at Carroll.

**NOTE: The only Bachelor of Science degrees offered at Carroll College are in Nursing, Civil Engineering and Engineering Science.*

Core Curriculum—Bachelor’s Degree

The Carroll College Core Curriculum (the Core) is the cornerstone of the Carroll experience. A liberal education integrates the department major, the Core, and a set of elective courses. While the major enables students to gain in-depth knowledge in their chosen field, the Core provides a foundation for liberal learning by introducing students to a broad array of disciplines and enabling them to develop critical intellectual skills. Thus, the Core reflects the academic objectives for all students that are articulated in the Carroll College Goals and the Carroll College Mission Statement: preparing students to understand the diversity of the contemporary world; helping them to acquire aesthetic, scientific, quantitative, ethical, and religious insights; aiding them in developing a full range of communication skills; and helping them to appreciate the interrelationships among branches of knowledge.

- I. Foundations: 13 credits to be completed within the first three semesters at Carroll College

LAS 101 Alpha Seminar 3 credits
(required of all first-year students in the fall semester)

TH 101 Theological Foundations..... 3 credits

ENWR 102 College Composition..... 4 credits

CO 101 Basic Communication 3 credits

Note: Foundations classes may not be used to meet other Core requirements.

- II. Areas of Knowledge: 30–31 credits

Fine Arts (ART, MUS, THT) 3 credits

History 3 credits

Mathematics 3 credits

Literature..... 3 credits

Natural Sciences (BI, CH, EAS, PHYS)3–4 credits
(lab course is required)

Philosophy	6 credits
Social Science (AN, ANZ, EC, PO, PSY, SO)	6 credits
Theology	3 credits
(TH101 may not be used to fulfill this requirement)	

III. Writing-Intensive Requirement (WI): 2 courses, the two WI courses must be selected from two different disciplines, one in the major and one outside the major.

IV. Diversity Requirement: 2 courses/experiences (one from A and one from B)

- A. Global Diversity
 - i. approved study abroad
 - ii. 3 credit class (GD) that meets criteria
 - iii. approved second language course
- B. National Diversity
 - i. 3 credit class (ND) that meets criteria
 - ii. approved experiential learning opportunity
 - iii. approved second language course

Note: Members of the Honor Scholars Program (HSP) have unique course requirements and fulfill 15 of their 49 Carroll College Core Curriculum (Core) credits by participating in HSP seminars. See page 253 for HSP and more information on specific Core courses for HSP students.

Associate of Arts Degree

The Associate of Arts degree serves the student who does not wish to pursue a four-year baccalaureate program. It is designed to promote cultural growth and acquaintance with the major areas of study and to create a strong foundation in one area. Associate of Arts degrees are available with curricula in business administration, computer science, English, English writing, and communication studies.

To earn the Associate of Arts degree from Carroll College, the following requirements must be met:

1. Completion of the Carroll College Core Curriculum (the Core) for the Associate of Arts degree;
2. Completion of all program requirements in the major;
3. Completion of at least 66 semester hours of course work, only 2 of which may be physical education activity courses (HPE 101-102); and
4. Achievement of a 2.0 cumulative grade point average in
 - a. All courses taken,
 - b. The requirements in the major, taken as a unit, and
 - c. The Core, taken as a unit.

Core Curriculum–Associate of Arts Degree

I. Foundations: 13 credits to be completed within the first three semesters at Carroll College

LAS 101 Alpha Seminar 3 credits
(required of all first-year students in the fall semester)

TH 101 Theological Foundations..... 3 credits

ENWR 102 College Composition..... 4 credits

CO 101 Basic Communication 3 credits

Note: Foundations classes may not be used to meet other Core requirements.

II. Areas of Knowledge: 15–16 credits (only one course from each area may be counted toward the 15–16 credits)

Fine Arts (ART, MUS, THT) 3 credits

History 3 credits

Mathematics 3 credits

Literature..... 3 credits

Natural Sciences (AS, BI, CH, EAS, PHYS)3–4 credits

Philosophy 3 credits

Social Science (AN, ANZ, EC, GEOG, PO, PSY, SO) .. 3 credits

Theology 3 credits
(TH 101 may not be used to fulfill this requirement)

III. Writing-Intensive Requirement (WI): 1 course

IV. Diversity Requirement: 1 course/experience

A. Global Diversity

- i. approved study abroad
- ii. 3 credit class (GD) that meets criteria
- iii. approved second language course

B. National Diversity

- i. 3 credit class (ND) that meets criteria
- ii. approved experiential learning opportunity
- iii. approved second language course

Note: Both full-time and part-time students must meet the Carroll College Core Curriculum in effect at the time they become degree candidates.



Majors, Minors and Certificate Programs

Accounting.....	96
Anthropology	98
Anthrozoology.....	100
Biochemistry/Molecular Biology	103
Biology.....	104
Biology for Secondary Education.....	106
Business Administration	110
<i>Areas of concentration</i>	
Economics	111
International Business.....	111
Management.....	111
Marketing	112
Sports Management.....	112
Chemistry	115
Chemistry for Secondary Education	116
Classical Studies	119
Communication Studies.....	121
Computer Science	124
Computer Information Systems	127
Constitutional Studies.....	216
Economics	114
Education: Teacher	130
Elementary Education	136
Secondary Education.....	137

Engineering.....	146
Civil Engineering: Broadfield	146
Civil Engineering: Environmental Emphasis.....	146
Engineering Science: Mechanics	149
Engineering Science: Environment and Public Health	149
Engineering Mathematics, 3-2 ¹	150
<i>Affiliate schools</i>	
Columbia University	
Gonzaga University	
Montana State University	
Montana Tech of the University of Montana	
University of Minnesota	
University of Notre Dame	
University of Southern California	
English Literature	154
English Literature for Secondary Education	155
English Education—Broadfield	156
English Writing	158
Environmental Studies	161
Environmental Science.....	161
Environmental Policy and Project Management	162
Ethics and Value Studies.....	163
European Studies.....	166
Finance	168
Fine Arts.....	170
Arts Management and Administration	171
Combined	172
Music	172
Theatre.....	173
French.....	173
French Education (K-12)	174
Gender Studies.....	176
Geographic Information Systems (GIS) Certificate.....	129
Health and Physical Education (K-12)	179
Health Sciences	180
History	184
History for Secondary Education	185
History and Political Science for Secondary Education.....	187
and Social Studies for Secondary Education.....	189
International Relations	191
Latin American Studies	194
Leadership Studies	195
Mathematics with a Cognate Concentration	197
Mathematics for Secondary Education	199
Nursing	201
Pastoral Ministry Certificate.....	246

Philosophy	207
Physics	209
Physics for Secondary Education	211
Political Science.....	213
Political Science for Secondary Education.....	214
Project Management Certificate.....	114
Psychology	217
Psychology for Secondary Education	219
Public Health.....	220
Public Relations	223
<i>Areas of concentration</i>	
Marketing.....	224
Print Journalism.....	225
Television Production	225
Reading (K-12).....	226
Social Media Minor and Certificate	123
Social Studies for Secondary Education	229
Sociology.....	231
Spanish.....	235
Spanish Education (K-12)	236
Special Education (K-12).....	240
Television Production	123, 225
TESOL (Teaching English to Speakers of Other Languages)	243
Theology	244
Pre-Professional Programs	247
3-2 Engineering.....	247
Dental	248
Law	249
Medicine	248
Optometry.....	249
Pharmacy.....	250
Physical Therapy.....	251
Physician's Assistant.....	252
Veterinary Program	252
Special Programs and Course Offerings	253
Internship Programs.....	253
Honors Scholars Program	253
Military Science and Leadership (ROTC) Program	256
Education Abroad Programs	257

¹Under the 3-2 program, students attend Carroll for three years and then transfer to an affiliate school to complete specialized studies. Upon completion of the program, students receive two degrees, one from Carroll and one from the affiliate school.

ACCOUNTING

BELLE MARIE, D.B.A., CPA, CMA, CIA, CFE

DOUGLAS MACKENZIE, PH.D.

MELVIN MCFETRIDGE, M.A., CPA

JULIA MULL, M.B.A., M.S., M.A., CFP®, SERIES 6, 63 AND 65
LICENSES

ANNETTE RYERSON, D.B.A.

BETHALEE J. SCHOYEN, M.A., M.S.A., M.B.A.

Mission and Goals

The Department of Business offers Bachelor of Arts degrees in Accounting, Finance, or Business Administration. Minors are available in Accounting, Economics, or Business and an Associate of Arts Degree is offered in Business Administration. Students may combine majors, minors and emphases.

Consistent with Carroll College's dual goals of vocation and enlightenment, the Department of Business also serves a dual mission. Students are provided a common body of knowledge necessary for entry into a business-related career. At the same time, the curriculum ensures that students receive a well-rounded liberal arts education. Value oriented discussions, including ethical dilemmas encountered in global business, are included in the curriculum.

Students completing the Accounting major are prepared for professional certification exams. They are provided with the necessary skills to perform in an accounting related career.

Student Learning Outcomes

Upon completion of the requirements, students with an major in Accounting will:

- Be able to describe the various standard setting bodies and the implications of standard changes for the financial markets.
- Demonstrate the ability to become life-long learners by researching accounting, tax, and audit related issues.
- Develop an understanding of accounting related careers such as auditing, tax, management and government accounting.
- Be able to prepare financial statements and discuss the theory underlying the accounting treatment.
- Utilize skills to analyze past performance of an entity and develop future projections from the financial statements.

- Demonstrate preparedness for entry into an accounting related career, continuation of studies in graduate school, or professional exams such as the CPA or CMA exam.

MAJOR IN ACCOUNTING

I. Major Program Requirements

Forty-seven semester credits of accounting, business, and economics courses:

- BA 203-204 Principles of Accounting
- BA 301-302 Business Law
- BA 303-304 Intermediate Financial Accounting
- BA 310 Governmental and Not-for-Profit Accounting
- BA 311 Individual Federal Taxation
- BA 313 Managerial Finance
- BA 315 Cost Accounting
- BA 365 Advanced Spreadsheet Applications
- BA 405 Auditing
- BA 406 Auditing II
- BA 407 Advanced Accounting
- EC 201-202 Principles of Economics

II. Other Program Requirements

- CS 213 Management Information Systems
- MA 117 Difference Equations & Linear Algebra
or MA 121 Differential and Integral Calculus
or MA 131 Calculus of Single Variable Functions
- MA 207 Elementary Statistics

The Business Department, in addition to Carroll's regional accreditation, has a specialized business accreditation through IACBE. As a requirement of this accreditation, students graduating with a major in Business, Accounting or Finance are required to take a comprehensive exam at the end of their curriculum.

Note for Students Interested in Certification in Public Accountancy: Beginning in 1997, candidates for certification in Montana must have earned at least 150 semester hours of credit, including those earned toward the baccalaureate degree. The 28 additional hours may be taken at Carroll College or at a graduate degree-granting institution.

The 150 semester hour requirement includes a requirement of 24 upper division accounting hours and 24 business related hours. Business related courses also include computer applications and communications. Students should meet with their advisors to select appropriate courses to satisfy the 150 hour or graduate school admission requirements.

If the student wishes to take the additional course work at Carroll, the following courses are highly recommended:

BA 312	Corporate Income Taxation
BA 360	Accounting and Finance Information Systems
BA 365	Advanced Spreadsheet Applications
BA 417	CPA/CMA Review
EC 406	International Economics

Note: All degree students should review requirements for graduation as described in this catalog.

MINOR IN ACCOUNTING

Minor Program Requirements

Twenty-one semester credits of accounting, including:

BA 203	Principles of Accounting I
BA 204	Principles of Accounting II
BA 303	Intermediate Financial Accounting
BA 313	Managerial Finance (optional)
BA 315	Cost Accounting
BA 360	Accounting and Finance Information Systems (optional)

ANTHROPOLOGY

ELIZABETH E. CHUTE, PH.D.

JAMIE M. DOLAN, PH.D.

DAVID MCCANNA, PH.D.

JOHN RUNDA, PH.D.

LAURI TRAVIS, PH.D.

Mission

The sociology/anthropology department is based on a Liberal Arts curriculum to study and understand ourselves and others. Key to this is the sociological statement posed by Peter Berger that “Things are not what they seem.” This understanding includes what C. Wright Mills coined as the “sociological imagination,” a research tool that comprises a sense of our place in time, our social class, our various social roles and expectations, and our life influences as well as our cultural values, norms, family, religion, and so on. Sociology attempts to make sense out of the everyday through theory. It is involved with the everyday, thus it is necessary to continuously tie together the theoretical and the practical, as well as the empirical with the experiences of each individual’s life.

Goals

In a Christian and Catholic education, we add a special emphasis upon “placing ourselves in the shoes of the others.” We work towards understanding and addressing social inequalities.

As the students gain these perspectives and think sociologically, they are prepared to serve occupations and vocations related to human situations. They have the skills to analyze various proposals for solving and/or ameliorating human problems guided by the realities of the facts they have learned.

Student Learning Outcomes

In pursuing this program, students will learn:

1. The ability to put themselves in the place of others and try to understand their situation.
2. The ability to step back and look at the context of human behavior.
3. The ability to analyze the manner in which social problems are often based in the social structure as opposed to individual actions.
4. The ability to place the “lens” of the sociological imagination within a social justice context.

MINOR IN ANTHROPOLOGY

The Anthropology minor is a multidisciplinary program offered through the Department of Sociology/Anthropology. It emphasizes a more inclusive view of human experience and human endeavor through time. The required courses follow the traditional four “legs” of anthropology.

Minor Program Requirements

Anthropology courses taken for the minor cannot be counted toward the requirements for the major in sociology.

Nineteen semester credits in anthropology and related courses, including:

- AN 204 Cultural Anthropology
- AN 218 Introduction to Native American Studies
- AN 245 Physical Anthropology
- LL 220 Linguistics
- AN 318 Archaeology of North America
- SO 331 Research Methods (or equivalent)
- AN 499 Capstone Thesis (1 credit project)

Three to four of the remaining six required credits must be upper division (300 and 400 level) courses:

- AN 208 The Family
- AN 341 Archaeological Field School
- CO 325 Intercultural Communication

CO 420 Globalization, Gender, and Communication
SO 200 Social Problems
SO 225 Gender
SO 317 Ethnic Relations

Or another course chosen with the anthropology advisor, Dr. Lauri Travis

ANTHROZOOLOGY

ERICA NAN FEUERBACHER, PH.D.

ANNE PERKINS, PH.D.

MARIE SUTHERS, D.V.M.

Mission and Goals

Anthrozoology is the scholarly study of human-animal interactions, including the human-animal bond, the role of animals in service and therapy, and evolving human responsibilities.

Student Learning Outcomes

By completing this major students will:

- Increase their knowledge about the role of animals in human society.
- Appreciate the need to improve the quality of life for both humans and animals.
- Through a scientific and academically rigorous curriculum, learn a bio-psycho-social approach to understanding animal behavior, cognition, health, and welfare.
- Study the partnership between humans and animals that provides essential support for people with special needs.

Carroll College's unique combination of classroom instruction and practical experience with horses and dogs prepares students for graduate or professional school or immediate entry into an animal-related field and benefits any student interested in animal-assisted therapy, non-profit organizations involving animals, counseling, veterinary medicine, human health sciences, law, public service, social work, and many other fields.

MAJOR IN ANTHROZOOLOGY

Students must choose between two areas of concentration in the major; Natural Science or Social Science. Students that are pre-vet, pre-physical therapy, or interested in any of the allied health sciences should select the Natural Science track. Students interested in counseling, psychology, law, public service, social work, non-profit organizations, or service animal training should choose the Social Science track.

SOCIAL SCIENCE TRACK

I. Major Program Requirements*

Thirty-nine semester credits of Anthrozoology classes, including:

- ANZ 107 Introduction to Anthrozoology
- ANZ 108 Survey of Animals in Service
- ANZ 221 Canine Science: Nature of Dogs
- ANZ 231 Historical Perspectives: Horses and Humans
- ANZ 231L Basic Equine Skills
- ANZ 309 Research Methods*
- ANZ 321 Introduction to Canine Training
- ANZ 321L Introduction to Canine Training Lab
- ANZ 322 Advanced Canine Training: Application & Principles
- ANZ 322L Advanced Canine Training: Application & Principles Lab
- ANZ 332 Equine Science: Nature of Horses
- ANZ 431 Equine Assisted Activities & Therapies
- ANZ 441 Animal Behavior
- ANZ 442 Science of Animal Welfare

II. Other Program Requirements

Sixteen semester credits of the following, including:

- BA XXX Any business course appropriate for non-majors
- BI 102 Human Biology
- or BI 171 Biological Principles I
- or BI 201 Intro to Human Anatomy and Physiology
- MA 207 Elementary Statistics
- PSY 105 General Psychology
- PSY 202 Learning and Cognition

NATURAL SCIENCE TRACK

I. Major Program Requirements

Thirty-five semester credits of Anthrozoology classes, including:

- ANZ 107 Introduction to Anthrozoology
- ANZ 108 Survey of Animals in Service
- ANZ 221 Canine Science: Nature of Dogs
- ANZ 231 Historical Perspectives: Horses and Humans
- ANZ 231L Basic Equine Skills
- ANZ 309 Research Methods*
- ANZ 321 Introduction to Canine Training
- ANZ 321L Introduction to Canine Training Lab
- ANZ 322 Advanced Canine Training: Application & Principles
- ANZ 322L Advanced Canine Training: Application & Principles Lab
- ANZ 332 Equine Science: Nature of Horses

- ANZ 441 Animal Behavior
ANZ 442 Science of Animal Welfare

II. Other Program Requirements

Forty-five semester credits of the following, including:

- BI 171 Biological Principles I
BI 172 Biological Principles II
BI 281 Genetics
CH 101-102 General Chemistry
CH 301-302 Organic Chemistry
CH 353 Biochemistry
MA 207 Elementary Statistics
PHYS 201 Physics I: Mechanics, Wave Motion, & Sound
PSY 105 General Psychology
PSY 202 Learning and Cognition

**Pending approval*

MINOR IN ANTHROZOOLOGY

I. Minor Program Requirements

Twelve semester credits of Anthrozoology classes, including:

- ANZ 107 Introduction to Anthrozoology
ANZ 108 Survey of Animals in Service
ANZ 441 Animal Behavior
ANZ 442 Science of Animal Welfare

and either all of the classes within the canine track or within the equine track

A. Canine Track

Twelve semester credits, including:

- ANZ 221 Canine Science: Nature of Dogs
ANZ 321 Introduction to Canine Training
ANZ 322 Advanced Canine Training: Application & Principles

Optional classes (these classes are not required for the minor):

- ANZ 321L Introduction to Canine Training Lab
ANZ 322L Advanced Canine Training: Application & Principles Lab

B. Equine Track

Twelve semester credits, including:

- ANZ 231 Historical Perspectives: Horses and Humans
ANZ 231L Basic Equine Skills
ANZ 331 Equine Assisted Activities & Therapies
ANZ 332 Equine Science: Nature of Horses

BIOCHEMISTRY/ MOLECULAR BIOLOGY

SAM ALVEY, PH.D.
JILL ANNE DILL, M.S.
JENNIFER GEIGER, PH.D.
DAN GRETCH, PH.D.
DAVID HITT, PH.D.
D. GRANT HOKIT, PH.D.
STEPHANIE OTTO-HITT, PH.D.
CAROLINE PHARR, PH.D.
JOHN ROWLEY, PH.D.
BRANDON SHEAFOR, PH.D.
KYLE S. STRODE, PH.D.
ANTHONY M. SZPILKA, PH.D.
COLIN THOMAS, PH.D.

Mission and Goals

The Biochemistry/Molecular Biology (BMB) major program is designed to provide students with the knowledge and skills needed to enter graduate or professional school or to gain employment in their field.

Student Learning Outcomes

Students completing the Biochemistry/Molecular Biology major program are expected to have:

- an understanding of the basic principles and concepts of the major field;
- the critical thinking skills needed for solving problems in the field;
- the abilities to evaluate and interpret data and to analyze and synthesize information from different sources;
- a working knowledge of fundamental laboratory techniques and the ability to use them to perform experiments in the field; and
- the writing and speaking skills needed to communicate effectively in the field.

I. MAJOR PROGRAM REQUIREMENTS

Biology Courses

BI 171-172 Biological Principles I & II

BI 281 Genetics

BI 382 Cell Biology

BI 329 or 330 (WI) Molecular Biology

BMB 496 Biochemistry/Molecular Biology Senior Seminar

Chemistry Courses

CH 101-102 General Chemistry

CH 301-302 Organic Chemistry

CH 353-354 Biochemistry

CH 390 Physical Chemistry for Life Sciences

II. OTHER PROGRAM REQUIREMENTS

MA 131 Calculus of Single Variable Functions

or MA 121-122 Differential and Integral Calculus

PHYS 205-206 Engineering Physics I & II

Note:

- 1. Biochemistry/Molecular Biology majors must earn a grade of “C” or better in all major courses (sections I and II above) and must pass prerequisites with a “C” or better to advance to subsequent courses.*
- 2. All degree students should review requirements for graduation as described in this catalog.*

BIOLOGY

SAM ALVEY, PH.D.

JILL ANNE DILL, M.S.

CHRISTINE ECKEL, PH.D.

JENNIFER GEIGER, PH.D.

DAN GRETCH, PH.D.

D. GRANT HOKIT, PH.D.

STEPHANIE OTTO-HITT, PH.D.

BETH SHEAFOR, M.S.

BRANDON SHEAFOR, PH.D.

GERALD SHIELDS, PH.D.

Mission and Goals

The biology major program is designed to provide students with the knowledge and skills needed to enter graduate or professional school or to gain employment in their field.

Student Learning Outcomes

Students completing the major program in biology are expected to have:

- an understanding of the basic principles and concepts of the major field;
- the critical thinking skills needed for solving problems in the field;
- the abilities to evaluate and interpret data and to analyze and synthesize information from different sources;
- a working knowledge of fundamental laboratory techniques and the ability to use them to perform experiments in the field;

- the writing and speaking skills needed to communicate effectively in the field.

MAJOR IN BIOLOGY (minimum of 60 total credits)

I. Foundational Program Requirements (36 credits)

BI 171-172 Biological Principles I & II

BI 281 Genetics

BI 496 Senior Seminar

CH 101-102 General Chemistry

CH 301 Organic Chemistry I

or CH 285 Intermediate Organic Chemistry (*Students who require only one semester of organic chemistry should enroll in CH 285.*)

PHYS 201 General Physics I

At least seven MATH credits selected from the following list:

MA 121-122 Differential and Integral Calculus

MA 131 Calculus of Single Variable Functions

MA 315 Probability and Statistics

II. Other Course Requirements (24 credits)

At least six courses from the following list, four of which must be biology (BI) courses with a minimum of one course in each biology subdivision:

Subdiscipline 1: Cell and Molecular Biology

BI 305 Microbiology

BI 382 Cell Biology

BI 350 Developmental Biology

BI 329 or 330 (WI) Molecular Biology

Subdiscipline 2: Organismal Biology

BI 306 Plant Biology

BI 307 Animal Physiology

BI 323 Comparative Anatomy

Subdiscipline 3: Ecology and Evolution

BI 311 Ecology

BI 370 Evolutionary Analysis

BI 315 Physiological Ecology

Other Science Electives:

CH 302 Organic Chemistry II

CH 353 Biochemistry

PHYS 202 General Physics II

III. Other Program Requirements

A. All biology majors must take the following courses, or their equivalent, in sequence: BI 171, BI 172, BI 281.

- B. All biology majors must earn a grade of “C” or better in all major courses (sections I and II above) and successfully pass the senior comprehensive examination in biology. Students must pass prerequisite courses with a “C” or better to advance to subsequent courses.
- C. All degree students should review requirements for graduation as described in this catalog.

IV. Note to pre-professional students (pre-med, pre-dental, etc.)

- A. All program requirements (sections I, II and III above) apply to pre-professional students.
- B. Pre-professional students should consider the following:
 1. Many professional programs require a second semester of Organic Chemistry, a second semester of Physics, and a Biochemistry course. You are advised to complete CH 302, PHYS 202 and BI 353 as part of your course requirements in section II.
 2. Some professional programs may require calculus. You are advised to discuss this possibility with your pre-professional advisor and possibly complete calculus as your math requirement.

MAJOR IN BIOLOGY FOR SECONDARY EDUCATION

I. Major Program Requirements

BI 171-172 Biological Principles I and II
 BI 281 Genetics

Two additional upper division course from the following list:

BI 305 Microbiology
 BI 306 Plant Biology
 BI 307 Animal Physiology
 BI 311 Ecology
 BI 315 Physiological Ecology
 BI 323 Comparative Anatomy
 BI 350 Developmental Biology
 BI 370 Evolutionary Analysis
 BI 382 Cell Biology
 BI 329 or 330 (WI) Molecular Biology
 CH 353 Biochemistry

II. Other Program Requirements

CH 101-102 General Chemistry
 CH 301 Organic Chemistry
 or CH 285 Intermediate Organic Chemistry (*Students who require only one semester of organic chemistry should enroll in CH 285.*)
 MA 315 Probability and Statistics
 MA xxx One additional course in mathematics

PHIL 252 Philosophy and History of Science
PHYS xxx One course in physics is recommended

III. Professional Education Requirements

AN/SO 218 Introduction to Native American Studies
CS 103 Instructional Media and Technology
ED 102 Foundations of Education
ED/PSY 229 Educational Psychology
ED 245 Diversity Field Experience
ED 305 Classroom Management
ED 318 Content Area Reading and Secondary Methods
ED 346 Teaching Science in the Secondary School
ED 405 Education Seminar
ED 410 Student Teaching
ED 412 Measurement & Assessment in Teaching
PSY 228 Adolescent Psychology
or PSY 105 General Psychology
and PSY 203 Developmental Psychology
SPED 300 Introduction to Exceptional Children

United States and Contemporary World Cultures course(s)— See page 139.

IV. Acceptance into the Teacher Education Program and Student Teaching

Teacher Education Program: Students pursuing academic programs that lead to teacher licensure must seek admission to the teacher education program by the end of their sophomore year. See page 140

Student Teaching: In the spring semester of the junior year, all preservice teachers must seek admission to student teaching. See page 142.

Note:

1. *All Biology for Secondary Education majors must take the following courses, or their equivalent, in sequence—BI 171, BI 172, BI 281.*
2. *All Biology for Secondary Education students must earn a grade of “C” or better in all major courses (sections I and II above) and successfully pass the senior comprehensive examination in biology.*
3. *All Biology for Secondary Education students must meet the following requirements: 1) earn a grade of “C” or better in all Professional Education Requirements, Major Program Requirements, and Other Program Requirements; 2) earn a minimum 2.5 cumulative grade point average; and 3) earn a minimum 2.65 grade point average in Major Program Requirements, Other Program Requirements, and Professional Education Requirements.*
4. *See page 137 for Secondary Education Requirements.*

MINOR IN BIOLOGY

I. Minor Program Requirements

BI 171-172 Biological Principles I & II

BI 281 Genetics

Two additional upper-division course from the following list:

BI 305 Microbiology

BI 306 Plant Biology

BI 307 Animal Physiology

BI 311 Ecology

BI 315 Physiological Ecology

BI 323 Comparative Anatomy

BI 350 Developmental Biology

BI 370 Evolutionary Analysis

BI 382 Cell Biology

BI 329 or 330 (WI) Molecular Biology

CH 353 Biochemistry

II. Other Program Requirements

CH 101-102 General Chemistry

CH 301 Organic Chemistry

or CH 285 Intermediate Organic Chemistry (*Students who require only one semester of organic chemistry should enroll in CH 285.*)

Note:

1. *All Biology minors must take the following courses or their equivalent in sequence: BI 171, BI 172, BI 281*
2. *All Biology minors must earn a grade of "C" or better in all minor courses (sections I and II above).*

MINOR IN BIOLOGY FOR SECONDARY EDUCATION

I. Minor Program Requirements

BI 171-172 Biological Principles I & II

BI 281 Genetics

One additional upper-division course from the following list:

BI 305 Microbiology

BI 306 Plant Biology

BI 307 Animal Physiology

BI 311 Ecology

BI 323 Comparative Anatomy

BI 350 Developmental Biology

BI 370 Evolutionary Analysis

BI 382 Cell Biology

BI 329 or 330 (WI) Molecular Biology
CH 353 Biochemistry

II. Other Program Requirements

CH 101-102 General Chemistry
CH 301 Organic Chemistry
or CH 285 Intermediate Organic Chemistry (*Students who require only one semester of organic chemistry should enroll in CH 285.*)
ED 346 Teaching Science in the Secondary School
MA 315 Probability and Statistics
PHIL 252 Philosophy and History of Science

III. Teacher Licensure

To obtain teacher licensure in Biology for Secondary Education, a student must complete:

ED 408 Student Teaching in the Minor Area
or ED 410 Student Teaching

See page 137 for Professional Requirements for Secondary Education.

IV. Acceptance into the Teacher Education Program and Student Teaching

Teacher Education Program: Students pursuing academic programs that lead to teacher licensure must seek admission to the teacher education program by the end of their sophomore year. See page 140.

Student Teaching: In the spring semester of the junior year, all preservice teachers must seek admission to student teaching. See page 142.

Note:

- All Biology for Secondary Education students must meet the following requirements: 1) earn a grade of "C" or better in all Professional Education Requirements, Minor Program Requirements, and Other Program Requirements; 2) earn a minimum 2.5 cumulative grade point average; and 3) earn a minimum 2.65 grade point average in Minor Program Requirements, Other Program Requirements, and Professional Education Requirements.*
- See page 137 for Secondary Education Requirements and Professional Education Requirements for Secondary Education.*

BUSINESS ADMINISTRATION

BELLE MARIE, D.B.A., CPA, CMA, CIA, CFE

DOUGLAS MACKENZIE, PH.D.

MELVIN MCFETRIDGE, M.A., CPA

JULIA MULL, M.B.A., M.S., M.A., CFP®, SERIES 6, 63 AND 65
LICENSES

ANNETTE RYERSON, D.B.A.

BETHALEE J. SCHOYEN, M.A., M.S.A., M.B.A.

Mission and Goals

The Department of Business offers Bachelor of Arts degrees in Accounting, Finance, or Business Administration. Students selecting majors in Business Administration must choose a concentration in Economics, International Business, Marketing, Management, or Sports Management. Minors are available in Accounting, Economics, Business or Public Administration and an Associate of Arts Degree is offered in Business Administration. Students may combine majors, minors and emphases.

Consistent with Carroll College's dual goals of vocation and enlightenment, the Department of Business also serves a dual mission. Students are provided a common body of knowledge necessary for entry into a business-related career. At the same time, the curriculum ensures that students receive a well-rounded liberal arts education. Value oriented discussions, including ethical dilemmas encountered in global business, are included in the curriculum.

The Business Administration major prepares students for careers in marketing, management, international business or economics. Through the liberal arts education, students develop valuable communication and reasoning skills. The Business Administration major is designed and evaluated to ensure students are prepared for entry directly into the workforce or for acceptance into graduate school.

Student Learning Outcomes

A successful graduate of the department will be able to:

- Use data and statistics in order to understand and analyze relevant problems
- Understand and analyze financial statements of economic entities
- Read and understand publications covering topics discussed in the various majors in the department
- Organize and present ideas and information orally in small group settings
- Design and carry out independent and collaborative projects
- Use contemporary information technology effectively including the library, the internet and computer software

- Write essays and short papers in a clear and concise fashion with emphasis on content, style and analytical ability
- Understand and explain important issues encountered in economic entities with particular emphasis on ethical and global implications.

MAJOR IN BUSINESS ADMINISTRATION WITH AN AREA OF CONCENTRATION

I. Major Program Requirements (for each area of concentration below)

Thirty-eight semester credits of accounting, business, and economics courses, including:

- BA 203-204 Principles of Accounting
- BA 301-302 Business Law
- BA 306 Marketing
- BA 313 Managerial Finance
- BA 365 Advanced Spreadsheet Applications
- BA 375 Fundamentals of Management
- BA 392 International Business
- BA 410 Business Policy
- EC 201-202 Principles of Economics
- EC 309 Financial Markets and Institutions

Plus one of the following areas of concentration (9–18 credits)

A. Economics

Three of the following courses

- EC 315 Intermediate Microeconomics
- EC 316 Intermediate Macroeconomics
- BA 409 Operations Research
- EC 304 Public Finance
- EC 406 International Economics

B. Management

Three of the following courses:

- BA 408 Human Resource Management
- BA 409 Operations Research
- BA 413 Organizational Behavior
- CO 320 Organizational Communications
- BA 377 Small Business Management

C. International Business

Required:

- BA 401 International Marketing
- EC 406 International Economics

One of the following courses:

BA 393/EC393 Socio-economic Impact of Gender: India

CO 325 Intercultural Communication

Study Abroad Experience (three credits)

Foreign Language (three credits)

D. Marketing

Required:

BA 320 Marketing Research

And 2 of the following:

BA 322 Consumer Behavior

BA 324 Marketing Communication and Promotion

BA 326 New Product Development

BA 328 Personal Selling

BA 401 International Marketing

E. Sports Management

Required:

BA 320 Market Research (3)

BA 324 Marketing Communication and Promotion (3)

BA 425 Sports Management Internship (3)

CO 215 Intro to Public Relations (3)

ENWR 301 Business Writing (3)

HPE 410/BA 412 Organization, Administration, and Assessment of Sport
Mgmt Programs (3)

Suggested Electives:

BA 322 Consumer Behavior (3)

BA 326 Personal Selling (3)

BA 227 Nonprofit Fundraising and Philanthropy (3)

BI 102 Human Biology (3)

CO 108 Digital Publishing (3)

CO 166 Fundamentals of TV and Film Production II (3)

CO 225 Professional Communications (3)

CO 280 Gender Communication (3)

EC 305 Economics and Strategy of Sports (3)

HPE 234 Sports Nutrition and Conditioning (3)

HPE 325 Applied Anatomical Kinesiology (3)

HPE 350 Responding to Emergencies (3)

HPE 413 Exercise Physiology & Human Performance Testing (3)

SO 220 Sociology of Sport (3)

II. Other Program Requirements

CS 213 Management Information Systems
MA 117 Difference Equations & Linear Equations
or MA 121 Differential and Integral Calculus
or MA 131 Calculus of Single Variable Functions
MA 207 Elementary Statistics

Note:

1. *The Business Department, in addition to Carroll's regional accreditation, has a specialized business accreditation through IACBE. As a requirement of this accreditation, students graduating with a major in Business, Accounting or Finance are required to take a comprehensive exam at the end of their curriculum.*
2. *Concentration courses may be double counted to fulfill Core requirements or requirements for other academic majors and still count as a concentration course. However, each concentration requires the completion of 3 courses and a concentration course may be applied to only one area of concentration. It cannot be double counted to fulfill concentration requirements in more than one area of concentration.*
3. *Admission to the Internship Program in Sports Management: All Business majors with a concentration in Sports Management must apply for admission to the internship program (BA 425, Sports Management Internship). Applications must be submitted to the internship director no later than May 1 of the junior year. Failure to do so may forfeit the student's opportunity to participate in an internship during the fall or spring semesters of the following school year. It is the student's responsibility to seek admission to the internship program.*

MINOR IN BUSINESS ADMINISTRATION

Minor Program Requirements

Twenty-one semester credits of business and economics courses, including:

BA 203-204 Principles of Accounting
BA 306 Marketing
BA 313 Managerial Finance
BA 375 Fundamentals of Management
EC 201-202 Principles of Economics

CURRICULUM IN BUSINESS ADMINISTRATION FOR THE ASSOCIATE OF ARTS DEGREE

Program Requirements

BA 203-204 Principles of Accounting
BA 306 Marketing

BA 375 Principles of Management
EC 201-202 Principles of Economics

And 1 of the following:

BA 301 Business Law
BA 313 Managerial Finance
BA 408 Human Resource Management

Note: All degree students should review requirements for graduation as described in this catalog.

MINOR IN ECONOMICS

Minor Program Requirements

Twenty-one semester credits of economics courses, including:

EC 201-202 Principles of Economics

And 5 upper-division economics courses, including:

BA 409 Operations Research

CERTIFICATE IN PROJECT MANAGEMENT

The Project Management Certificate is designed to make students exceptional project managers by giving students the skills and abilities to:

- Define, organize and manage the various components of a large project
- Develop, analyze and monitor project budgets to give accurate financial projections and reports
- Monitor project progress to avoid delays and missed deadlines
- Analyze and manage project risk

The ability to define large projects correctly and then bring them to completion on time and within budget is a critical professional skill. Engineering, Business, IT and Environmental projects have critical needs in these areas, but almost any organization has projects that involve the stewardship of time and money to bring about change. Carroll has created a program that delivers industry standard content derived from the Project Management Institute's Project Management Body of Knowledge (PMBOK®) and meets the educational needs defined by the State of Montana's Project Management Office. The goal is to offer professionals and students in the Helena and surrounding communities the chance to develop these skills and competencies in a high quality, real project based, comprehensive, program that can also be part of higher education degree.

The Project Management Certificate is designed, similar to a minor, to allow students from any background to add it to their degree and skill set. Unlike a minor, it does not require the students to get a major or degree to accompany it. The introductory class or equivalent is required for the remaining

classes. The remaining classes, although they may be taken in any order, must be taken at Carroll and passed with at least a C.

Required classes:

PMGT 210 Planning and Scheduling for Projects

PMGT 220 Project Cost Estimating Control and Risk Management

PMGT 310 Project Leadership: Leading Change and the Essential Elements of Success

EC 203 Project Management Economics

CHEMISTRY

DAN GRETCH, PH.D.

DAVID HITT, PH.D.

CAROLINE PHARR, PH.D.

JOHN ROWLEY, PH.D.

KYLE S. STRODE, PH.D.

COLIN THOMAS, PH.D.

Mission and Goals

Chemistry is the discipline that connects all of the natural sciences. In chemistry courses at Carroll, students integrate an atomic/molecular view of matter with principles from math and physics to learn the properties and structure of matter, how matter interacts with itself, and how it is transformed in chemical reactions. Because chemistry is central to all of the natural sciences, courses at Carroll explore the interdisciplinary links that exist between chemistry, physics, earth science and biology. Carroll's chemistry program also integrates all of the artificial divisions between the various branches of chemistry, connecting these disciplines in a unique and intentional way throughout the curriculum.

To meet the goals of chemistry students, the chemistry program is designed to provide them with knowledge and skills needed to enter graduate or professional school or to gain employment in a chemically-related field.

Student Learning Outcomes

Students completing the major program in chemistry are expected to have

- an understanding of the basic principles and concepts of chemistry;
- the critical thinking skills needed for solving chemical problems;
- an understanding of the relationships between sub disciplines within chemistry along with the central role of chemistry in the natural sciences;
- the abilities to evaluate and interpret data and to analyze and synthesize information from different sources;

- a working knowledge of fundamental laboratory techniques and the ability to use them to perform chemical experiments;
- a knowledge of how to work safely with chemicals;
- a commitment to professionalism and ethical decision-making in their post-academic careers; and
- the writing and speaking skills needed for effective scientific communication.

MAJOR IN CHEMISTRY

I. Major Program Requirements

CH 101-102 General Chemistry
 CH 205 Quantitative Analysis
 CH 301-302 Organic Chemistry
 CH 306 Instrumental Methods
 CH 391-392 Physical Chemistry
 CH 411-412 Integrated Laboratory
 CH 496 Senior Seminar

One additional upper-division course from the following list:

CH 405 Advanced Inorganic Chemistry
 CH 406 Advanced Organic Chemistry

II. Other Program Requirements

MA 131 Calculus of Single Variable Functions
 or MA 121-122 Differential and Integral Calculus
 MA 233 Multivariable Calculus
 PHYS 205-206 Engineering Physics I & II

Note: All chemistry majors must earn a grade of “C” or better in all major courses (Section I and II above). Students must pass prerequisites with a “C” or better to enroll in chemistry courses.

MAJOR IN CHEMISTRY FOR SECONDARY EDUCATION

I. Major Program Requirements

CH 101-102 General Chemistry
 CH 205 Quantitative Analysis
 CH 301-302 Organic Chemistry
 Two additional upper division Chemistry courses

II. Other Program Requirements

MA 121 Differential Calculus
 PHIL 252 Philosophy and History of Science

One additional two-semester course from the following list:

BI 171-172 Biological Principles I and II

PHYS 201-202 Physics I and II

PHYS 205-206 Engineering Physics I and II

III. Professional Education Requirements

AN/SO 218 Introduction to Native American Studies

CS 103 Instructional Media and Technology

ED 102 Foundations of Education

ED/PSY 229 Educational Psychology

ED 245 Diversity Field Experience

ED 305 Classroom Management

ED 318 Content Area Reading and Secondary Methods

ED 346 Teaching Science in the Secondary School

ED 405 Education Seminar

ED 410 Student Teaching

ED 412 Measurement & Assessment in Teaching

PSY 228 Adolescent Psychology

or PSY 105 General Psychology

and PSY 203 Developmental Psychology

SPED 300 Introduction to Exceptional Children

United States and Contemporary World Cultures course(s)—See page 139.

IV. Acceptance into the Teacher Education Program and Student Teaching

Teacher Education Program: Individuals pursuing academic programs that lead to teacher licensure must seek admission to the teacher education program by the end of their sophomore year. See page 140.

Student Teaching: In the spring semester of the junior year, all preservice teachers must seek admission to student teaching. See page 142.

Note:

1. *All Chemistry for Secondary Education majors must earn a grade of “C” or better in all major courses (section I and II above). Students must pass prerequisites with a “C” or better to enroll in chemistry courses.*
2. *All Chemistry for Secondary Education majors must meet the following requirements: 1) earn a grade of “C” or better in all Professional Education Requirements, Major Program Requirements, and Other Program Requirements; 2) earn a minimum 2.5 cumulative grade point average; and 3) earn a minimum 2.65 grade point average in Major Program Requirements, Other Program Requirements, and Professional Education Requirements.*
3. *See page 137 for Secondary Education Requirements.*

MINOR IN CHEMISTRY

I. Minor Program Requirements

CH 101-102 General Chemistry
CH 205 Quantitative Analysis
CH 301-302 Organic Chemistry
Plus 1 additional upper-division chemistry course

MINOR IN CHEMISTRY FOR SECONDARY EDUCATION

I. Minor Program Requirements

CH 101-102 General Chemistry
CH 205 Quantitative Analysis
CH 301-302 Organic Chemistry

II. Other Program Requirements

ED 346 Teaching Science in the Secondary School
MA 121 Differential Calculus
MA 207 Elementary Statistics
or MA 315 Probability and Statistics
PHIL 252 Philosophy and History of Science
Plus one additional four-credit course in biology or physics

III. Teacher Licensure

To obtain teacher licensure in Chemistry for Secondary Education, a student must complete:

ED 408 Student Teaching In the Minor Area
or ED 410 Student Teaching

IV. Acceptance into the Teacher Education Program and Student Teaching

Teacher Education Program: Individuals pursuing academic programs that lead to teacher licensure must seek admission to the teacher education program by the end of their sophomore year. See page 140.

Student Teaching: In the spring semester of the junior year, all preservice teachers must seek admission to student teaching. See page 142.

Note:

- 1. All Chemistry for Secondary Education students must meet the following requirements: 1) earn a grade of "C" or better in all Professional Education Requirements, Minor Program Requirements, and Other Program Requirements; 2) earn a minimum 2.5 cumulative grade point average; and 3) earn a minimum 2.65 grade point average in Minor Program Requirements, Other Program Requirements, and Professional Education Requirements.*

2. See page 137 for Secondary Education Requirements and Professional Education Requirements for Secondary Education.

CLASSICAL STUDIES

BRIAN MATZ, PH.D., S.T.D.

WILLIAM MARK SMILLIE, PH.D.

Mission and Goals

The Classical Studies program operates under the aegis of the Department of Languages and Literature. The program is designed to prepare students with a major/minor concentration for advanced study in the Classics and related fields. The program also serves the needs and interests of a range of students from other majors and from the community at large, for whom the study of Greek or Latin satisfies a personal interest or complements their academic pursuits. The knowledge, discipline, critical thinking and problem solving skills developed through the Classical Studies program are widely applicable and adaptable to the exigencies of an ever changing world; they engender habits of mind and heart well appreciated by a broad spectrum of graduate and professional programs and employers, and promote personal satisfaction, life-long learning, and intellectual and spiritual enlightenment.

Student Learning Outcomes

The Classical Studies program will produce graduates who:

- I. Read, understand, and interpret a classical language
- II. Demonstrate knowledge and understanding of Greco-Roman culture
- III. Connect with other disciplines and expand knowledge
- IV. Develop insight into their own language and culture
- V. Participate in wider communities of language and culture

MAJOR IN CLASSICAL STUDIES

I. Major Program Requirements

Thirty-nine semester credits, including:

HI 239 History of the Ancient Mediterranean (3 credits)

Majors must demonstrate an understanding of interdisciplinary approaches to the field by taking at least one course from each of the following three categories:

Classical Culture and its Reception (3 credits)

HI 204 Medieval History

TH 236 Introduction to the New Testament

TH 341 History of Christian Thought I

TH 342 History of Christian Thought II

Classical Philosophy (3 credits)

- PHIL 151 Ancient Philosophy
- PHIL 202 Medieval Philosophy
- PO 330 Topics in Political Theory
- PO 331 Classical Political Thought

Classical Art and Literature (3 credits)

- ART 110 Art Appreciation
- ART 289 Art History
- LL 220 Introduction to Linguistics
- ENLT 215 Survey of Classical Literature
- ENLT 416 Myth in Literature

Majors must also demonstrate competency in one classical language through the intermediate level and a second language, either classical or romance, also through the intermediate level (24 credits).

- LA 101-102 Introductory Latin
- and LA 203-204 Intermediate Latin
- or GK 201-202 Introductory Greek
- and GK 301-302 Intermediate Greek
- FR 101-102 Elementary French
- and FR 203-204 Intermediate French
- or SP 101-102 Acquisition of Spanish I and II
- and SP 203-204 Acquisition of Spanish III and IV

Majors will complete a capstone research project, pending approval of the director of Classical Studies

- CLST 485 Independent Study
- or CLST 499 Honors Thesis

MINOR IN CLASSICAL STUDIES

Minor Program Requirements

Twenty-one semester credits, including the following:

- HI 239 History of the Ancient Mediterranean (3 credits)

Two courses selected from the three thematic categories above: Classical Culture and its Reception, Classical Philosophy, and Classical Art and Literature.

Competency in at least one classical language to through the intermediate level:

- LA 101 and 102 Introductory Latin
- and LA 203 and 204 Intermediate Latin
- or GK 201 and 202 Introductory Greek
- and GK 301 and 302 Intermediate Greek

COMMUNICATION STUDIES

ALAN HANSEN, PH.D.

CHARLOTTE M. JONES, PH.D.

DOREEN KUTUFAM, PH.D

BRENT NORTHUP, M.A.

Mission

Our broadest departmental mission is to educate the mind and illuminate the spirit of students through systematic coursework and holistic advising.

Our departmental goals are both education/vocational and holistic. Educational/vocational goals are related to graduate school and/or specific communication-related careers. The student learning outcomes—and holistic goals—reflect the broad Carroll mission of educating the entire person including both the mind and the spirit.

Departmental Goals

The educational/vocational mission of the Communication Department:

1. to teach students to communicate effectively
2. to prepare students for a career in a communication-related field
3. to prepare students for possible graduate study in communication or a related field
4. to prepare a student for a possible career in public relations
5. to prepare students for a possible career in journalism
6. to prepare students for a possible career as a secondary education teacher of communication, speech or forensics
7. to train students to succeed in intercollegiate forensics competition

Student Learning Outcomes

The student learning outcomes of the Communication Department are:

1. students will learn to use communication constructively and unselfishly, to serve others and to promote peace on all levels—interpersonal, societal and global
2. students will learn the moral foundations of communication, which include the need to treat every person with reverence
3. students will gain intercultural awareness in order to treat people of all backgrounds with tolerance and respect
4. students will gain practical communication skills—such as conflict management skills, small group communication skills and relationship-building skills—which can enhance the personal life of students for a lifetime

MAJOR IN COMMUNICATION STUDIES

I. Major Program Requirements

Thirty-seven semester credits of communication courses, including:

CO 101	Basic Communication
CO 108	Digital Publishing
CO 206	Small Group Communication
CO 225	Professional Communication
CO 280	Gender Communication
CO/ENWR 306	Writing for the Print Media
CO 308	Communication Ethics
CO 320	Organizational Communication
CO 325	Intercultural Communications
CO 340	Interpersonal Communication Theory
CO 395	Research Methods
CO 414	Human Communication Theory
CO 495	Senior Practicum: The Graceful Exit

Notes:

- 1. A maximum of 6 credit hours in forensics at the 200-level or above may apply toward the communication studies major.*
- 2. Forensics at 200-level or above may be substituted for CO 225.*
- 3. All degree students should review requirements for graduation as described in this catalog.*

The Department of Communication Studies will administer a two-part comprehensive exam at the end of each student's senior year. The first part, an oral presentation by the student, is required of all students. The second part, the comprehensive on all communication coursework, is not required of students who complete CO 499, Honors Thesis.

MINOR IN COMMUNICATION STUDIES

Minor Program Requirements

Twenty-one semester credits in communication, including:

CO 101	Basic Communication
CO 206	Small Group Communication
CO 225	Professional Communication
CO 280	Gender Communication
CO/ENWR 306	Writing for the Print Media
CO 308	Communication Ethics
CO 340	Interpersonal Communication Theory

Note: A maximum of 3 semester credits in forensics at the 200-level or above may apply towards the communication studies minor. Forensics at the 200-level or above may be substituted for CO 225.

MINOR IN TV PRODUCTION

I. Minor Program Requirements

Eighteen credits, including:

- CO 310 Mass Media
- CO 165 Fundamentals of TV & Film Production I
- CO 166 Fundamentals of TV & Film Production II
- CO 265 Basic Single Camera Production
- CO 425 Career internship at TV station
- CO/ENWR 306 Writing for the Print Media

MINOR IN SOCIAL MEDIA

I. Minor Program Requirements

Eighteen credits, including:

- Art 112 Digital Photography
- CO 108 Digital Publishing
- CO 130 Viral Video
- CO 250 Social Media & Communication
- CS 202 Web Development

Plus one of the following:

- CO 165 Writing for Film & TV
- CO 306 Writing for the Media

CERTIFICATE IN SOCIAL MEDIA

I. Certificate Program Requirements

Twelve credits, including:

- CO 250 Social Media & Communication
- CS 202 Web Development

Plus two of the following:

- ART 112 Digital Photography
- CO 108 Digital Publishing
- CO 130 Viral Video

CURRICULUM IN COMMUNICATION STUDIES FOR THE ASSOCIATE OF ARTS DEGREE

Program Requirements

Twenty-four semester credits in communication studies, including:

CO 101	Basic Communication
CO 206	Small Group Communication
CO 225	Professional Communication
CO 280	Gender Communication
CO/ENWR 306	Writing for the Print Media
CO 308	Communication Ethics
CO 340	Interpersonal Communication Theory
CO 414	Human Communication Theory

Note: All degree students should review requirements for graduation as described in this catalog.

COMPUTER SCIENCE

R. STEPHEN HARPER, M.S.

DAVID C. MARSHALL, M.S.

PHILIP B. ROSE, M.SC.

Student Learning Outcomes:

At the completion of the computer science program, students will:

- be prepared for productive careers or further education in graduate school,
- have the commitment and capabilities to manage a career of lifelong learning in technology and
- be able to apply their knowledge in solving practical problems and working individually and collaboratively.

The Computer Science program provides two main tracks (CS and CIS) to provide a solid foundation for students whose goals span a wide range of disciplines within the rapidly changing field of computer technologies. Since the tracks listed do not address every student's desired educational plan, students may design a custom area of concentration that better addresses their focus (note section II, below). This plan must be approved by the computer science faculty and the college registrar.

Check our web site to see where our graduates went from Carroll.

MAJOR IN COMPUTER SCIENCE

The primary computer science degree option, it is recommended for those who intend to pursue graduate studies in computer science, or wish to

obtain employment in computer science related fields such as software development, network and security technologies, or as a database developer. It emphasizes both the theory and practice of computer science and can be customized to a student's interest by following section II below.

I. Computer Science Program Requirements

- CS 110 Computer Modeling with Java
- CS 120 Data Structures and Program Design
- CS 202 Web Development
- CS 230 Software Engineering
- CS 251 Introduction to Linux/Unix
- CS 309 Computer Architecture
- CS 310 Database Design
- CS 330 Network Technologies
- or CS 410 Operating Systems
- CS 430 Senior Project: Your Topic
- or CS 499 Senior Honors Thesis
- CS 495 Computer Science Seminar

Nineteen credits from the list below OR any Carroll minor or certificate plus courses from the list below totaling 19 credits. (Common minors and certificates include Math, Project Management, Geographical Information Systems, Business and Web Development, but could be from any discipline.)

- CS 289* Mobile and Advanced Web Apps
- CS 220 Programming in Excel
- CS 311 Database Project
- CS 330 Network Technologies
- or CS 410 Operating Systems
- CS 331 Internet Infrastructure
- CS/MA 403 Cryptography
- or CS 389* Modern Cryptography
- CS 421 Cyber Security

II. Other Program Requirements

- CO 206 Small Group Communications
- or PSY 200 Emotional Intelligence
- ENWR 305 Technical Writing (WI)
- or ENWR XXX Web Writing (WI)*
- MA 131 Calculus of Single Variable Functions
- or MA 121-122 Differential and Integral Calculus
- MA 328 Discrete Mathematics I
- PHYS 155 Robots and Experimental Physics

III. Core Requirements (thirty-four additional credits)

We recommend the following:

Fine Arts Core

ART 113 Digital Photography

Philosophy Core (6 credits)

PHIL 107 Ethics (3 credits)

or PHIL 207 Business Ethics (3 credits)

or PHIL 113 Formal Logic (3 credits)

Social Science Core (6 credits)

PSY 200 Emotional Intelligence (3 credits)

and/or PO 328 The Developing World (3 credits)

and/or PO 330 Green Political Thought (3 credits)

(These courses include a look at the impact of many factors, including technology, on the current world)

Science Core

Met by required PHYS 155 Robots and Experimental Physics

Math Core

Met by required MA 121 or MA 131

Students also need to take: LAS 101, TH 101, CO 101, and ENWR 102, plus History, Literature, and Theology courses. Global Diversity (GD) and National Diversity (ND) courses may be taken separately or combined with the above class requirements.

V. General Electives (fifteen to seventeen credits to fulfill 122 total credit requirement)

We recommend: CS 287 Student Topics (1 credit)

**Pending Approval*

MINOR IN COMPUTER SCIENCE

24 credits in Computer Science (not including CS 101) including:

CS 110 Computer Modeling with Java

CS 310 Database Design

CS 330 Network Technologies

or CS 410 Operating Systems

CURRICULUM IN COMPUTER SCIENCE FOR THE ASSOCIATE OF ARTS DEGREE

Computer Science Course Requirements: Completion of the requirements for the minor in Computer Science.

MAJOR IN COMPUTER INFORMATION SYSTEMS

Computer Information Systems (CIS) is a combination of computer science courses and business- and industry-based courses that prepares a student to enter the workforce in any number of technical management and IT positions or to continue on to an MBA program or industry certification. It combines business or project management classes with applied, hands-on computing classes to develop skills that are immediately applicable to the job world.

I. Computer Information Systems Program

Requirements (thirty-seven credits)

- CS 110 Computer Modeling with Java
- CS 120 Data Structures and Program Design
- CS 202 Web Development
- CS 220 Programming with Excel
- CS 251 Introduction to Linux/Unix
- CS 310 Database Design
- CS 425 Internship (1 credit)

Plus at least sixteen credits from the following:

- CS 230 Software Engineering (fall, *Writing Intensive (WI)* – if this course is *NOT* taken, a *WI* in the major is still required)
- CS 311 Database Project (spring)
- CS 330 Network Technologies (fall, even years)
- CS 331 Internet Infrastructure (spring, odd years)
- CS 410 Operating Systems (fall, odd years)
- CS 421 Cyber Security (spring)

Plus choose one of the following:

A. Technical Emphasis (twelve credits)

Either the GIS or Social Media Certificate (plus CS 289 Mobile and Advanced Web Development).

Note: The Social Media Certificate required courses are CO/CS 130 Viral Video, CO 250 Social Media, CO 108 Digital Publishing, and CS 202 Web Development. This option also requires CS 289 Mobile and Advanced Web Development.)

B. Business Emphasis (twelve credits)

Either the Project Management Certificate or the following:

- BA 203 Accounting I
- EC 203 Project Finance (spring, also meets Social Science Core requirement)

and any six credits from the Business courses at level 200 or greater

II. Other Program Requirements

CO 206 Small Group Communications
or PSY 200 Emotional Intelligence
ENWR 305 Technical Writing
MA 207 Probability and Statistics
PHYS 155 Robots and Experimental Physics

III. Core Requirements (thirty-four additional credits)

We recommend the following:

Fine Arts Core

ART 113 Digital Photography

Philosophy Core (6 credits)

PHIL 107 Ethics (3 credits)

or PHIL 207 Business Ethics (3 credits)

or PHIL 113 Formal Logic (3 credits)

Social Science Core (6 credits)

PSY 200 Emotional Intelligence (3 credits)

and/or PO 328 The Developing World (3 credits)

and/or PO 330 Green Political Thought (3 credits)

(These courses include a look at the impact of many factors, including technology, on the current world)

Science Core

Met by required PHYS 155 Robots and Experimental Physics

Math Core

Met by required MA 121 or MA 131

Students also need to take: LAS 101, TH 101, CO 101, and ENWR 102, plus History, Literature, and Theology courses. Global Diversity (GD) and National Diversity (ND) courses may be taken separately or combined with the above class requirements.

IV. General Electives (fifteen credits to fulfill 122 total credit requirement)

We recommend: CS 287 Student Topics (1 credit)

MINOR IN COMPUTER INFORMATION SYSTEMS

Twenty-two credits in Computer Information Systems including:

CS 110 Computer Modeling with Java

CS 202 Web Development

CS 310 Database Design

CS 330 Network Technologies

Plus additional classes from the CIS major section I and II above.

CERTIFICATE IN GEOGRAPHIC INFORMATION SYSTEMS

Student Learning Outcomes:

The Geographic Information Systems (GIS) Certification provides students with the technological tools and skills to use in their major program or other interest to:

- communicate about spatial locations and data,
- visualize and analyze spatial data and patterns, and
- do spatial analysis, modeling and trending for research and problem solving.

GIS is a rapidly expanding research, problem solving and communication technique for spatial data. Often using GPS collected data or existing data from many online sources, GIS allows the making of maps as well as the application of statistics and other data analysis techniques for research in a wide variety of fields. At Carroll, programs using or exploring GIS techniques include history, theology, business, environmental studies, math, engineering, computer science, public health, health sciences, and sociology, although the research and analysis skills can be applied to any discipline that has spatial data analysis needs.

The GIS Certificate is designed, similar to a minor, to allow students from any background to add it to their degree and skill set. Unlike a minor, it does not require the students to get a major or degree to accompany it. The introductory and GIS database classes (or equivalent experience) are prerequisites for the remaining 3 classes.

The required classes are:

GIS 110 Introduction to Geographic Information Systems (3 credits)

GIS 220 GIS Database (2 credits)

GIS 430 GIS Project (3 credits)

Plus 2 of the remaining three classes:

GIS 221 Remote Data Acquisition and Management (2 credits)

GIS 315 Spatial Analysis (2 credits)

GIS 316 Raster Analysis (2 credits)

For more information about the GIS classes or Certificate contact the Computer Science Program (Dave Marshall, dmarshall@carroll.edu).

EDUCATION: TEACHER

KATHY GILBOY, M.A.

JOE HELBLING, PH.D.

GLORIA J. LAMBERTZ, ED.D.

JONATHAN C. MATTHEWS, PH.D.

LYNETTE E. ZUROFF, ED.D

Mission

The teacher education unit's mission is to prepare students for lifelong learning, developing future educators' intellect, imagination, self-confidence, and motivation, while preparing them for the teaching profession. Students investigate, reflect, analyze, and judge reality and truth through inquiry and discussion. Committed to educating each student as a total human being, the teacher education unit helps students to receive, respond to, organize, and characterize values. Specifically, students develop values about teaching, society, health behaviors, moral issues, education, and political influences. We ask our students to think boldly about the opportunities and responsibilities presented to us by a rapidly changing world. Students within the department are encouraged to live Carroll College's mission by participating in community service and by interacting with children and adults from diverse cultural, religious, economic, and intellectual backgrounds.

The teacher education unit advances this mission as it works within the conceptual framework of Carroll College's teacher education unit. That framework is built upon a liberal arts education, structured by traditional educational philosophies, and embraced by an atmosphere of dignity, which values justice of all persons.

Goals and Objectives

The goal of Carroll College's teacher education program is to assist students in developing teaching competencies in their chosen fields and help them become educational leaders capable of responding to their students' individual needs. Teacher education graduates will demonstrate competence in the 10 INTASC standards, as well as three additional Montana standards.

A. American Indian Essential Understandings. The preparing teacher demonstrates understanding of and ability to integrate knowledge of the history, cultural heritage, and contemporary status of American Indians and tribes in Montana.

The preparing teacher. . .

1. articulates the seven Essential Understandings Regarding Montana Indians.
2. integrates an essential understanding regarding Montana Indians in the design of a lesson for student learning.

3. researches and synthesizes the contemporary status of American Indians and tribes in Montana.

B. Knowledge of Subject Area. The preparing teacher demonstrates understanding of the central concepts, tools of inquiry, and structure of the discipline(s) he or she teaches and creates learning experiences that make these aspects of subject matter meaningful for students.

The preparing teacher. . .

1. engages students in interpreting ideas from a variety of perspectives.
2. effectively uses multiple representations and explanations of disciplinary concepts that capture key ideas and link them to students' prior understandings.
3. demonstrates an understanding of the central concepts of his or her discipline.
4. can evaluate teaching resources and curriculum materials for their comprehensiveness, accuracy, and usefulness for representing particular ideas and concepts.
5. engages students in generating knowledge and testing hypotheses according to the methods of inquiry and standards of evidence used in the discipline.
6. can create interdisciplinary learning experiences that allow students to integrate knowledge, skills, and methods of inquiry from several subject areas.

C. Knowledge of Human Development and Learning. The preparing teacher demonstrates an understanding of how students learn and develop and provides learning opportunities that support intellectual, social, and personal development.

The preparing teacher. . .

1. assesses individual and group performance in order to design instruction that meets learners' current needs in each domain (cognitive, social, moral, and physical) and that leads to the next level of development.
2. stimulates student reflection on prior knowledge and links new ideas to already familiar ideas, making connections to students' experiences, providing opportunities for active engagement, manipulation, and testing of ideas and materials, and encouraging students to assume responsibility for shaping their learning tasks.
3. accesses students' thinking and experiences as a basis for instructional activities by, for example, encouraging discussion, listening and responding to group interaction, and eliciting samples of student thinking orally and in writing.

- D. Adapting Instruction for Individual Needs. The preparing teacher demonstrates knowledge of how students, within different populations, including Montana American Indians, differ in their approaches to learning and creating instructional opportunities that are adapted to diverse learners.

The preparing teacher. . .

1. identifies, designs, and uses instruction appropriate to students' stages of development, learning styles, strengths, and needs that are sensitive to multiple experiences of learners.
 2. makes appropriate provisions (in terms of time and circumstances for work, tasks assigned, communication and response modes) for individual students who have particular learning differences or needs.
 3. can identify when and how to access appropriate services or resources to meet exceptional learning needs.
 4. seeks to understand students' families, cultures and communities, and uses this information as a basis for connecting instruction to students' experiences (e.g. drawing explicit connections between subject matter and community matters, making assignments that can be related to student experiences and cultures).
 5. brings multiple perspectives to the discussion of subject matter, including attention to students' personal, family, and community experiences and cultural norms.
- E. Biases and Teaching Style Effects on Teaching. The preparing teacher demonstrates an understanding of personal, cultural and socioeconomic biases and teaching style differences that affect one's teaching.

The preparing teacher. . .

1. reflects upon personal, cultural, and socioeconomic biases and teaching style differences that affect his/her teaching.
- F. Multiple Instructional Strategies. The preparing teacher utilizes a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

The preparing teacher. . .

1. carefully evaluates how to achieve learning goals, choosing alternative teaching strategies and materials to achieve different instructional purposes and to meet student needs (developmental stages, prior knowledge, learning styles, and interests).
2. uses multiple teaching and learning strategies to engage students in active learning opportunities that promote the development of critical thinking, problem solving and performance capabilities and that help students assume responsibility for identifying and using learning resources.

3. constantly monitors and adjusts roles (instructor, facilitator, coach, audience) and strategies in relation to the content and purpose of instruction and learner feedback.
 4. develops a variety of clear, accurate presentations and representations of concepts, using alternative explanations to assist students' understanding and presenting diverse perspectives to encourage critical thinking.
- G. Classroom Motivation and Management Skills. The preparing teacher demonstrates an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- The preparing teacher. . .
1. encourages clear procedures and expectations that ensure students assume responsibility for themselves and others, work collaboratively and independently, and engage in purposeful learning activities.
 2. engages students by relating lessons to students' personal interests, allowing students to have choices in their learning, and leading students to ask questions and pursue problems that are meaningful to them.
 3. organizes, allocates, and manages the resources of time, space, activities, and attention in a way that is conducive to learning.
 4. analyzes the classroom environment and interactions and makes decisions and adjustments to enhance social relationships, student motivation and engagement, and productive work.
 5. organizes, prepares students for, and monitors independent and group work that allows for full and varied participation of all individuals.
- H. Communication Skills. The preparing teacher demonstrates knowledge of effective verbal, nonverbal, media, and electronic communication techniques to teach the strategies of active inquiry, collaboration, and supportive interaction in the classroom.
- The preparing teacher. . .
1. models effective communication strategies in conveying ideas and information and in asking questions (e.g., monitoring the effects of messages, restating ideas and drawing connections, using visual, aural, and kinesthetic clues, being sensitive to nonverbal cues given and received.)
 2. supports and expands learner expression in speaking, writing, and other media.

3. knows how to ask questions and stimulate discussion in different ways for particular purposes, for example, probing for learner understanding, helping students articulate their ideas and thinking through processes, promoting risk-taking and problem solving, facilitating factual recall, encouraging convergent and divergent thinking, stimulating curiosity, helping students to question.
 4. communicates in ways that demonstrate sensitivity to cultural and gender differences (e.g., appropriate use of eye contact, interpretation of body language and verbal statements, acknowledgement of responsiveness to different modes of communication and participation).
 5. knows how to use a variety of media communication tools, including audio-visual aids and computers to enrich learning opportunities.
- I. Instructional Planning Skills. The preparing teacher plans instruction based on knowledge of subject matter, students, the community, curriculum goals, and appropriate use of current and emerging technologies.

The preparing teacher. . .

1. plans lessons and activities relevant to learners, addresses variations in learning styles and performance modes that operate at multiple developmental levels to meet the needs of diverse learners.
 2. develops plans that are appropriate for curriculum goals and are based upon principles of effective instruction (e.g., that activate preconceptions, encourage exploration and problem-solving, and build new skills on those previously acquired).
 3. creates short-range and long-term plans that are linked to student needs and performance, and adapts the plans to ensure and capitalize on student progress and motivation.
 4. adjusts plans to respond to unanticipated sources of input and/or student needs.
- J. Assessment of Student Learning. The teacher demonstrates assessment strategies, tools, and practices to plan and evaluate effective instruction.

The preparing teacher. . .

1. appropriately uses standardized test results and a variety of informal assessment techniques (e.g., observation, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessments, and peer assessments) to enhance his or her knowledge of learners, evaluate students' progress and performances and modify teaching and learning strategies.

2. solicits and uses information about students' experiences, learning behavior, needs, and progress from parents, other colleagues, and the students themselves.
 3. uses assessment strategies to involve learners in self-assessment activities, to help them become aware of their strengths and needs, and to encourage them to set personal goals for learning.
 4. evaluates the effect of class activities on both individuals and the class as a whole, collecting information through observation of classroom interactions, questioning, and analysis of student work and modifying plans and instructional approaches accordingly.
 5. maintains useful records of student work and performance and can communicate student progress knowledgeably and responsibly, based on appropriate indicators, to students, parents, and other colleagues.
- K. Professional Commitment and Responsibility. The preparing teacher demonstrates continued growth in knowledge related to a particular subject area and the teaching of it.

The preparing teacher. . .

1. uses classroom observation, information about students, and research as sources for evaluating the outcomes of teaching and learning and as a basis for experimenting with, reflecting on, and revising practice.
 2. seeks out professional literature, colleagues, and other resources to support his/her own development as a learner and a teacher.
 3. draws on professional colleagues within the school and other professional arenas as supports for reflection, problem-solving and new ideas, actively sharing experiences and seeking and giving feedback.
- L. Partnerships. The preparing teacher demonstrates knowledge of strategies to build relationships with school colleagues, families, and agencies in the larger community to support students' learning and well-being.

The preparing teacher. . .

1. participates in collegial activities designed to make the entire school a productive learning environment.
2. makes links with the learners' other environments on behalf of students, by consulting with parents, counselors, teachers of other classes and activities within the schools, and professionals in other community agencies.
3. can identify and use community resources to foster student learning.
4. establishes respectful and productive relationships with parents and guardians from diverse home and community situations, and

seeks to develop cooperative partnerships in support of student learning and well being.

5. talks with and listens to students, is sensitive and responsive to clues of distress, investigates situations, and seeks outside help as needed and appropriate to remedy problems or acts as an advocate for students.

M. Connections Between Academics and Work. The preparing teacher demonstrates the ability to foster contextual and experiential learning and to build connections between academic learning and the skills required in the present and future workforce.

The preparing teacher. . .

1. as an individual and member of an instructional team, selects and creates learning experiences that combine the academic elements of the curriculum with the reality of existing and emerging workforce expectations.
2. uses knowledge of the workplace and career opportunities in the field of specialization to create opportunities for children and youth to gain an understanding of options to explore as they move through their school experiences.

MAJOR IN ELEMENTARY EDUCATION

In order to earn the Bachelor of Arts degree with a major in elementary education and obtain teaching licensure in grades K-8, a student must successfully complete the following:

I. Major and Professional Education Program Requirements

ED 102	Foundations of Education
ED 212	Teaching Mathematics in the Elementary School
ED 228	Children's Literature
ED/PSY 229	Educational Psychology
ED 245	Diversity Field Experience
ED 305	Classroom Management
ED 312	Elementary Science and Social Studies
ED 320	Art Education in the Elementary School
ED 323	Teaching the Communication Arts I
ED 324	Diagnostic-Based Interventions in Literacy Instruction
ED 325	Teaching the Communication Arts II
ED 329	Music Education in the Elementary School
ED 405	Education Seminar
ED 410	Student Teaching
ED 412	Measurement and Assessment in Teaching
HPE 109	Techniques of Basic Skills in Physical Education
HPE 314	Physical Education in the Elementary School
SPED 300	Introduction to Exceptional Children

II. Other Program Requirements

AN/SO 218 Introduction to Native American Studies

CS 103 Instructional Media and Technology

MA 201-202 Mathematics for Elementary Education I and II

PSY 227 Child Psychology

or PSY 105 General Psychology

and PSY 203 Developmental Psychology

One semester of earth science (EAS 201, ES 121 or PHYS 104). Lab is required.

One semester of life sciences (BI 101 or BI 102). Lab is required.

One semester of physical sciences (CH 111 or PHYS 103). Lab is required.

A United States history course (see page 327)

Notes:

1. *All degree students should review requirements for graduation as described in this catalog.*
2. *Courses in economics, anthropology, and American national government are highly recommended.*
3. *All elementary education students must meet the following requirements: 1) earn a grade of "C" or better in all Major and Professional Education Requirements and Other Program Requirements, 2) earn a minimum 2.5 cumulative grade point average, and 3) earn a minimum 2.65 grade point average in Major and Professional Program Requirements and Other Program Requirements.*

III. Acceptance Into Teacher Education Program

All students in programs that lead to teacher licensure (elementary or secondary education) should review requirements for acceptance into this program.

SECONDARY EDUCATION REQUIREMENTS

To be licensed to teach in a secondary school in Montana, grades five through twelve, a student must complete either a broadfield major or a major and a minor. Students interested in a broadfield major or a major and minor should contact not only individuals within the elected department, but must seek additional counsel from an advisor within the Department of Education: Health, Physical, and Teacher. They must be accepted into the teacher education program.

I. Secondary Education Teaching Options

Carroll College offers the following secondary teaching options:

A. Broadfield Majors (forty or more semester credits)

English Education

History and Political Science

History, Political Science, and Social Studies
Mathematics
Social Studies

B. Secondary Education Majors (thirty or more semester credits)

Biology
Chemistry
English Literature
Health and Physical Education (K-12)
History
Political Science
Spanish (K-12)

C. Secondary Education Minors (twenty or more semester credits)

Biology
Chemistry
French (K-12)
History
Physics
Psychology*
Reading (K-12)
Spanish (K-12)
Special Education (K-12)

*Students pursuing a psychology endorsement may be required to student teach outside of the Helena area.

Note: In addition to the teaching major and minor or broadfield major the student preparing for secondary education must complete professional course work. See the following pages for required courses.

II. Professional Education Requirements for Secondary Education

AN/SO 218 Introduction to Native American Studies
CS 103 Instructional Media and Technology
ED 102 Foundations of Education
ED/PSY 229 Educational Psychology
ED 245 Diversity Field Experience
ED 305 Classroom Management
ED 318 Content Area Reading and Secondary Methods
ED 405 Education Seminar
ED 408 Student Teaching in the Minor Area
or ED 410 Student Teaching
ED 412 Measurement and Assessment in Teaching
PSY 228 Adolescent Psychology
or PSY 105 General Psychology

and PYS 2013 Developmental Psychology
SPED 300 Introduction to Exceptional Children
Appropriate content-area methods course for both major and minor fields.
United States and Contemporary World Cultures course(s)—See below.

The United States and Contemporary World Cultures Course Options

Students pursuing teacher education must complete coursework focused on both United States history and contemporary world cultures. Students may fulfill this requirement through completing one of the following two options: (1) one course from category C or (2) one course each from categories A and B.

A. U.S. History

HI 121-122 History of the United States
HI 421-422 American Diplomatic History
PO 104 American National Government
PO 216 American Political Thought

B. World Cultures

AN/SO 204 Cultural Anthropology
AN/SO 317 Ethnic and Racial Relations
CO 325 Intercultural Communication
EC 406 International Economics
FR/SP A modern foreign language
HI 205 Nineteenth Century Europe
HI 271 History of Modern Latin America
HI 291 Modern African History
HI 307 The Cold War in Historical Perspective
LL 400 Theories and Methods of Learning and Teaching Language
PHIL 223 Oriental Philosophy
PHIL 304 Contemporary Philosophy
PO 250 Topics in American Politics
PO 324 Topics in Comparative Politics of Industrialized Countries
PO 328 The Developing World
PO 342 War and Peace
SO/AN 218 Introduction to Native American Studies
SO/AN 318 North American Archaeology
TH 211 Comparative Religion
TH 264 Theologies of Liberation

C. U.S. History and World Cultures

HI 323 20th Century American History
HI 352 American/East Asian Relations
PO 115 International Relations

Note: All secondary education students must meet the following requirements: 1) earn a grade of “C” or better in all Professional Education Requirements, Major Program Requirements, and Other Program Requirements and a “C” or better in all Professional Education Requirements, Minor Program Requirements, and Other Program Requirements in each 5-12 or K-12 minor area; 2) earn a minimum cumulative grade point average, and 3) earn a minimum 2.65 grade point average in Major Program Requirements, Other Program Requirements, and Professional Education Requirements and a minimum 2.65 grade point average in Minor Program Requirements, Other Program Requirements, and Professional Education Requirements in each 5-12 or K-12 minor area.

MIDDLE SCHOOL AREA OF CONCENTRATION

Students with secondary or elementary teaching majors desiring to teach at the middle school level (grades five through eight) should add this emphasis to their academic preparation. This emphasis prepares the prospective teacher for the unique nature of the middle school child and program.

In addition to the Professional Education Requirements for elementary or secondary education, the following course work is required:

ED 350 Middle School Teaching
PSY 227 Child Psychology
and PSY 228 Adolescent Psychology
or PSY 105 General Psychology
and PSY 203 Developmental Psychology

Students must also take appropriate elementary and secondary methods courses for the teaching major/minor (secondary students) or area of academic emphasis (elementary) and complete student teaching at the middle school level.

Elementary teaching majors also must take a minimum of 12 semester hours of course work in addition to their elementary major requirements in an area of academic emphasis. Academic areas of emphasis include mathematics, science, language arts (English), and social science. The area of academic emphasis must be mutually agreed to by the student and the academic advisor from the Department of Education: Health, Physical, and Teacher. Actual course work meeting the 12 semester hour requirement must be approved by the academic advisor from the Department of Education: Health, Physical, and Teacher.

ACCEPTANCE INTO THE TEACHER EDUCATION PROGRAM

Admission to Carroll College does not automatically qualify a student for acceptance into the teacher education program. All individuals pursuing academic programs that lead to teacher licensure must, by the end of

their sophomore year (before April 1), submit an admission application to the teacher education program. It is the student's responsibility to seek admission to the program.

Students must meet the following criteria for acceptance:

1. Pre-Professional Skills Tests (PPST) minimum scores of 170 in reading, 170 in writing, and 170 in mathematics
2. Grade of "C" or better in CO 101
3. Grade of "C" or better in ENWR 102
4. A minimum of 2.5 cumulative grade point average
5. A written essay that has met program standards
6. An interview that has met program standards
7. A portfolio that has met program standards (See Teacher Development Portfolio below).

In addition, students will be assessed based on the following:

8. Faculty recommendations
9. Background check
10. Previous K-12 field experiences

The candidate's status will be evaluated by the Department's admissions committee based on the above criteria. The student will be accepted into the program, accepted on a provisional basis, or denied acceptance.

Students will be accepted on a provisional basis when they meet the following criteria:

1. An essay has been submitted and evaluated but may not have met program standards
2. Participated in an interview but may not have met program standards
3. Portfolio has been evaluated but may not have met program standards
4. All other areas have met program standards.

Those who are not directly accepted into the program will be informed of their deficiency and may be given further opportunity for acceptance following counseling and/or academic assistance. Students who have been accepted into the teacher education program, but have not been enrolled in Carroll College for one semester or more, must seek readmission into the program. Transfer students at the junior level are accepted to the program conditionally for one semester. One month prior to the close of that semester, junior transfer students must submit an application for acceptance into the teacher education program. Transfer candidates will be reviewed in the same manner as sophomore students.

All candidates will be informed of their status no later than June 30 of the admission year.

TEACHER DEVELOPMENT PORTFOLIO

All teaching candidates in K-8, K-12, and 5-12 programs are required to maintain a Teacher Development Portfolio. The purpose of this requirement is two-fold:

1. The portfolio you present to your instructors at various times in your program provides them with authentic assessment information about how well you are progressing toward specific program goals in your effort to become a teacher.
2. Creating the portfolio offers you a valuable learning experience by providing you with the opportunity to set personal educational goals, to evaluate your efforts toward these goals, and to see how your personal professional goals match the goals of Carroll's Teacher Education Program.

The Teacher Development Portfolio is a collection of materials assembled to demonstrate to others what you have done and/or are able to do. From years of experience and extensive research efforts, the Interstate New Teacher Assessment and Support Consortium (INTASC), the Montana Board of Public Education, the Carroll College Teacher Education Program faculty, and the Education Advisory Board has identified a set of teaching skills and abilities that prospective teachers must possess in order to be successful as beginning teachers. Your portfolio is a collection of documents (statements, letters, pictures, records, etc.) that document your acquisition of these abilities beyond the letter grade you have earned in a specific course. Students are introduced to the Teacher Development Portfolio and the specifics of the portfolio process in ED 102, Foundations of Education. Further details and requirements for the Teacher Development Portfolio are found in the booklet titled *Teacher Development Portfolio: Collect, Select, Reflect*.

ADMISSION TO STUDENT TEACHING

Acceptance into the teacher education program at the end of the sophomore year does not automatically permit one to pursue student teaching as a senior student. However, students who have not been admitted to the teacher education program by March 15 of their junior year will not be considered for student teaching. All teaching candidates in K-8, K-12, and 5-12 programs must apply for admission to student teaching.

Students must meet the following criteria:

1. Receive at least the minimum score on the ETS Praxis II content knowledge test that Montana sets for Highly Qualified Teacher status for the subject area(s) in which the candidate is pursuing teacher licensing
2. A minimum 2.65 grade point average in Major Program Requirements, Other Program Requirements, and Professional Education Requirements, and a minimum 2.65 grade point average in Minor Program Requirements,

Other Program Requirements, and Professional Education Requirements in each 5-12 or K-12 minor area. Elementary Education (K-8) candidates must have a minimum 2.65 grade point average in Content course work.

3. All Professional Education Requirements and Other Program Requirements must be completed, with a grade of “C” or better
4. Portfolio that has met program standards

In addition, students will be assessed based on the following:

5. Application to student teaching
6. Recommendations
7. Previous K-12 field experience

Application must be made to the Department of Education: Health, Physical, and Teacher no later than March 15 of the junior year. Failure to do so will cancel the student’s opportunity to student teach during the fall and spring semesters of the following school year. It is the student’s responsibility to seek admission to the student teaching program.

STUDENT TEACHING PLACEMENT

Candidates admitted to student teaching cannot be guaranteed a particular school district, building, or master teacher. The decision for placement is the responsibility of the Director of Student Teaching, department faculty, and school district personnel.

Student Teacher Placement Options

Option 1: Local area (no additional costs/fees)

The Carroll College local placement areas are within commuting distance of the Carroll campus and include the following districts:

- Helena School District #1
- East Helena School District #9
- Montana City School District #27

Option 2: Out of area (within Montana; may require additional costs/fees)

Student teacher candidates requesting student teaching assignments outside the Option 1 placement areas must have a legitimate reason for doing so. Out-of-area placements in other communities or settings within Montana will be made when:

1. Helena area school districts (see Option 1) cannot provide an appropriate placement in the student’s area of licensing.
2. an out-of-area placement provides a more valuable experience in the student’s area of licensing.

3. a placement in the Helena area will impose extreme hardship and prevent the student from completing the student teaching experience.

For any out-of-area request to be approved, the faculty members of the Department of Education must judge that there is a very low probability that the student will require intervention of department faculty members during his/her student teaching experience.

All out-of-area student teaching placements must be approved by the faculty members of the Department of Education prior to student teaching assignments. A student seeking an out of area student teaching placement must submit a written request to the Education Department Chair explaining in detail the rationale for his/her request. Appropriate documentation supporting the request should also be attached.

If the requested teaching site is within the state of Montana, but outside Option 1 areas defined above, the Director of Student Teaching will determine the best possible supervision model, either with Carroll College supervisors, with contracted supervision by another college/university, or with another qualified individual. If the student's request is approved, all costs for supervision that would exceed those incurred during a Helena placement must be borne by the student teaching candidate. This may include the salary of the college supervisor and all expenses associated with travel, lodging and meals.

Option 3: Out of state (outside of Montana; will likely require additional costs/fees)

Students may request to do their student teaching out of state in accordance with the guidelines and approval process outlined above in Option 2, out of area. All out of state student teaching placements must be approved by the faculty members of the Department of Education prior to student teaching assignments. A student seeking an out-of-state student teaching placement must submit a written request to the Education Department Chair explaining in detail the rationale for his/her request (based upon 3 criteria listed in Option 2 above). Appropriate and complete documentation in support of the request should also be attached. If the student's request is approved, all costs for supervision that would exceed those incurred during a Helena placement must be borne by the student teaching candidate. This may include the salary of the college supervisor and all expenses associated with travel, lodging and meals. The director of student teaching will determine contracted supervision by another college/university or with another qualified individual.

CONTENT KNOWLEDGE REQUIREMENT

In order to be recommended for a Montana teaching license, a student seeking a K-8 license must receive a score of at least "7" on the Content Knowledge Worksheet. This worksheet is based on three indicators of

knowledge: 1) student's grade point average of 11 specified content area courses, 2) content knowledge as demonstrated during student teaching, and 3) the score obtained on the PRAXIS II Elementary Content Knowledge test.

In order to be recommended for a Montana teaching license, students seeking a 5-12 license or a K-12 license without a K-8 license in a major and/or minor area of study must receive a score of at least "7" on the Content Knowledge Worksheet. This worksheet is based on three indicators of knowledge: (1) student's grade point average of content area courses, (2) content knowledge as demonstrated during student teaching, and (3) score obtained on the PRAXIS II content knowledge test for area of licensure, if OPI (Office of Public Instruction) has named the test to be used.

The Content Knowledge Worksheet may be obtained in 120 O'Connell Hall.

Note: A course taken for Pass/Fail at Carroll College is equivalent to a "D" or one point. See the Education Department Chair for the handling of Advanced Placement courses.

COMPETENCY REQUIREMENT: ALL EDUCATION OPTIONS

In the event that supervisory personnel of the Department of Education: Health, Physical, and Teacher decide to withdraw a student from student teaching or the internship program due to lack of growth toward competency in teaching, every effort will be made to provide alternative routes to graduation.

EDUCATION ADVISORY BOARD

In striving to provide quality education for Carroll College's elementary and secondary preservice and in-service teachers, the Department of Education: Health, Physical, and Teacher solicits input from people involved in the educational community. The Education Advisory Board is a group of recognized educational professionals and students who gather as needed to discuss and document ideas. The Board consists of 36 members who represent diverse geographic areas and interest groups.

TRANSPORTATION

Transportation is not provided to or from classes, including those held off campus.

ENGINEERING

GARY FISCHER, M.S., P.E.

MARY E. KEEFFE, PH.D.

TERENCE J. MULLEN, M.S., P.E.

JOHN L. SCHARF, PH.D.

ANTHONY M. SZPILKA, PH.D.

WILLIS WEIGHT, PH.D., P.E.

Mission and Goals

Consonant with the mission of the College, the engineering programs are “dedicated to providing for its students the means for their full realization of a dual goal of vocation and enlightenment.” Society requires competent professionals who can solve contemporary problems by using connections among disciplines, especially the humanities, engineering and technology, and the sciences. The engineering programs are designed to blend the unique characteristics of Catholic liberal arts education with preparation for productive and rewarding professional careers. The engineering program consists of civil engineering with a broadfield emphasis, civil engineering with an environmental emphasis, engineering science with an engineering mechanics emphasis, engineering science with a public health and environment emphasis, and the 3-2 program. Additionally, a mathematics degree with a cognate concentration in engineering is available through the mathematics program.

MAJOR IN CIVIL ENGINEERING

The Civil Engineering program is accredited by the Engineering Accreditation Commission of ABET, <http://www.abet.org>.

Student Learning Outcomes

The educational objectives of the Carroll College Civil Engineering Program are to prepare graduates who will:

1. find employment in their chosen fields and enjoy successful and rewarding professional careers;
2. seek and engage in lifelong learning to grow and develop in their chosen professions;
3. demonstrate leadership, especially through good teamwork and effective communication skills; and
4. conduct themselves as ethical and responsible professionals, always mindful of the safety, environmental, economic, public health, and aesthetic impacts of their work.

The four major areas of study with the Civil Engineering major are: structures, environmental, water resources, and transportation. Students may choose one of two emphases: broadfield civil or environmental.

I. Major Program Requirements

ENGR 104 Engineering Graphics and CAD Applications
ENGR 105 Introduction to Engineering
ENGR 155 Robotics and Experimental Physics
ENGR 205 Civil Engineering Materials and Testing
ENGR 302 Engineering Mechanics I: Statics
ENGR 303 Engineering Mechanics II: Solids
ENGR 307 Fluid Mechanics
ENGR 310 Structures I
ENGR 313 Hydrology
ENGR 401 Hydraulics
ENGR 405 Water and Wastewater
ENGR 407 Transportation Engineering
ENGR 409 Transportation Engineering II*
ENGR 411-412 Senior Design Project I and II

II. Emphasis Requirements

A. Broadfield Emphasis Requirements

ENGR 202 Water Distribution
ENGR 305 Electronics and Circuit Analysis I
ENGR 308 Thermodynamics
ENGR 309 Geotechnical Engineering
ENGR 402 Environmental Engineering
ENGR 403 Structures II: LRFD Steel Design
ENGR 406 Structures III: Concrete

B. Environmental Emphasis Requirements

ENGR 323 Water Quality
ENGR 324 Air Quality
ENGR 325 Hydrogeology
ENGR 326 Energy and the Environment
ENGR 327 Land and Stream Restoration
ENGR/HS 329 Public Health and the Environment
ENGR 424 Ground Water Flow Modeling

III. Other Program Requirements

EC 203 Project Management Economics
CH 111 Essentials of Chemistry: General
BI 102 Human Biology
MA 131 Calculus of Single Variable Functions
or MA 121-122 Differential and Integral Calculus
MA 141 Introduction to Mathematical Modeling
MA 233 Multivariable Calculus
MA 334 Differential Equations and Linear Algebra II

MA 314 Probability and Statistics for Engineers (*for the Environmental Emphasis only*)

PHIL 206 or 207 Ethics course*

PHYS 205-206 Engineering Physics

Students must take the Fundamental of Engineering (FE) exam within nine months prior to receiving the degree.

To earn a Bachelor of Science degree with a major in civil engineering, a student must earn a grade of “C” or better in all of the courses listed under “Major Program Requirements”, the appropriate “Emphasis Requirements” and under “Other Program Requirements.” A lesser grade in any of these courses must be replaced before the Bachelor of Science degree with a major in civil engineering will be granted. In addition, lesser grades in any of these courses preclude taking subsequent courses for which the deficient courses are a prerequisite.

*PHIL 206 or 207 are recommended, but any philosophy ethics course is acceptable.

MAJOR IN ENGINEERING SCIENCE

The Engineering Science program is accredited by the Engineering Accreditation Commission of ABET, <http://www.abet.org>.

Student Learning Outcomes

The program educational objectives of the Carroll College Engineering Science Program are to prepare graduates who will:

1. Find employment in their chosen field and enjoy successful and rewarding careers.
2. Seek and engage in lifelong learning to grow and develop in their chosen professions with most continuing their education to earn a master’s and/or a doctoral degree.
3. Demonstrate leadership, especially through good teamwork and effective communication skills.
4. Conduct themselves as ethical and responsible professionals, always mindful of the safety, environmental, economic, public health and aesthetic impacts of their work.

Students may choose one of two emphases: engineering mechanics or environment and public health.

I. Major Program Requirements

ENGR 104 Engineering Graphics and CAD Applications

ENGR 105 Introduction to Engineering

ENGR 155 Robotics and Experimental Physics

ENGR 302 Engineering Mechanics I: Statics
ENGR 303 Engineering Mechanics II: Solids
ENGR 307 Fluid Mechanics
ENGR 308 Thermodynamics
ENGR 325 Hydrogeology
ENGR 401 Hydraulics
ENGR 411-412 Senior Design Project I and II
ENGR 424 Ground Water Flow Modeling

II. Emphasis Requirements

A. Engineering Mechanics Emphasis

ENGR 304 Engineering Mechanics I: Dynamics
ENGR 305 Electronics and Circuits Analysis I
ENGR 310 Structures I
ENGR 311 Matrix Methods for Structures*
ENGR 444 Computational Methods for Engineering Mechanics*
Engineering Elective (1 to 3 credits)

B. Environment and Public Health

ENGR 300 Field Experience*
ENGR 323 Water Quality
ENGR 324 Air Quality
ENGR 326 Energy and the Environment
ENGR 327 Land and Stream Restoration
ENGR/HS 329 Public Health and the Environment
ENGR 405 Water and Wastewater

III. Other Program Requirements

MA 131 Single Variable Calculus
or MA 121-122 Differential and Integral Calculus
MA 141 Introduction to Mathematical Modeling
MA 233 Multivariable Calculus
MA 334 Differential Equations and Linear Algebra II
PHYS 205-206 Engineering Physics I and II
BI 102 Human Biology
CH 111 Essentials of Chemistry
EC 203 Project Management Economics
PHIL 206 or 207 Ethics course*

Students must take the Fundamental of Engineering (FE) exam within nine months prior to receiving the degree.

*PHIL 206 or 207 are recommended, but any philosophy ethics course is acceptable.

A. Engineering Mechanics Emphasis

- MA 315 Probability and Statistics
- MA 342 Applied Numerical Methods and Analysis
- MA 421 Mathematical Optimization, Applications and Analysis
- CS 110 Intro to Computer Science: Java Programming

B. Environment and Public Health Emphasis

- HS 230 Introduction to Epidemiology
- MA 314 Probability and Statistics for Engineers
- CHS 330 Introduction to Community Health
- CHS 333 Planning, Implementation, and Evaluation of Health Programs

To earn a Bachelor of Science degree with a major in engineering science, a student must earn a grade of “C” or better in all of the courses listed under “Major Program Requirements,” the appropriate “Emphasis Requirements,” and under “Other Program Requirements.” A lesser grade in any of these courses must be replaced before the Bachelor of Science degree with a major in engineering science will be granted. In addition, lesser grades in any of these courses preclude taking subsequent courses for which the deficient courses are a prerequisite.

*Pending approval

3-2 ENGINEERING, MAJOR IN ENGINEERING MATHEMATICS

The purposes of the 3-2 program are to provide the student with a traditional engineering education augmented with a strong liberal arts background and to provide a broader and deeper exposure to mathematics and its applications than would ordinarily be possible in a four year engineering program.

A student who completes the requirements for the 3-2 Engineering Major in Engineering Mathematics earns two degrees:

1. A Bachelor of Arts degree with a major in Engineering Mathematics from Carroll College, and
2. A Bachelor of Science degree with a major in a selected field of engineering (e.g., mechanical engineering) from one of the following affiliated engineering schools:

- Columbia University, New York, NY
- The University of Notre Dame, South Bend, IN
- The University of Southern California, Los Angeles, CA
- The University of Minnesota, Minneapolis, MN
- Gonzaga University, Spokane, WA
- Montana Tech of the University of Montana, Butte, MT
- Montana State University, Bozeman, MT

Engineering fields, which 3-2 students may select, include the following:

- Aerospace Engineering
- Biological Engineering
- Biomedical Engineering
- Chemical Engineering
- Civil Engineering
- Computer Engineering
- Electrical Engineering
- Engineering Mechanics
- Engineering Science
- Environmental Engineering
- Geological Engineering
- Geophysical Engineering
- Industrial Engineering
- Material Science Engineering
- Mechanical Engineering
- Metallurgical Engineering
- Mineral or Mining Engineering
- Nuclear Science and Engineering
- Operations Research
- Petroleum Engineering

Under the 3-2 program, a student attends Carroll College for three years and then selects and transfers to one of seven affiliated engineering schools for two years of study. Upon successful completion of the five-year program, the student receives a Bachelor of Arts degree with a major in engineering mathematics from Carroll College and a Bachelor of Science degree with a selected engineering major from the engineering school.

Carroll College continually reviews its curriculum with the seven affiliated schools to ensure that 3-2 students can complete any of the engineering majors in the five-year program.

A program to prepare students for graduate studies in engineering is offered via the mathematics major with a cognate concentration in engineering.

A student in the 3-2 engineering program will be accepted at any one of the seven engineering schools on the written recommendation of the engineering program faculty. The affiliated engineering schools have various minimum GPA requirements, but in general a 3.0 is required. This minimum GPA is for the courses listed under the “Major Program Requirements” and in the “Other Program Requirements” and must be achieved by the end of the fifth semester at Carroll College. In some cases, additional course work may be required to satisfy a specialized engineering curriculum (e.g., Biomedical Engineering). Students enrolling in the 3-2 program are urged to consult with an engineering advisor before they begin their first semester at Carroll.

I. Major Program Requirements

ENGR 104 Engineering Graphics and CAD Applications

ENGR 105 Introduction to Engineering

ENGR 155 Robotics and Experimental Physics

ENGR 302 Engineering Mechanics I: Statics

ENGR 308 Thermodynamics

Technical Electives: Four courses of three or four credits each, selected on the basis of the engineering field of interest and with approval of the 3-2 engineering advisor. Technical elective courses are generally selected from 300 and 400 level engineering courses but can also include courses in biology, chemistry, computer science, and physics.

II. Other Program Requirements

BI 102 Human Biology

CH 111 Essentials of Chemistry

EC 203 Project Management Economics

MA 131 Calculus of Single Variable Functions

or MA 121-122 Differential and Integral Calculus

MA 141 Introduction to Mathematical Modeling

MA 233 Multivariable Calculus

MA 315 Probability and Statistics

or MA 342 Numerical Computing and Visualization

MA 334 Differential Equations and Linear Algebra II

PHYS 205-206 Engineering Physics I and II

III. Carroll College Core Curriculum

To earn a Bachelor of Arts degree from Carroll College a student must complete the Carroll College Core Curriculum as listed in this catalog. However, since these requirements must be completed within three years, a total of only nine credits of philosophy and theology instead of twelve, six credits of one and three credits of the other are required. In addition, a student must earn a grade of “C” or better in all of the courses listed under “Major Program Requirements” and “Other Program Requirements.” A lesser grade in any of these courses must be replaced before the Bachelor of Arts degree will be granted. In addition, lesser grades in any of these courses preclude taking subsequent courses for which the deficient courses are prerequisite.

IV. Additional Requirements

1. The requirements for the Bachelor of Arts degree with a major in engineering mathematics under the 3-2 program differ from those for the four-year mathematics majors. Students in the 3-2 engineering major are not required to fulfill the requirements for the four-year mathematics major.

2. The requirements listed in sections I, II, and III above must be completed before transferring to an affiliated engineering school and cannot be satisfied by credits earned at the engineering school after the student has transferred.
3. Students transferring to Carroll College and entering the 3-2 program must complete at least two full-time semesters at Carroll College before they will be considered for a recommendation to transfer to an affiliated school. In addition, these students must complete a minimum of eighteen credits in the Department of Mathematics, Engineering and Computer Science at Carroll College. Credits transferred to Carroll do not satisfy this requirement.
4. A minimum GPA of 3.0 in the courses listed under the “Major Program Requirements” and in the “Other Program Requirements” must be achieved by the end of the fifth semester at Carroll College. Some affiliate school programs may also require the completion of a summer field or laboratory course for graduation in that department. In rare cases, additional course work may be required to satisfy a specialized engineering curriculum. These are requirements that apply to all students entering these programs and must also be satisfied by 3-2 students. Students in 3-2 engineering must consult with 3-2 engineering advisor at Carroll College to select a school and field of study for which they qualify.
5. A student who transfers to a non-affiliated engineering school and completes an engineering degree in an ABET accredited program is eligible to receive the Bachelor of Arts degree with a major in engineering mathematics from Carroll College. The Carroll degree is awarded provided that the student has completed all requirements for the degree listed in sections I, II, III, and IV.

ENGLISH

DEBRA BERNARDI, PH.D.

LOREN GRAHAM, M.F.A.

SOUMITREE GUPTA, PH.D.

MICHELLE LEWIS, M.A. (TESOL)

JEFFREY B. MORRIS, PH.D.

KAY SATRE, PH.D.

KEVIN STEWART, M.F.A.

Mission and Goals

The English program is designed to provide students with the special knowledge, skills, and pedagogy needed to enter graduate or professional schools or to gain employment in their field.

Students Learning Outcomes

Students completing this major will have

- an understanding of the basic knowledge, concepts, and critical theories of the major field;
- the critical thinking skills needed for generating and analyzing both literary and expository texts;
- an ability to read, speak, and write in a second language;
- the writing and speaking skills needed to communicate effectively in the field; and
- an understanding of cross-cultural issues.

The major programs of study offer sound preparation for graduate study in literature, languages, or writing. In addition, it is possible for a student to design a program to prepare for studying law or for entering a career in journalism, public relations, public information, or communications. Seniors may choose to gain practical experience by completing a Career Internship in the local community.

MAJOR IN ENGLISH LITERATURE

I. Major Program Requirements

ENLE 200 Literary Studies

ENWR 264 Introduction to Creative Writing

ENWR 498 Capstone Seminar

Seven upper division literature courses (ENLT 300 or 400):

a. Two courses from these periods of American Literature:

Early American Literature

19th Century American Literature

20th Century American Literature

b. Three courses from these periods of British Literature:

Medieval

Renaissance

Restoration and 18th Century British

19th Century British

20th Century British

c. One course in world literature OR a single marginalized group (ENLT 334, 410, 411, 412, 416; FR 301, 302, 304, 404; SP 301, 302, 401, 402, 403, 404)

d. One upper-division elective

The department strongly encourages majors to take one literature course in a language other than English.

Three language theory courses: Three ENLE courses beyond ENLE 200. Substitutions in this area may include PHIL 261 and /or PHIL 315.

II. Other Program Requirements

A second modern or classical language through the intermediate level.

Minimum 39 credits, 13 courses, plus foreign language

MAJOR IN ENGLISH LITERATURE FOR SECONDARY EDUCATION

I. Major Program Requirements

ENLE 200 Literary Studies

ENWR 264 Introduction to Creative Writing

ENWR 498 Capstone Seminar

Seven upper division literature courses (ENLT 300 or 400):

a. Two courses from these periods of American Literature:

Early American Literature

19th Century American Literature

20th Century American Literature

b. Three courses from these periods of British Literature:

Medieval

Renaissance

Restoration and 18th Century British

19th Century British

20th Century British

c. Native American Authors (ENLT 412)

d. One upper-division elective

The department strongly encourages majors to take one literature course in a language other than English.

Two courses in English language and theory:

ENLE 333 Introduction to the English Language

ENLE 365 Young Adult Literature

II. Other Program Requirements

A second modern or classical language through the introductory level.

Minimum 39 credits, 13 courses, plus foreign language and professional education requirements (see section III below).

III. Professional Requirements for Secondary Education

AN/SO 218 Introduction to Native American Studies

CS 103 Instructional Media and Technology

ED 102 Foundations of Education

ED/PSY 229 Educational Psychology

ED 245 Diversity Field Experience

ED 305 Classroom Management

ED 318 Content Area Reading and Secondary Methods
ED 405 Education Seminar
ED 410 Student Teaching
ED 412 Measurement and Assessment in Teaching
ED/ENLE 411 Teaching English on the Secondary Level
PSY 228 Adolescent Psychology
or PSY 105 General Psychology
and PSY 203 Developmental Psychology
SPED 300 Introduction to Exceptional Children
United States and Contemporary World Cultures course(s)—see page 139.

VI. Acceptance into the Teacher Education Program and Student Teaching

Teacher Education Program: Students pursuing academic programs that lead to teacher licensure must seek admission to the teacher education program by the end of their sophomore year. See page 140.

Student Teaching: In the spring semester of the junior year, all preservice teachers must seek admission to student teaching. See page 142.

Note:

1. *All English Literature for Secondary Education students must meet the following requirements: 1) earn a grade of “C” or better in all Professional Education Requirements, Major Program Requirements, and Other Program Requirements; 2) earn a minimum 2.5 cumulative grade point average, and 3) earn a minimum 2.65 grade point average in Major Program Requirements, Other Program Requirements, and Professional Education Requirements.*
2. *See page 137 for Secondary Education Requirements.*

MAJOR IN ENGLISH EDUCATION—BROADFIELD

Since this is a Broadfield major, a teaching minor is not required for licensure.

I. Major Program Requirements

ENLE 200 Literary Studies
ENWR 264 Introduction to Creative Writing
ENWR 498 Capstone Seminar

Seven upper division literature courses (ENLT 300 or 400):

a. Two courses from these periods of American Literature:

Early American Literature
19th Century American Literature
20th Century American Literature

b. Three courses from these periods of British Literature:

Medieval

Renaissance

Restoration and 18th Century British

19th Century British

20th Century British

c. Native American Authors (ENLT 412)

d. One elective

The department strongly encourages majors to take one literature course in a language other than English.

Two courses in English language and theory:

ENLE 333 Introduction to the English Language

ENLE 365 Young Adult Literature

Three additional courses in writing (ENWR) beyond ENWR 102—ENWR 264 and ENWR 498 are required and do not count toward these additional courses

Minimum 48 credits, 16 courses, plus foreign language and professional education requirements (see section III, below).

II. Other Program Requirements

A second modern or classical language through the introductory level.

III. Professional Education Requirements for Secondary Education

AN/SO 218 Introduction to Native American Studies

CS 103 Instructional Media and Technology

ED 102 Foundations of Education

ED/PSY 229 Educational Psychology

ED 245 Diversity Field Experience

ED 305 Classroom Management

ED 318 Content Area Reading and Secondary Methods

ED 405 Education Seminar

ED 410 Student Teaching

ED 412 Measurement and Assessment in Teaching

ED/ENLE 411 Teaching English on the Secondary Level

PSY 228 Adolescent Psychology

or PSY 105 General Psychology

and PSY 203 Developmental Psychology

SPED 300 Introduction to Exceptional Children

United States and Contemporary World Cultures course(s)—See page 139.

IV. Acceptance into the Teacher Education Program and Student Teaching

Teacher Education Program: Students pursuing academic programs that lead to teacher licensure must seek admission to the teacher education program by the end of their sophomore year. See page 140.

Student Teaching: In the spring semester of the junior year, all preservice teachers must seek admission to student teaching. See page 142.

Note:

1. *All English Education—Broadfield students must meet the following requirements: 1) earn a grade of “C” or better in all Professional Education Requirements, Major Program Requirements, and Other Program Requirements; 2) earn a minimum 2.5 cumulative grade point average, and 3) earn a minimum 2.65 grade point average in Major Program Requirements, Other Program Requirements, and Professional Education Requirements.*
2. *See page 137 for Secondary Education Requirements.*

MAJOR IN ENGLISH WRITING

I. Major Program Requirements

ENLE 200 Literary Studies

ENWR 264 Introduction to Creative Writing

ENWR 498 Capstone Seminar

Five upper division writing courses (ENWR 3XX or 4XX):

One additional upper division writing course: ENWR 302, 303, 305, 306, 337, or 347

One additional 400-level writing course: ENWR 451 or 461

Three writing electives: Any ENWR 300- or 400-level (ENWR 498 does not count toward this requirement)

Courses in the writing requirements must include:

Two creative writing courses: ENWR 337, 347, or 461

Two professional writing courses: ENWR 302, 303, 305, or 306

Six upper division literature courses (ENLE 3XX or 4XX):

a. Two courses from these periods of American Literature:

Early American Literature

19th Century American Literature

20th Century American Literature

b. Three courses from these periods of British Literature:

Medieval

Renaissance

Restoration and 18th Century British

19th Century British

20th Century British

c. One course in world literature OR a single marginalized group (ENLT 334, 410, 411, 412, 416; FR 301, 302, 304, 404; SP 301, 302, 401, 402, 403, 404)

The department strongly encourages majors to take one literature course in a language other than English.

Two language and theory courses

Two ENLE courses beyond ENLE 200. Substitutions in this area may include PHIL 261 and /or PHIL 315.

II. Other Program Requirements

A second modern or classical language through the intermediate level.

Minimum 48 credits, 16 courses, plus foreign language

MINOR IN ENGLISH

Program Requirements

Twenty-one semester credits of English beyond ENWR 102, including:

ENLE 200 Literary Studies

ENWR 264 Introduction to Creative Writing

Any four upper division (300-400) courses in ENLT or ENLE

Any one upper division elective in ENLT, ENLE, or ENWR

MINOR IN ENGLISH WRITING

Program Requirements

Twenty-one credits of English writing beyond ENWR 102, including:

ENLE 200 Literary Studies

ENWR 264 Introduction to Creative Writing

Any four upper division (300-400) courses in ENWR

Any one upper division elective (300-400) in ENLT

CURRICULUM IN ENGLISH FOR THE ASSOCIATE OF ARTS DEGREE

Program Requirements

Eighteen semester credits of English beyond ENWR 102, including:

Twelve semester credits in literature courses

Six semester credits in writing courses

CURRICULUM IN ENGLISH WRITING FOR THE ASSOCIATE OF ARTS DEGREE

Program Requirements

Eighteen semester credits of English beyond ENWR 102, including:

Twelve semester credits in writing courses

Six semester credits in literature courses

ENVIRONMENTAL STUDIES

(Interdepartmental)

WILLIS WEIGHT, PH.D., DIRECTOR

JAMIE DOLAN, PH.D.

PATRICIA HEISER, PH.D.

D. GRANT HOKIT, PH.D.

WILLIAM MARK SMILLIE, PH.D

Mission and Goals

To prepare leaders with an enlightened understanding of our biosphere, with an appreciation for the relationship between humans and the environment, and with the skills needed for vocational opportunities in the fields of environmental policy and science.

Student Learning Outcomes

1. Because an understanding of the environment requires scientific analysis of biological and physical processes, graduates will demonstrate:
 - An understanding of the basic principles of biology, chemistry and the earth sciences.
 - An ability to evaluate and interpret scientific data.
 - A working knowledge of fundamental laboratory techniques.
2. Because sustainable human activities require an integration of scientific, economic, and social information, graduates will demonstrate:
 - An understanding of basic political processes at the local, national and global levels.
 - An evolving knowledge of sustainable economic practices.
 - An ability to integrate and communicate science and social science data with integrity and reason.
3. Because solutions to environmental challenges must incorporate human values and a deep respect for social equity, graduates will be able to articulate common rights and the dignity shared by all humanity.
4. Because environmental challenges do not acknowledge political or cultural boundaries, graduates will be able to recognize the major physical and cultural gradients around the globe.

5. Because the sustainability of biodiversity, natural resources, and environmental quality will ultimately depend on collaboration between all components of society, graduates will be able to describe local and global examples of cooperation leading to effective solutions.

MAJOR IN ENVIRONMENTAL STUDIES: ENVIRONMENTAL SCIENCE

Program Requirements:

GIS 110 Introduction to GIS
MA 121-122 Differential and Integral Calculus
or MA 131 Calculus of Single Variable Functions
MA 315 Probability and Statistics
BI 171-172 Biological Principles
CH 101-102 General Chemistry
EAS 101 Earth Science
SO 360 Environmental Sociology
or HI 289 Environmental History
PHIL 206 Environmental Ethics
or PHIL 208 Bioethics
ES 495 Environmental Studies Seminar

Plus 21 credits selected from the following:

General course recommendations:

HS 329 Public Health and the Environment
EAS 3XX Advanced Earth Science
ENGR 326 Energy and the Environment

Recommended courses for careers in fisheries or wildlife management:

BI 306 Plant Biology
BI 311 Ecology
BI 281 Genetics
BI 370 Evolutionary Analysis

Recommended courses for careers in toxicology:

CH 301 Organic Chemistry
CH 205 Quantitative Analysis
CH 306 Instrumental Methods

Recommended courses for careers in hydrology and ground water resources:

ENGR 202 Water Dist. Systems
ENGR 313 Hydrology
ENGR 323 Water Quality
ENGR 325 Hydrogeology

ENGR 327 Land and Stream Restoration
ENGR 402 Environmental Engineering

Recommended courses for certification and careers in GIS:

GIS 210 GIS Databases
GIS 310 Advanced GIS
GIS 311 Raster GIS and Remote Sensing

MAJOR IN ENVIRONMENTAL STUDIES: ENVIRONMENTAL POLICY AND PROJECT MANAGEMENT

Program Requirements:

GIS 110 Introduction to GIS
PMGT 110 Intro to Project and Program Management
ES 121 Environmental Science
SO 101 Introduction to Sociology
MA 207 Elementary Statistics
EAS 101 Earth Science
BA 204 Principles of Accounting II: Managerial Accounting
PMGT 210 Planning and Scheduling for Projects
BA 228 Introduction to Nonprofits
EC 201 or EC 202 Principles of Economics
SO 360 Environmental Sociology
or HI 289 Environmental History
PHIL 206 Environmental Ethics
or PHIL 208 Bioethics
ES 495 Environmental Studies Seminar

Plus 21 credits selected from the following:

General course recommendations:

CO 215 Introduction to Public Relations I
CO 206 Small Group Communication
or CO 320 Organizational Communication
ENGR 326 Energy and the Environment
HS 329 Public Health and the Environment

Recommended courses for careers in environmental project management:

BA 306 Marketing
BA 375 Fundamentals of Management
BA 409 Operations Research
BA 301 or BA 302 Business Law I or II
EC 203 Project Management Economics
PMGT 220 Project Cost Estimating, Control and Risk Management
PMGT 310 Project Leadership

Recommended courses for careers in environmental sociology:

SO/AN 218 Native American Studies
SO 215 Rural and Urban Sociology
SO 314 Sociology of Law
SO 340 Sociology of Organizations
SO 351 Medical Sociology

Recommended for careers in public policy:

PO 289 Social Welfare Policy
PO 250 Contemporary Issues in American Politics
PO 244 Contemporary Global Issues
PO 328 The Developing World
PO 330 Green Political Thought

ETHICS & VALUE STUDIES

BARRY J. FERST, PH.D.
EDWARD GLOWIENKA, PH.D.
ERIC E. HALL, PH.D.
ELVIRA RONCALLI, PH.D.
WILLIAM MARK SMILLIE, PH.D.

Mission

Ethics and Values Studies aims to develop student normative understanding and abilities at ethical analysis. Therefore the major has both a theoretical emphasis in ethical theory and a practical (or applied) emphasis in ethical decision-making. Students completing this course of studies will develop at deeper appreciation for ethical reasoning and greater facility in ethical decision making. This interdisciplinary major, designed to complement Carroll's CORE curriculum, supplements just about any other major at Carroll, especially those in the pre-professional programs. Its option based approach allows students to tailor their curricular study towards their own interests and career needs

Student Learning Outcomes

Students majoring in Ethics and Values Studies will:

- Possess a wide understanding of the various aspects of ethical study, both in its theoretical and applied aspects.
- Understand the aspects of ethical decision-making and provide defensible ethical resolutions to practical situations
- Strengthen their own sense of ethical obligation and personal responsibility
- Understand the role of values in different areas of human culture and endeavor

MAJOR IN ETHICS AND VALUE STUDIES

Thirty-three credit hours, including the following:

- PHIL 107 Ethics
- PHIL 324 Ethical Theory
- PHIL 496 Ethical Issues in Contemporary Media

Two of the following courses:

- CO 308 Communication Ethics
- PHIL 206 Environmental Ethics
- PHIL 207 Business Ethics
- PHIL 208 Bioethics

Three of the following courses:

- PHIL 200 Ancient Philosophy
- PHIL 202 Medieval Philosophy
- PHIL 303 Modern Philosophy
- PHIL 304 Contemporary Philosophy

Three of the following courses, to be chosen from three different disciplines:

- AN/SO 208 The Family
- AN/SO 317 Ethnic and Racial Relations
- ART 110 Art Appreciation
- CO 280 Gender Communications
- PHIL 121 Philosophy of Human Being
- PHIL 255 Art and Beauty
- PHIL 256 Social and Political Philosophy
- PHIL 261 Philosophy and Gender
- PHIL 315 20th Century European Philosophy
- PO 250 Contemporary Issues in American Politics
- PO 342 War and Peace
- SO 200 Social Problems
- SO 215 Contemporary Issues in Rural and Urban Sociology
- SO 225 Sociology of Gender
- SO 351 Medical Sociology
- TH 220 Moral Theology
- TH 222 Christian Social Teachings
- TH 263 Modern Catholic Social Teaching

II. Other Program Requirements

A modern or classical language through the intermediate level.

Successful completion of a comprehensive examination at the end of the student's senior year. The philosophy examination consists of written answers to questions selected from a previously disclosed list and an oral discussion of the written answers.

Students who choose to graduate with honors prepare an honors thesis. At least the director or one reader must be from the philosophy department. The comprehensive requirement is waived upon successful completion of the thesis.

MINOR IN ETHICS AND VALUE STUDIES

Minor Program Requirements

Eighteen semester credits including:

PHIL 107 Ethics
PHIL 324 Ethical Theory
PHIL 496 Ethical Issues in Contemporary Media

Two of the following courses:

CO 308 Communication Ethics
PHIL 206 Environmental Ethics
PHIL 207 Business Ethics
PHIL 208 Bioethics

One of the following courses:

AN/SO 208 The Family
AN/SO 317 Ethnic and Racial Relations
ART 110 Art Appreciation
CO 280 Gender Communications
PHIL 121 Philosophy of Human Being
PHIL 255 Art and Beauty
PHIL 256 Social and Political Philosophy
PHIL 261 Philosophy and Gender
PHIL 315 20th Century European Philosophy
PO 250 Contemporary Issues in American Politics
PO 342 War and Peace
SO 200 Social Problems
SO 215 Contemporary Issues in Rural and Urban Sociology
SO 225 Sociology of Gender
SO 351 Medical Sociology
TH 220 Moral Theology
TH 222 Christian Social Teachings
TH 263 Modern Catholic Social Teaching

EUROPEAN STUDIES

JEANETTE FREGULIA, PH.D.

MICHELLE LEWIS, M.A.

BRIAN MATZ, PH.D., S.T.D.

WILLIAM PARSONS, PH.D.

DEAN PAVLAKIS, PH.D.

JOHN RIES, PH.D., S.T.D.

ELVIRA RONCALLI, PH.D.

ALEX STREET, PH.D.

Mission and Goals

A European Studies minor is an interdisciplinary program reflecting a growing emphasis at Carroll College on integrative learning and globally-related issues. The required and elective courses are selected from a cross-section of academic disciplines. Carroll College in its mission statement identifies itself as a liberal arts institution with a goal of providing “for the expansion of the intellectual, imaginative, and social awareness of its students.” This minor has been designed with a decidedly liberal arts focus by requiring students to take at least one class in the fields of literature, philosophy, history, and theology as well as to possess secondary proficiency in a non-English European language. The required courses reinforce the liberal arts and humanities character of Carroll College and allow students to focus on Europe—a critical region of the world with a population of over 728 million people, a globally competitive economy, and a diverse ethnic and religious landscape from contemporary and historical perspectives.

MINOR IN EUROPEAN STUDIES

21 credits—18 from required courses and 3 from an approved elective)

I. Required courses

One approved course from each of the following disciplines:

Literature

ENLT 423 Shakespeare

FR 302 French Literature through the 18th Century

FR 401 or 402 French Literature of the 19th & 20th Centuries

SP 401 or 402 Culture and Literature of Spain I & II

Philosophy

PHIL 202 Medieval Philosophy

PHIL 256 Social & Political Philosophy

PHIL 303 Modern Philosophy

PHIL 304 Contemporary Philosophy

PHIL 315 20th Century European Philosophy

History

- HI 205 Nineteenth Century Europe
- HI 303 Renaissance History
- HI 304 The Reformation & Age of Exploration
- HI 307 The Cold War

Theology

- TH 244 Christian Spirituality: Women Mystics
- TH 251 The God Question
- TH 342 History of Christian Thought: Middle Ages
- TH 343 History of Christian Thought: Modernity to Post-Modernity

Courses taken during an approved study abroad to Europe may qualify for one of the four disciplinary courses with prior approval by the student's academic advisor and the director of the minor.

II. Intermediate level proficiency up through the 204 course level in a European foreign language (Spanish, French, German, Greek, or Latin)

III. One approved elective from one of the following disciplines:

Literature

- ENLT 303 Medieval English Literature
- ENLT 323 Renaissance English Literature
- ENLT 343 18th Century British Literature
- ENLT 363 19th Century British Literature—The Romantics
- ENLT 367 19th Century British Literature—The Victorians
- ENLT 383 20th Century British Literature

History

- HI 204 Medieval History
- HI 231 History of the Ancient Mediterranean
- HI 312 History of Ireland
- HI 314 History of Modern France
- HI 316 History of Modern Germany
- HI 317 Interwar Europe
- HI 382 World War II

Philosophy

- PHIL 151 Ancient Philosophy

Theology

- TH 245 Eastern Christian Traditions
- TH 246 Research Topics in History and Religion

Political Science

- PO 205 Early Modern Political Thought
- PO 332 Late Modern Political Thought

Music

MUS 261 Music Appreciation

Theatre

THT 318 History of Theatre I

Education Abroad courses

Any approved education abroad program in Europe. For more information, please see the Carroll Education Abroad website.

FINANCE

BELLE MARIE, D.B.A., CPA, CMA, CIA, CFE

DOUGLAS MACKENZIE, PH.D.

MELVIN MCFETRIDGE, M.A., CPA

JULIA MULL, M.B.A., M.S., M.A., CFP®, SERIES 6, 63 AND 65
LICENSES

ANNETTE RYERSON, D.B.A.

BETHALEE J. SCHOYEN, M.A., M.S.A., M.B.A.

The Department of Business offers Bachelor of Arts degrees in Accounting, Finance, or Business Administration. Minors are available in Accounting, Economics, Business or Public Administration and an Associate of Arts Degree is offered in Business Administration. Students may combine majors, minors and emphases.

Consistent with Carroll College's dual goals of vocation and enlightenment, the Department of Business also serves a dual mission. Students are provided a common body of knowledge necessary for entry into a business-related career. At the same time, the curriculum ensures that students receive a well-rounded liberal arts education. Value oriented discussions, including ethical dilemmas encountered in global business, are included in the curriculum.

The Finance major prepares students for careers in finance, investments, financial counseling, and banking. Through the liberal arts education, students develop valuable communication and reasoning skills. The Finance major is designed and evaluated to ensure students are prepared for entry directly into the workforce or for acceptance into graduate school.

Student Learning Outcomes

A successful graduate of the department will be able to:

- Use data and statistics in order to understand and analyze relevant problems
- Understand and analyze financial statements of economic entities

- Read and understand publications covering topics discussed in the various majors in the department
- Organize and present ideas and information orally in small group settings
- Design and carry out independent and collaborative projects
- Use contemporary information technology effectively including the library, the internet and computer software
- Write essays and short papers in a clear and concise fashion with emphasis on content, style and analytical ability
- Understand and explain important issues encountered in economic entities with particular emphasis on ethical and global implications.

MAJOR IN FINANCE

I. Major Program Requirements

Thirty-two core Business semester credits:

BA 203	Principles of Accounting I
BA 204	Principles of Accounting II
EC 201	Principles of Microeconomics
EC 202	Principles of Macroeconomics
BA 301	Business Law I
BA 302	Business Law II
BA 306	Principles of Marketing
BA 313	Managerial Finance
BA 365	Advanced Spreadsheet Applications
BA 375	Principles of Management
BA 377	Small Business Administration

Eighteen Finance semester credits:

BA 303	Intermediate Accounting
BA 318	Personal Finance
BA 351	Banking Management
BA 411	Investment Management (Portfolio Management)
BA 451	Advanced Financial Analysis (Capstone Course)
EC 309	Financial Markets And Institutions

II. Other Program Requirements

MA 117	Difference Equations and Linear Algebra
or MA 121	Differential Calculus
MA 207	Elementary Statistics
ENWR 301	Business Writing
PHIL 107	Ethics
or PHIL 207	Business Ethics
CS 213	Management Information Systems

The Business Department, in addition to Carroll's regional accreditation, has a specialized business accreditation through IACBE. As a requirement of this accreditation, students graduating with a major in Business, Accounting or Finance are required to take a comprehensive exam at the end of their curriculum.

FINE ARTS

CHARLES D. DRISCOLL, M.F.A., THEATRE
RALPH L. ESPOSITO, M.F.A., VISUAL ARTS
LYNN L. PETERSEN, PH.D., MUSIC
ROBERT D. PSURNY JR., D.M.A., MUSIC

Mission and Goals

Visual Arts

The fine arts play an important role in educating our students for a rich and full life. Expanding awareness, appreciation and understanding of all the arts and enriching lives through aesthetic and creative experiences are our goals. Art classes give students fundamental training in various media, an opportunity to participate and visually express themselves and enhanced appreciation for visual art. Classes provide quality instruction that challenges students and encourages success for those with little experience in art.

Student Learning Outcomes:

- Students will learn fundamental skills in various art media.
- Students will achieve improvement in those fundamental skills.
- Students will create and visually express themselves through art assignments.
- Students will gain an enhanced appreciation for art and art history

Music

Our goal is to give students a greater appreciation for music as an art form and a vehicle for self-expression. We offer quality instruction that provides challenge, but also takes into consideration the limited musical background of many of our students.

Student Learning Outcomes:

- Students will broaden their range of interest in and understanding of music.
- Students will achieve growth in musical skills and knowledge.
- Students will have experiences in music that enhance creativity.
- Students will gain exposure to a variety of aesthetics, approaches and concepts in music that will enhance appreciation of music as an art form.

Theatre

Our goal is to give students a greater appreciation for theatre/film as art forms and as vehicles for self-expression and mutual understanding, and to provide learning outcomes that go beyond technical skills or virtuosity. Theatre studies will give students the means to place their work in the context of history, culture and society while exploring the boundaries between appearance and reality, and preparing them to present their skills to the world in the most professional manner. Finally, as a collaborative art form theatre studies stress the value of leadership and organizational skills for mutual benefits among all participants.

Student Learning Outcomes

These are the educational outcomes of Theatre studies at Carroll College

- Students will display an understanding of the social and artistic movements that have shaped theatre and the performing arts in the world today and throughout time.
- Students will exhibit the ability to analyze and interpret texts, films and performances both in written and verbal critiques.
- Students will display their knowledge of theatre and literature from a variety of cultures and time periods, from ancient to modern.
- Students will exhibit the skills necessary for success in the performing arts as well as life. This includes specifically: collaboration, interpersonal communication and problem solving skills. They will develop and apply these skills and knowledge in the multiple settings of rehearsals, productions and classrooms. Students will also display effective and efficient knowledge of leadership and organizational practices in the performing arts.
- Students will demonstrate proficiency in one or more theatre-specific skills: performing/acting, directing, design, stagecraft, arts management, or dramaturgy.

MINOR IN FINE ARTS: ARTS MANAGEMENT AND ADMINISTRATION

I. Minor Program Requirements

Twenty-four semester credits consisting of the following:

One course from each of the three Fine Arts disciplines is required. The following courses are suggestions: (9 credits)

ART—ART 110 Art Appreciation

MUS—MUS 109 Keyboard Musicianship I, MUS 125 Voice I

THT—THT 118 Theatre Appreciation, THT 111 Introduction to Acting, THT 121 Stagecraft I

Plus the following courses in Arts Management: (6 credits):

THT 150 Introduction to Arts Management

ART 490 Art Internship

or MUS 490 Music Internship

or THT 490 Theatre Internship

The following courses are required in Business Administration & Communications (9 credits):

BA 306 Marketing (3 credits) or BA 375 Fundamentals of Management (3 credits)

CO 215-216 Introduction to Public Relations: Theory & Practice (6 credits)

Adjustments in course requirements can be approved to fit a specific major program(s) that that student is pursuing.

MINOR IN FINE ARTS: COMBINED

Minor Program Requirements

Twenty-one semester credits, including:

I. Three courses chosen from the following:

ART 110 Art Appreciation

MUS 109 Keyboard Musicianship I

or MUS 125 Voice I

or MUS 261 Music Appreciation

THT 118 Theatre Appreciation

or THT 111 Introduction to Acting

II. Twelve additional Fine Arts credits from at least two different disciplines (art, music, theatre):

Note: No more than six credits of practicum, Applied Music, Choir or Jazz Band can count towards minor.

III. Recommended Core Course

PHIL 255 Philosophy of Art and Beauty

Credits earned for this minor will not count towards a separate Music or Theatre minor. A minimum of 6 credits for this minor must be taken at Carroll College.

MINOR IN FINE ARTS: MUSIC

Minor Program Requirements

Twenty-one (21) semester credits in music, including:

I. Required Courses (9 credits)

MUS 109 Keyboard Musicianship I

MUS 119 Sight Singing and Aural Skills

MUS 261 Music Appreciation

II. Electives (12 credits)

Includes any other MUS courses and ED 329. Of the twelve (12) credit hours of elective courses, a maximum of six (6) credit hours in applied music and performance ensembles may be applied toward the Minor in Music. Applied music and performance ensemble courses include: MUS 129, MUS 199, MUS 229, MUS 231-232, and MUS 475.

Credits earned for this minor will not count toward a separate Combined Fine Arts Minor.

A minimum of six (6) semester credits for this minor must be taken at Carroll College.

MINOR IN FINE ARTS: THEATRE

I. Minor Program Requirements

Twenty semester credits designated “THT” of which:

At least 6 credits must be upper-division, to be selected with the advice of theatre faculty and

At least 2 must be THT 104-108 Theatre Practicum.

FRENCH

NATHALIE CAULLIEZ, M.A.

Mission and Goals

The French program is designed to provide students with the special knowledge, skills, and pedagogy needed to enter graduate or professional schools or to gain employment in their field.

Student Learning Outcomes

- an understanding of the basic knowledge, concepts, and critical theories of the major field;
- the critical thinking skills needed for generating and analyzing both literary and expository texts;
- an ability to read, speak, and write in a second language;
- the writing and speaking skills needed to communicate effectively in the field;
- an understanding of cross-cultural issues.

The major program of study offers sound preparation for graduate study in literature, languages, or writing. In addition, it is possible for a student

to design a program to prepare for studying law or for entering a career in journalism, public relations, public information, or communications. An option is available in the senior year to intern in the local community for practical experience under EN/FR/LA/SP 451 Career Internship.

MAJOR IN FRENCH

I. Major Program Requirements

Twenty-four semester credits of upper-division French courses beyond FR 204, including:

FR 303-304 French Grammar

II. Other Program Requirements

1. Two upper-division French courses (FR 301, FR 302, FR 401, FR 402, FR 403, FR 404)
2. Successful participation in an approved program of study in a French-speaking country. French majors may choose to study abroad either:
 - a. One academic year and take 12 upper-division credits in residence at Carroll, or
 - b. One semester or two summers and take 18 upper-division credits in residence at Carroll.

A semester or year-long exchange opportunity exists at the Université Université Catholique de l'Ouest in Angers. Other programs exist—consult with Carroll's Study Abroad office.
3. Students who are taking courses abroad must take corresponding examinations abroad in order to receive credits at Carroll. No credits will be accepted at Carroll for any examination with less than a "C" or a 2.00 grade in the course abroad. Credits will be accepted only for students returning to Carroll.
4. Students are responsible for sending an original copy of their foreign transcripts, as well as a translation of it, directly to the Registrar's Office.

Note: A minimum of 12 credits of upper-division French courses must be taken in residence at Carroll.

MINOR IN FRENCH

In order to earn a minor in French, a student must successfully complete 12 semester credits of upper-division courses (beyond FR 204).

MINOR IN FRENCH EDUCATION (K-12)

I. Program Requirements

FR 101-102 Elementary French I and II*

FR 203-204 Intermediate French I and II*

Nine upper-division credits in French in residence at Carroll, including:

FR 303-304 French Grammar

Two of the following French courses:

FR 301 Littérature Francophone de l’Afrique Francophone et des Antilles Françaises

FR 302 French Literature through the 18th Century

FR 401 or 402 French Literature of the 19th and 20th Centuries

FR 403 Le Français en Action

FR 404 Le Conte Français

*See page 22 for Language Placement Guidelines.

II. Other Program Requirements

LL 400 Theories and Methods of Learning and Teaching Language

PSY 227 Child Psychology

and PSY 228 Adolescent Psychology

or PSY 105 General Psychology

and PSY 203 Developmental Psychology

And successful participation in an approved program of study in a French speaking country for at least one summer session or semester.

III. Teacher Licensure

To obtain teacher licensure in French K-12, a student must complete:

ED 408 Student Teaching in the Minor Area

or ED 410 Student Teaching

IV. Acceptance into the Teacher Education Program and Student Teaching

Teacher Education Program: Students pursuing academic programs that lead to teacher licensure must seek admission to the teacher education program by the end of their sophomore year. See page 140.

Student Teaching: In the spring semester of the junior year, all preservice teachers must seek admission to student teaching. See page 142.

Note:

1. *All French education (K-12) students must meet the following requirements: 1) earn a grade of “C” or better in all Professional Education Requirements, Minor Program Requirements, and Other Program Requirements; 2) earn a minimum 2.5 cumulative grade point average, and 3) earn a minimum 2.65 grade point average in Minor Program Requirements, Other Program Requirements, and Professional Education Requirements.*

2. *See page 137 for Secondary Education Requirements and Professional Education Requirements for Secondary Education.*

GENDER STUDIES

Located in the Department of Sociology and Anthropology

ELIZABETH E. CHUTE, PH.D.

JAMIE M. DOLAN, PH.D.

DAVID MCCANNA, PH.D.

MINOR IN GENDER STUDIES

The Minor in Gender Studies is multidisciplinary and as such enriches the traditional liberal arts curriculum by adding new perspectives on gender and how it has affected and continues to affect the lives and accomplishments of individuals. The program will incorporate gender into other basic categories of analysis including the dynamics of social change, the creation and transmission of culture and the arts, the legacy and cultural construction of our physical and intellectual characteristics, and the origins and nature of current theories and social issues. It encourages our students to connect information from a broad disciplinary background that provides them with the academic foundation necessary to understand and evaluate critical issues of gender facing contemporary society.

Core Courses

Students must take the following course (3 credits).

LAS 206 Perspectives on Gender

Students select 4 of these core courses (12 credits). At least one must be SO 225 or CO 280:

SO 225 Sociology of Gender

PHIL 261 Philosophy and Gender

CO 280 Gender Communication

TH 258 Theology and Gender

HI 309 Gender History

ENLT 410 Women Writers

Electives

Students select 2 from the following or above (6 credits).

SO/AN 208 The Family

TH 212 Medieval Women Mystics

ENLT 215 Family in Literature

ENLT 215 American Literature*

TH 289 Marriage and Family Ethics

CO 310 Mass Media

PSY 310 Human Sexuality

SO 251 Gender, Health, and Medicine

SO 355 Sociology of Emotions

BA 393 Socioeconomic Impact of Women on a Culture: India

CO 420 Globalization, Gender and Communications
LAS 400 Gender Internship/Activism
Any Special Topics course on Gender

Additional Requirements: At least 3 courses must be 300- or 400-level.

**Upon consultation with instructor*

HEALTH & PHYSICAL EDUCATION

BRIAN COBLE, ATC/R, CSCS.
GLORIA J. LAMBERTZ, ED.D.
LAUREEN TUTTY, M.ED, NCTMB, LMT
KRISTINA G. WARD, MS, ATC

Mission

The Health and Physical Education program seeks to produce a well-rounded, entry-level professional, an aim expressed by Carroll's Mission Statement as well as by its liberal arts focus. In addition to preparing students for the demands of future employment, the faculty members of the Health and Physical Education program strongly believe in the importance of promoting a healthy lifestyle which will assist each member of the Carroll community to meet the demands of everyday life.

Graduates of the Health and Physical Education program must understand learners/clients, be knowledgeable of related programs, be well-founded in the methods of delivering programs designed to meet the unique needs of learners/clients, and be capable of evaluating the effectiveness of their professional programs.

The mission of the department relates to the Mission Statement as well as the six goals of the college. A common model for most Health and Physical Education programs includes six dimensions of optimal well being (physical, emotional, intellectual, social, spiritual, and environmental). Within these six dimensions can be found the essence of the Carroll College Mission Statement, as well as the Health and Physical Education program. The Carroll College Mission Statement as well as the six goals and the Carroll College goals and objectives have guided and directed the development of the Health and Physical Education major.

Goals and Student Outcomes

The Department of Education: Health, Physical and Teacher offers a K–12 HPE teaching degree. It also provides coursework required by the Teacher Education curriculum and courses which promote healthy lifestyles for all students, staff and faculty.

The Health and Physical Education program works toward the following goals and student outcomes:

Goal #1: To prepare Health and Physical Education graduates with theoretical knowledge and skills necessary for a career in sport management.

Student Learning Outcomes: Students who graduate from Carroll College's Department of Education: Health, Physical, and Teacher with a non-teaching degree in Health and Physical Education will be able to do the following skills:

1. develop a program plan which includes research, organization, implementation and assessment;
2. identify community resources that serve clients and match agencies and resources;
3. assess human performance using appropriate technology;
4. design a sport management business plan using appropriate principles of accounting, marketing, finance and economics.

Goal #2: To provide coursework for students seeking an educator license in Health and Physical Education K-12.

Student Learning Outcomes: Students who successfully complete the Physical Education teaching major will be able to do the following:

1. Identify, demonstrate, describe, and teach critical elements of motor skill performance in a variety of physical activities using skillful movement (e.g., fitness principle, game tactics, and skill improvement principles)
2. Describe and apply bioscience (anatomical, physiological, biomechanical) and psychological concepts to skillful movement, physical activity, and fitness
3. Demonstrate knowledge and understanding of approved state and national content standards, current law including the Indian Education for All, and local program goals as related to health and physical education
4. Identify, select, and implement appropriate learning/practice opportunities based on developmental needs and learning styles of students and apply that learning to produce a productive and safe learning environment inside and outside of the learning environment
5. Develop and apply an effective classroom management plan and promote effective communication skills among students in physical activity settings
6. Identify, develop, and implement appropriate program and instructional goals based on principles of effective instruction and goal planning
7. Demonstrate knowledge and apply assessment techniques to assess student performance, provide feedback, and communicate student progress

8. Design, develop, and implement student learning activities that integrate information technology, locate resources, and enhance continuing professional development

Goal #3: To promote healthy lifestyles and enrich lifetime participation in activities of the general college population by providing a variety of physical activity courses. These courses include all of the HPE 101-102 Physical Activities courses, which emphasize lifetime participation in a variety of individual, dual, and sport-related activities.

MAJOR IN HEALTH AND PHYSICAL EDUCATION (K-12)

I. Major Program Requirements

Two HPE 101 or 102 Physical Education Activities Courses (must be different activities)

- HPE 103 Foundations of Health & Physical Education
- HPE 109 Techniques of Basic Skills in Physical Education
- HPE 135 Introduction to Wellness
- HPE 216 Methods of Teaching Health
- HPE 234 Sports Nutrition & Conditioning
- HPE 301-302 Methods and Techniques of Teaching Fall/Spring Activities
- HPE 314 Physical Education—Elementary School Teacher
- HPE 325 Applied Anatomical Kinesiology
- HPE 350 Responding to Emergencies
- HPE 413 Exercise Physiology and Human Performance Testing

II. Other Program Requirements

- BI 102 Human Biology

III. Professional Education Program Requirements

- AN/SO 218 Introduction to Native American Studies
- CS 103 Instructional Media and Technology
- ED 102 Foundations of Education
- ED/PSY 229 Educational Psychology
- ED 245 Diversity Field Experience
- ED 305 Classroom Management
- ED 318 Content Area Reading and Secondary Methods
- ED 405 Education Seminar
- ED 410 Student Teaching
- ED 412 Measurement and Assessment in Teaching
- PSY 227 Child Psychology
 - and PSY 228 Adolescent Psychology
 - or PSY 105 General Psychology
 - and PSY 203 Developmental Psychology
- SPED 300 Introduction to Exceptional Children
- United States and Contemporary World Cultures Course(s). See page 139.

IV. Acceptance into the Teacher Education Program and Student Teaching

Teacher Education Program: Students pursuing academic programs that lead to teacher licensure must seek admission to the teacher education program by the end of their sophomore year. See page 140.

Student Teaching: In the spring semester of the junior year, all teacher education candidates must seek admission to student teaching. See page 142.

Note:

1. *All HPE (K-12) students must meet the following requirements: 1) earn a grade of “C” or better in all Professional Education Requirements, Major Program Requirements, and Other Program Requirements; 2) earn a minimum 2.5 cumulative grade point average, and 3) earn a minimum 2.65 grade point average in Major Program Requirements, Other Program Requirements, and Professional Education Requirements.*
2. *See page 137 for Secondary Education Requirements.*

HEALTH AND PHYSICAL EDUCATION (HPE) ADVISORY BOARD

The Health and Physical Education Advisory Board is a body of recognized health professionals, sport professionals, and concerned students who meet from time to time to formulate recommendations for the HPE program. The input received from this board contributes to the development of curriculum and instructional methods offered to students majoring in Health and Physical Education with concentration in Sport Management.

TRANSPORTATION

Transportation is not provided to or from classes, including those held off campus.

HEALTH SCIENCES

JENNIFER LOWELL, PH.D.

KELLY PARSLEY, M.A.

GERALD SCHAFFER, PH.D.

Mission

The Public Health and Health Sciences majors are designed for students seeking to enter the health professions. If the United States is to reverse the present trend of deteriorating health of its citizens, and do so within an affordable framework, the next generation of health professionals must be conversant with a new health promotion paradigm. The Public Health and

Health Sciences majors introduce students to this new paradigm through an integrated biological, psychological, and sociological approach to promoting health that encourages a shift from reliance primarily on dollars and technology to informed citizen participation.

The Public Health major is designed for students interested in becoming Health Education Specialists. Health Education Specialists primarily work for organizations in the community that focus on improving health. The Health Sciences major is designed for students seeking to pursue clinical fields such as physical therapy, physician's assistant, occupational therapy, and pharmacy.

Goals

1. To provide students with the specialized knowledge, skills, and global perspective they need to pursue their chosen health profession.
2. To provide students with practical experience that will supplement their academic work and facilitate their entry into a chosen health career.
3. To guide students in developing and articulating a personal and professional perspective that is relevant to improving the health of citizens locally, nationally, and globally.

Student Learning Outcomes

Learning outcomes for students in the Health Sciences Program are set by the National Consortium for Health Science Education:

1. **Foundational Knowledge of Public Health:** Students will gain foundational knowledge for proficiency in basic epidemiologic principles, including diseases and disorders, surveillance techniques, statistical applications, and data presentation.
2. **Communication Skills:** Students will demonstrate effective oral and written communication skills both individually and in groups.
3. **Healthcare Delivery Systems:** Students will be able to identify how various healthcare systems affect the services they provide and quality of care delivered.
4. **Employability Skills:** Students will demonstrate key employability skills including development of resumes, personal statements, and interview skills.
5. **Legal and Ethical Responsibilities:** Students will understand accepted ethical practices with respect to regulations, policies, laws and legislative rights of citizens.
6. **Health care maintenance:** students will understand the fundamentals of wellness, healthy behaviors, and the prevention of disease.

MAJOR IN HEALTH SCIENCES

Major Program Requirements

- BI 171 & 172 Biological Principles I & II
CH 101 & 102 General Chemistry
or CH 111 & CH112 Essentials of Chemistry and Organic and Biochemistry
(may be substituted for CH 101 & 102)
- HS 198 Introduction to Health Sciences
HS 230 Introduction to Epidemiology
HS 303 Public Health Nutrition
HS 307 Evidence Based Research Methods in Nursing and Health Sciences (WI)
HS 335 Health Policy, Management and Issues: National and Global Perspectives (ND/GD)
HS 405 Senior Seminar (WI)
HS 415 Internship (1–6 credits)
MA 207 Statistics
PHIL 208 Bioethics
or PHIL 206 Environmental Ethics
or TH 222 Health Care Ethics
PSY 105 General Psychology

Other Program Requirements (12 required credits)

Choose from these courses depending on pre-professional or graduate school interests (e.g. public health) and requirements:

- BI 201 & 202 Anatomy & Physiology
BI 214 General Microbiology
or BI 305 Microbiology
BI 281 Genetics
BI 311 Ecology
BI 382 Cell Biology
CH 285 Intermediate Organic Chemistry
CH 301 & 302 Organic Chemistry
PHYS 201 & 202 Physics I & II

Recommended Courses: (Although not required for the major, these courses are recommended, depending on interest and pre-professional course program requirements.)

- CO 360 Health Communication
CO 325 Intercultural Communication
CO 206 Small Group Communication
GIS 110 Introduction to GIS
HS 329 Public Health and the Environment
PH 330 Public Health Promotion and Methods
PH 333 Public Health Theory and Practice
PSY 203 Developmental Psychology

PSY 308 Health Psychology
Other PSY courses, dependent on interest
SO 101 Intro to Sociology
SO 351 Medical Sociology
Business, Management courses, dependent on interest

ADMISSION TO PUBLIC HEALTH AND HEALTH SCIENCES INTERNSHIP PROGRAM

All Public Health and Health Sciences majors must apply for admission to the internship program. Applicants must have a minimum of 2.5 GPA or better in all requirements for the major. Planning for internships must occur during the semester prior to participation in an internship. Failure to do so may cancel the student's opportunity to participate in an internship during the fall and/or spring semesters of the following school year. For more information, see the program's web page.

HISTORY

DANE J. CASH, PH.D.
JEANETTE M. FREGULIA, PH.D.
DEAN PAVLAKIS, PH.D.
ROBERT R. SWARTOUT, JR., PH.D.

Mission

The mission of the Department of History at Carroll College is twofold. First, it is our responsibility to provide all Carroll students with an appreciation for history so that they may have a clearer understanding of the society—locally as well as globally—within which they live. Our second responsibility is to provide students with the appropriate knowledge and skills so that they may pursue professional careers in the field of history and history-related areas. This twin mission of the department is a direct outgrowth of the Carroll College Mission statement, which declares that the school “is dedicated to providing its students the means for their full realization of a dual goal of vocation and enlightenment.” Within the Department of History, faculty development is viewed as an extension of both the college's mission and the department's mission.

Goals and Objectives

In its effort to provide Carroll students with an appreciation for history, and thus the society within which they live, the History Department offers a broad range of courses in Ancient, Early and Modern European, American, East Asian, Middle Eastern, African and Latin American history. The department purposely avoids offering narrowly focused courses that may be of benefit to a very select number of students. We firmly believe that more

broadly based courses are of greater value to majors and non-majors alike, especially when those students are all undergraduates.

Those broadly based courses, including History of Western Civilization and History of the United States, also provide the foundation for students who wish to pursue professional careers in history and history-related fields. An examination of the course offerings in the department shows that we teach a significant number of upper-division courses that enable our students to obtain an increasingly sophisticated knowledge of history.

Student Learning Outcomes

As a history major or minor, you will learn to:

1. Think critically and analytically about a variety of topics
2. Be able to read, comprehend, analyze, and correctly cite primary and secondary sources.
3. Gain a sense of historical awareness and the importance of the historical past and events
4. Develop strong writing skills, including the ability to make an original argument about historical topics and the ability to discuss particular issues in writing using the proper grammar, spelling, and formatting.

MAJOR IN HISTORY

I. Major Program Requirements

Thirty-three semester credits of history, including:

HI 101-102 History of Western Civilization

HI 121-122 History of the United States

HI 494 Historiography

HI 495 Research Seminar in History

One non-western “global diversity” history course, chosen from the following list:

HI 241 History of the Modern Middle East

HI 251 Introduction to East Asia

HI 271 History of Modern Latin America

HI 291 Modern African History

Note: At least 6 of the remaining 12 credits must be taken in courses at the 300-400 level.

II. Other Program Requirements

Completion of a modern foreign or classical language through the intermediate level.

Note: All degree students should review requirements for graduation as described in this catalog.

MAJOR IN HISTORY FOR SECONDARY EDUCATION

I. Major Program Requirements

Thirty-six semester credits of history, including:

HI 101-102 History of Western Civilization

HI 121-122 History of the United States

HI 231 Montana and the West

HI 241 History of the Modern Middle East

or HI 251 Introduction to East Asia

or HI 271 History of Modern Latin America

or HI 291 Modern African History

HI 494 Historiography

HI 495 Research Seminar in History

And at least 6 of the remaining 12 credits must be taken in courses at the 300-400 level.

II. Other Program Requirements

Completion of a modern foreign or classical language (Latin or Greek) through the intermediate level.

III. Professional Education Requirements

AN/SO 218 Introduction to Native American Studies

CS 103 Instructional Media and Technology

ED 102 Foundations of Education

ED/PSY 229 Educational Psychology

ED 245 Diversity Field Experience

ED 305 Classroom Management

ED 318 Content Area Reading and Secondary Methods

ED 344 Secondary Social Studies

ED 405 Education Seminar

ED 410 Student Teaching

ED 412 Measurement & Assessment in Teaching

PSY 228 Adolescent Psychology

or PSY 105 General Psychology

and PSY 203 Developmental Psychology

SPED 300 Introduction to Exceptional Children

United States and Contemporary World Cultures course(s)—See page 139.

Note: Students interested in the History for Secondary Education option should also consider the Social Studies for Secondary Education, History and Political Science for Secondary Education, or History, Political Science and Social Studies for Secondary Education broadfield majors.

IV. Acceptance into the Teacher Education Program and Student Teaching

Teacher Education Program: Individuals pursuing academic programs that lead to teacher licensure must seek admission to the teacher education program by the end of their sophomore year. See page 140.

Student Teaching: In the spring semester of the junior year all preservice teachers must seek admission to student teaching. See page 142.

Notes:

1. *All History for Secondary Education students must meet the following requirements: 1) earn a grade of “C” or better in all Professional Education Requirements, Major Program Requirements, and Other Program Requirements; 2) earn a minimum 2.5 cumulative grade point average, and 3) earn a minimum 2.65 grade point average in Major Program Requirements, Other Program Requirements, and Professional Education Requirements.*
2. *See page 137 for Secondary Education Requirements.*

MINOR IN HISTORY

I. Minor Program Requirements

Twenty-one semester credits of history, including:

HI 101-102 History of Western Civilization

HI 121-122 History of the United States

One non-western “global diversity” history course, chosen from the following list:

HI 241 History of the Modern Middle East

HI 251 Introduction to East Asia

HI 271 History of Modern Latin America

HI 291 Modern African History

MINOR IN HISTORY FOR SECONDARY EDUCATION

I. Minor Program Requirements

Twenty-four semester credits of history, including:

HI 101-102 History of Western Civilization

HI 121-122 History of the United States

HI 231 Montana and the West

HI 241 History of the Modern Middle East

or HI 251 Introduction to East Asia

or HI 271 History of Modern Latin America

or HI 291 Modern African History

6 credits of history electives

II. Other Program Requirement

ED 344 Secondary Social Studies

III. Teacher Licensure

To obtain teacher licensure in History for Secondary Education, a student must complete:

ED 408 Student Teaching in the Minor Area
or ED 410 Student Teaching

IV. Acceptance into the Teacher Education Program and Student Teaching

Teacher Education Program: Students pursuing academic programs that lead to teacher licensure must seek admission to the teacher education program by the end of their sophomore year. See page 140.

Student Teaching: In the spring semester of the junior year, all preservice teachers must seek admission to student teaching. See page 142.

Note:

- 1. All History for Secondary Education students must meet the following requirements: 1) earn a grade of "C" or better in all Professional Education Requirements, Minor Program Requirements, and Other Program Requirements; 2) earn a minimum 2.5 cumulative grade point average, and 3) earn a minimum 2.65 grade point average in Minor Program Requirements, Other Program Requirements, and Professional Education Requirements.*
- 2. See page 137 for Secondary Education Requirements and Professional Education Requirements for Secondary Education.*

HISTORY AND POLITICAL SCIENCE FOR SECONDARY EDUCATION

JOE HELBLING, PH.D.

JONATHAN C. MATTHEWS, PH.D.

LYNETTE E. ZUROFF, ED.D.

This broadfield major comprises 51 credits in history and political science. Since the major and the minor are combined in this program, a teaching minor is not required for licensure.

I. Major Program Requirements

Twenty-seven semester credits of history, including:

HI 101-102 History of Western Civilization

HI 121-122 History of United States

HI 231 Montana and the West
or HI 224 History of the American West
One non-Western History course (e.g. HI 241, HI 251, 271, 291)
HI 494 Historiography
HI 495 Research Seminar in History
In addition, 3 credits of History at the 300-400 level

Twenty-four semester credits of Political Science courses, including:

PO 102 Introduction to Comparative Politics
PO 104 American National Government
PO 115 International Relations
PO 205 Early Modern Political Thought
PO 216 American Political Thought
PO 222 U.S. Foreign Policy
PO 250 Topics in American Politics
PO 312 Elections, Political Parties, and Public Opinion

II. Professional Education Requirements for History and Political Science Major

AN/SO 218 Introduction to Native American Studies
CS 103 Instructional Media and Technology
ED 102 Foundations of Education
ED/PSY 229 Educational Psychology
ED 245 Diversity Field Experience
ED 305 Classroom Management
ED 318 Content Area Reading and Secondary Methods
ED 344 Secondary Social Studies
ED 405 Education Seminar
ED 410 Student Teaching
ED 412 Measurement and Assessment in Teaching
PSY 228 Adolescent Psychology
or PSY 105 General Psychology
and PSY 203 Developmental Psychology
SPED 300 Introduction to Exceptional Children
United States and Contemporary World Culture course(s)— See page 139.

III. Acceptance into the Teacher Education Program and Student Teaching

Teacher Education Program: Students pursuing academic programs that lead to teacher licensure must seek admission to the teacher education program by the end of their sophomore year. See page 140.

Student Teaching: In the spring semester of the junior year, all preservice teachers must seek admission to student teaching. See page 142.

Note: All History and Political Science for Secondary Education students must meet the following requirements: 1) earn a grade of “C” or better in all Professional Education Requirements, Major Program Requirements, and Other Program Requirements; 2) earn a minimum 2.5 cumulative grade point average, and 3) earn a minimum 2.65 grade point average in Major Program Requirements, Other Program Requirements, and Professional Education Requirements.

HISTORY, POLITICAL SCIENCE, AND SOCIAL STUDIES FOR SECONDARY EDUCATION

JOE HELBLING, PH.D.

JONATHAN C. MATTHEWS, PH.D.

LYNETTE E. ZUROFF, ED.D.

This broadfield major comprises 63 credits in history, political science, and Economics or Geography or Psychology or Sociology. Since the major and the minor are combined in this program, a teaching minor is not required for licensure.

I. Major Program Requirements

Twenty-seven semester credits of history, including:

HI 101-102 History of Western Civilization

HI 121-122 History of the United States

HI 231 Montana and the West

or HI 224 History of the American West

One non-Western History course (e.g. HI 241, 251, 271, 291)

HI 494 Historiography

HI 495 Research Seminar in History

In addition, 3 credits of History at the 300-400 level

Twenty-four semester credits of Political Science courses, including:

PO 102 Introduction to Comparative Politics

PO 104 American National Government

PO 115 International Relations

PO 205 Early Modern Political Thought

PO 216 American Political Thought

PO 222 U.S. Foreign Policy

PO 250 Topics in American Politics

PO 312 Elections, Political Parties, and Public Opinion

Twelve credits in one of the following areas:

Economics, Geography, Psychology, or Sociology

Note: Courses in Professional Education Program Requirements may also count toward partially meeting the 12-credit requirement in Economics, Geography, Psychology, or Sociology.

II. Professional Education Requirements for History, Political Science, and Social Studies Major

AN/SO 218 Introduction to Native American Studies
CS 103 Instructional Media and Technology
ED 102 Foundations of Education
ED/PSY 229 Educational Psychology
ED 245 Diversity Field Experience
ED 305 Classroom Management
ED 318 Content Area Reading and Secondary Methods
ED 344 Secondary Social Studies
ED 405 Education Seminar
ED 410 Student Teaching
ED 412 Measurement and Assessment in Teaching
PSY 228 Adolescent Psychology
or PSY 105 General Psychology
and PSY 203 Developmental Psychology
SPED 300 Introduction to Exceptional Children
United States and Contemporary World Culture course(s)—see page 139.

III. Acceptance into the Teacher Education Program and Student Teaching

Teacher Education Program: Students pursuing academic programs that lead to teacher licensure must seek admission to the teacher education program by the end of their sophomore year. See page 140.

Student Teaching: In the spring semester of the junior year, all preservice teachers must seek admission to student teaching. See page 142.

Note: All History, Political Science, and Social Studies for Secondary Education students must meet the following requirements: 1) earn a grade of "C" or better in all Professional Education Requirements, Major Program Requirements, and Other Program Requirements; 2) earn a minimum 2.5 cumulative grade point average, and 3) earn a minimum 2.65 grade point average in Major Program Requirements, Other Program Requirements, and Professional Education Requirements.

INTERNATIONAL RELATIONS

Interdepartmental

ERIK K. PRATT, PH.D.

ALEX STREET, PH.D.

Mission and Goals

International Relations is an interdisciplinary major designed to provide students with the undergraduate training necessary to pursue careers in international business, government, foreign service, international law, teaching, and other related fields. This mission comports with Carroll's "dual goal of vocation and enlightenment."

The primary goals and objectives of the program are to train generalists who have a sound foundation in technical skills (economics and foreign languages) as well as in the theory and history of International Relations. Moreover, as an interdisciplinary program, International Relations is particularly suited to impart on our graduates the interrelationships among branches of knowledge.

Student Learning Outcomes

Specifically, the program will produce graduates who:

- Possess a general knowledge and understanding of this interdisciplinary field.
- Think analytically, critically, and are able to utilize research methodologies appropriate to the field.
- Communicate effectively and collaborate well with others.
- Are prepared for successful graduate study and professional careers.

MAJOR IN INTERNATIONAL RELATIONS

I. Major Program Requirements

Thirty-three semester credits of international relations, including:

EC 406	International Economics
HI 422	American Diplomatic History
IR 495	Research Seminar in International Relations
PO 102	Introduction to Comparative Politics
PO 115	International Relations
PO 222	U.S. Foreign Policy

And at least 6 semester credits from the following:

PO 324	Topics in Comparative Politics of Industrialized Countries
PO 328	The Developing World
PO 342	War and Peace
PO 348	International Negotiation

And the remainder to be chosen from the following:

AN/SO 204	Cultural Anthropology
BA 392	International Business
BA 393	Socioeconomic Impact of Gender, India
CO 325	Intercultural Communication
ENLT 334	World Literature
GEOG 202	World Regional Geography
HI 205	The Long Nineteenth Century
HI 241	History of the Modern Middle East
HI 251	Introduction to East Asia
HI 271	History of Modern Latin America
HI 291	Modern African History
HI 307	Contemporary Europe
HI 314	History of Modern France
HI 316	History of Modern Germany
HI 352	American-East Asian Relations
HI 382	The Second World War Era
HI 411	The Holocaust
HI 421	American Diplomatic History
IR 486	Readings and Conference
IR 492	Internship in International Relations
IR 499	Honors Thesis
PHIL 203	Islam Philosophy & Culture
PHIL 223	Oriental Philosophy
PHIL 256	Social and Political Philosophy
PO 205	Early Modern Political Thought
or PO 332	Late Modern Political Thought
PO 244	Contemporary Global Issues
PO 306	Data Analysis for Public Policy
SP 401-402	Spanish Culture and Literature
SP 403-404	Latin-American Culture and Literature
TH 211	Comparative Religion
TH 264	Theologies of Liberation

II. Other Program Requirements

EC 201-202 Principles of Economics

Completion of a modern second language through the intermediate level

Note: All degree students should review requirements for graduation as described in this catalog.

MINOR IN INTERNATIONAL RELATIONS

I. Minor Program Requirements

Twenty-one semester credits of international relations, including:

- HI 422 American Diplomatic History
- PO 102 Introduction to Comparative Politics
- PO 115 International Relations

And the remainder to be chosen from the following:

- AN/SO 204 Cultural Anthropology
- BA 392 International Business
- BA 393 Socioeconomic Impact of Gender, India
- CO 325 Intercultural Communication
- EC 406 International Economics
- ENLT 334 World Literature
- GEOG 202 World Regional Geography
- HI 205 The Long Nineteenth Century
- HI 241 History of the Modern Middle East
- HI 251 Introduction to East Asia
- HI 271 History of Modern Latin America
- HI 291 Modern African History
- HI 307 Contemporary Europe
- HI 314 History of Modern France
- HI 316 History of Modern Germany
- HI 352 American-East Asian Relations
- HI 382 The Second World War Era
- HI 406 20th Century Dictatorships in Europe
- HI 411 The Holocaust
- HI 421 American Diplomatic History
- IR 486 Readings and Conference
- IR 492 Internship in International Relations
- IR 495 Research Seminar in International Relations
- IR 499 Honors Thesis
- PHIL 203 Islam Philosophy & Culture
- PHIL 223 Oriental Philosophy
- PHIL 256 Social and Political Philosophy
- PO 205 Early Modern Political Thought
- or PO 332 Late Modern Political Thought
- PO 222 U. S. Foreign Policy
- PO 244 Contemporary Global Issues
- PO 306 Data Analysis for Public Policy
- PO 324 Topics in Comparative Politics of Industrialized Countries
- PO 328 The Developing World
- PO 342 War and Peace
- PO 348 International Negotiation

SP 401-402 Spanish Culture and Literature
SP 403-404 Latin-American Culture and Literature
TH 211 Comparative Religion
TH 264 Theologies of Liberation

II. Other Program Requirement

Completion of a modern second language through the intermediate level.

LATIN AMERICAN STUDIES

TOMAS L. GRAMAN, PH.D.

RYAN HALLOWS, PH.D.

ERIC K. PRATT, PH.D.

ALEXIS J. RINCÓN, M.S.

Mission and Goals

The Latin American program will provide a rigorous study of 1) Latin American affairs, 2) the acquisition of Spanish, 3) completion of practical and theoretical projects pertinent to specific student and faculty interest and expertise, i.e., history, political science, Hispanic linguistics, Hispanic literature, economics, theology, biology, comparative literature, comparative education, anthropology or sociology. An objective of the MLAS minor is to provide its participants with a thorough perspective of the people, history conditions, and aspirations of this region of the world. The methods of evaluation applied to the various components of the program aim to foster a critical and transformative experience for the participants. Students and faculty will emerge from the MLAS minor with experience in the region, fluency in Spanish and a critical and informed perspective toward the multiple aspects of the Latin American societies.

MINOR IN LATIN AMERICAN STUDIES

I. Minor Program Requirements

Twenty-two semester credits, including:

MLAS 200 Gateway Course in Latin American Studies

MLAS 495 Capstone Seminar in Latin American Studies

Plus 18 additional credits from these two categories:

Concentration Courses (12 credits)

ENLT 410 Women's Literature: Latina/Chicana Writers

HI 271 History of Modern Latin America

PO 348 International Negotiation: Argentina

SP 105-250-350 Intensive Spanish Immersion

ENWR 363 Literary Translation

SP 307-308 Hispanic Short Story I and II
SP 403-404 Culture and Literature of Latin America I and II

Allied Courses (6 credits)

AN/SO 318 American Indians
SA 275 Study Abroad: Belize
BI 101 Life Science
FR 301 Francophone Literature
GEOG 202 World Regional Geography
PO 102 Intro. to Comparative Politics
PO 328 The Developing World
AN/SO 204 Cultural Anthropology
AN/SO 317 Ethic and Racial Relations
SP 304 Spanish Phonetics and Phonology
SP 306 Spanish Morphology and Syntax
TH 210 Catholicism

II. Other Program Requirement

Completion of Spanish acquisition through the intermediate level.

LEADERSHIP STUDIES

MAJ DANA BARNICOAT, M.S.

Mission

The Leadership Studies minor is designed to enhance the student's overall ability to practice critical thinking capabilities, learn and apply leadership and management skills, and evaluate ethical and moral issues. By obtaining these set of skills through the classes provided throughout the leadership minor, the student will improve their overall leadership capacity and become more competitive and qualified in a highly competitive society. This minor is provided for all students; not just for students in the ROTC program. However, due to military regulations, non-contracted (non-scholarship) students are not allowed to participate in the upper level MSL classes; therefore, two tracks have been provided for each set of students so that leadership studies is a minor available to all interested individuals.

MINOR IN LEADERSHIP STUDIES

Track one: twenty-seven credits; track two: twenty-four credits

I. Minor Program Requirements

MSL 101 American Defense Establishment
MSL 102 Basic Leadership
MSL 201 Individual Leadership Studies

MSL 202 Leadership and Teamwork
HI 121 or HI 122 History of the United States I & II
Plus the one of the following tracks

Track one: Professional ROTC Leadership

MSL 301 Leadership and Problem Solving
MSL 302 Leadership and Ethics
MSL 401 Leadership and Management
MSL 402 Officership/Ethics in the U.S. Army

Track two

Pending Approval

MATHEMATICS

KELLY CLINE, PH.D.
MARY E. KEEFFE, PH.D.
TERENCE J. MULLEN, P.E.
JACK E. OBERWEISER, JR., M.A.T.
PHILIP B. ROSE, M.SC.
JOHN L. SCHARF, PH.D.
ERIC SULLIVAN, PH.D.
ANTHONY M. SZPILKA, PH.D.
TED WENDT, PH.D.

Mission and Goals

Consonant with the mission of the College, this program is “dedicated to providing for its students the means for their full realization of a dual goal of vocation and enlightenment.” Society requires competent professionals who can solve contemporary problems by using connections among disciplines, especially the humanities, engineering and technology, and the sciences. The programs within this department are designed to blend the unique characteristics of Catholic liberal arts education with preparation for productive and rewarding professional careers.

Student Learning Outcomes

The four professional educational objectives of this department are to produce graduates who have:

1. The specialized knowledge and skills necessary for initiation into their chosen profession,
2. A broad range of skills necessary for effective communication,
3. An appreciation for the interrelationships among the branches of knowledge,

4. The ethical, social, and aesthetic perspectives necessary for values-based judgment and decision-making.

MAJOR IN MATHEMATICS WITH A COGNATE CONCENTRATION, MINOR, OR SECOND MAJOR

I. Major Program Requirements

- MA 131 Calculus of Single Variable Functions
or MA 121-122 Differential and Integral Calculus
MA 232 Differential Equations and Linear Algebra
or MA 141 Introduction to Mathematical Modeling
MA 233 Multivariable Calculus
MA 306 Real Analysis
MA 315 Probability and Statistics
MA 328 Modern Applications of Discrete Mathematics
MA 334 Advanced Differential Equations and Linear Algebra
MA 342 Applied Numerical Methods and Analysis
MA 366 Junior Seminar
MA 401 Abstract Algebra and Modern Geometry
MA 406 Complex Analysis
MA 421 Mathematical Optimization, Applications, and Analysis
MA 4xx Honors Thesis/Senior Project (for a total of at least 3 credits)

Other Program Requirements

- ENWR 305 Technical Writing
or ENWR 301 Business Writing (for the Business and Economics Concentration only)

II. Required Cognate Concentration, Minor, or Second Major

The course of study for a Bachelor of Arts degree with a major in mathematics requires selection of a cognate concentration, a minor, or a second major, approved by the student's faculty advisor and the chair of the mathematics department. Approved selections include Biology, Business and Economics, Chemistry, Computer Science, Engineering, and Environmental Science. In consultation with faculty advisors and the mathematics department chair, a student can develop a proposal for a cognate concentration, minor, or a second major other than those listed. Requirements for approved concentrations, minors, and second majors are as follows:

A. Concentration in Biology

A minor or a second major in biology.

B. Concentration in Business and Economics

- BA 203-204 Principles of Accounting I and II
BA 313 Managerial Finance
BA 375 Fundamentals of Management

BA 409 Operations Research
EC 202 Principles of Economics II and
EC 201 Principles of Economics I
or EC 203 Project Management Economics
Plus 3 additional BA, CS, or EC credits at the 200 level or above approved by
the mathematics department.

C. Concentration in Chemistry

A minor or a second major in chemistry.

D. Concentration in Computer Science

A minor or a second major in computer science.

E. Concentration in Engineering

CH 101-102 General Chemistry
or CH 111 Essentials of Chemistry
and BI 102 Human Biology
ENGR 302 Engineering Mechanics I: Statics
PHYS 205-206 Engineering Physics I and II
CS 110 Introduction to Computer Science & Java Programming
Plus at least twelve additional semester-credit hours in technical elective
courses at the 300 level or above selected in consultation with an engi-
neering advisor.

F. Concentration in Environmental Science

BI 161-162 Introductory Biology
BI 311 Ecology
CH 111-112 Essentials of Chemistry
ENGR 313 Hydrology
ENGR 402 Environmental Engineering Principles
EAS 201 Earth Science
EAS 302 Advanced Earth Science

G. Concentration in Physics

A minor in physics.

H. Concentration in Operations Research

BA 409 Operations Research
CS 110 Introduction to Computer Science and Java Programming
CS 120 Data Structures
CS 220 Programming in Excel
CS 310 Database Design and Implementation I
EC 201 Principles of Economics I
EC 202 Principles of Economics II
Recommended: CS 230 Software Engineering

I. Concentration in Geographical Information Systems

- GIS 110 Introduction to Geographical Information Systems
- GIS 220 GIS Data and Databases
- GIS 310 GIS Vector Data Analysis and Techniques
- GIS 311 GIS Raster Data Analysis and Techniques
- CS 110 Intro. to Computer Science and Java Programming
- CS 120 Data Structures
- CS 220 Programming in Excel

To earn a Bachelor of Arts degree with a major in mathematics, a student must pass the mathematics senior exit exam and earn a grade of “C” or better in all of the courses listed under “Major Program Requirements,” “Required Cognate Concentration or Minor,” and “Other Program Requirements.” A lesser grade in any of these courses must be replaced before the Bachelor of Arts degree with a major in mathematics will be granted. In addition, lesser grades in any of these courses preclude taking subsequent courses for which the deficient courses are prerequisite.

MINOR IN MATHEMATICS

Minor Program Requirements

- MA 131 Calculus of Single Variable Functions
or MA 121-122 Differential and Integral Calculus
 - MA 232 Differential Equations and Linear Algebra
or MA 141 Introduction to Mathematical Modeling
 - MA 233 Multivariable Calculus
 - MA 334 Advanced Differential Equations and Linear Algebra
- Plus three more 3- or 4-credit mathematics courses at the 300 level or above approved by the mathematics program director.

MAJOR IN MATHEMATICS FOR SECONDARY EDUCATION

Since this is a broadfield major, a minor is not required for licensure.

I. Broadfield Major Program Requirements

- MA 131 Calculus of Single Variable Functions
or MA 121-122 Differential and Integral Calculus
- MA 232 Differential Equations and Linear Algebra
or MA 141 Introduction to Mathematical Modeling
- MA 233 Multivariable Calculus
- MA 306 Real Analysis
- MA 315 Probability and Statistics
- MA 328 Modern Applications of Discrete Mathematics
- MA 334 Advanced Differential Equations and Linear Algebra
- MA 342 Applied Numerical Methods and Analysis

- MA 401 Abstract Algebra and Modern Geometry
- MA 406 Complex Analysis
- MA 421 Mathematical Optimization, Applications, and Analysis
- MA 471 History Seminar in Mathematics
- MA 4xx Honors Thesis/Senior Project (for a total of at least 3 credits)

II. Other Program Requirements

Two semesters of college science approved by the mathematics department.
One English writing course above ENWR 102.

III. Professional Education Requirements

AN/SO 218 Introduction to Native American Studies

ED 102 Foundations of Education

ED/PSY 229 Educational Psychology

ED 245 Diversity Field Experience

ED 305 Classroom Management

ED 318 Content Area Reading and Secondary Methods

ED 405 Education Seminar

ED 410 Student Teaching

ED 412 Measurement & Assessment in Teaching

ED 418 Teaching Mathematics in the Secondary School

PSY 228 Adolescent Psychology

or PSY 105 General Psychology

and PSY 203 Developmental Psychology

SPED 300 Introduction to Exceptional Children

United States and Contemporary World Cultures course(s)—see page 139.

IV. Acceptance into the Teacher Education Program and Student Teaching

Teacher Education Program: Students pursuing academic programs that lead to teacher licensure must be accepted into the teacher education program by the end of their sophomore year. See page 140.

Student Teaching: All preservice teachers must obtain admission to student teaching. See page 142.

To earn a Bachelor of Arts degree with a major in Mathematics for Secondary Education, a student must pass the mathematics senior exit exam and earn a grade of “C” or better in all of the courses listed under “Broadfield Major Program Requirements,” “Professional Education Requirements,” and “Other Program Requirements.” A lesser grade in any of these courses must be replaced before the Bachelor of Arts degree with a major in mathematics for secondary education will be granted. In addition, lesser grades in any of these courses preclude taking subsequent courses for which the deficient courses are prerequisite

Note:

1. All secondary education students must consult both with the Department of Education: Health, Physical, and Teacher and the Department of Mathematics, Engineering, and Computer Science.
2. All Mathematics for Secondary Education students must meet the following requirements: 1) earn a grade of “C” or better in all Professional Education Requirements, Major Program Requirements, and Other Program Requirements; 2) earn a minimum of 2.5 grade point average, and 3) earn a minimum 2.65 grade point average in Major Program Requirements, Other Program Requirements, and Professional Education Requirements.

NURSING

Bachelor of Science

MARIA BROSNAN, MSN, RN, ACNP-BC

KIM GARRISON, MN, RN

DONNA GREENWOOD, MSN, RN

MEREDITH KRUTAR, MSN, FNP-BC

ERIN KUNTZWEILER, MSN, APRN

N. KATHY MCGUIRE, MS, RN, CNL, CNE

CYNDE WATKINS, MSN, RN, FNP-C

Mission

Inspired by the mission of our College, we are dedicated to preparing professional nurses who promote excellence in holistic care. As community leaders, our graduates are critical thinkers, change agents, compassionate and skilled caregivers, as well as lifelong learners. Our graduates serve Montana, our region and the world.

Goals

The Department of Nursing prepares its graduates to enter into the practice of professional nursing with a framework of knowledge integrated from the sciences, arts and humanities. Emphasis is placed on the delivery of holistic nursing care which recognizes the dignity and uniqueness of every person. Completion of the major provides the foundation for life-long learning and graduate study in nursing.

The Faculty of the Department of Nursing seeks distinction in teaching, nursing scholarship, clinical expertise, and planning, directing, implementing and evaluating the curriculum.

Student Learning Outcomes

A graduate of the Department of Nursing will pass the NCLEX-RN licensure examination and enter into the profession of nursing with the following abilities:

1. Integrate knowledge from the sciences, arts and humanities into nursing practice.
2. Critique basic organizational and systems leadership for patient safety and quality care.
3. Utilize theory, research and evidence-based practice to optimize health and well-being.
4. Utilize information management systems and patient care technology.
5. Influence changing social, political, financial, policy, and regulatory environments that affect nursing and the health care system.
6. Demonstrate excellence in communication, including interprofessional communication and collaboration for improving patient health outcomes.
7. Provide health promotion and disease prevention interventions to individuals, families, groups, communities or populations in diverse settings.
8. Assume personal accountability for professionalism and professional values.
9. Uphold the standards of nursing practice as defined by the Montana Nurse Practice Act and the ANA Code of Ethics.
10. Demonstrate Baccalaureate holistic generalist nursing practice across the lifespan.

Major in Nursing

The nursing program at Carroll College offers a Bachelor of Science degree with a major in nursing, preparing students to practice as professional nurses and/or for graduate studies in nursing. Upon graduation, students are eligible to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN). Successful passage of the NCLEX-RN exam is required for practice as a Registered Nurse. The Montana Board of Nursing makes all final decisions on issuance of RN licenses in Montana. The baccalaureate degree in nursing at Carroll College is accredited by the Commission on Collegiate Nursing Education (www.aacn.nche.edu/ccne-accreditation). The program is also approved by the Montana State Board of Nursing.

Baccalaureate Nursing

A baccalaureate degree in nursing represents a comprehensive, holistic approach to the delivery of health care for individuals, families, and both local and global communities. Baccalaureate nurses utilize evidence-based practice models as they assess and plan care for the physical, emotional,

social, and spiritual needs of their clients. Proficient in nursing skills, leadership skills and health systems assessment, the Carroll nursing graduate is well-prepared to function as a generalist practitioner.

Admission to the Nursing Major

Students may enter into courses prerequisite to nursing upon admission to the college, but need to be formally accepted to the nursing major for registration in nursing courses. Applications for admission to the nursing major are accepted in the spring semester each year for admission into the major the following fall semester. All students who currently have listed Pre-Nursing as their major will receive notification regarding the admission process via Carroll College email. Final decisions regarding admission to the nursing major will be made after grades from the spring semester are available. Spring grades are posted by the Friday after graduation and applicants will have until the following Friday to notify the nursing department and/or Registrar of any grade changes. Please note that if there are more applications than spaces available, a Priority Ranking System will be used (see below for details). Students who are currently enrolled and have completed at least twelve or more credit hours at Carroll College by the end of the spring semester will be given admission preference. Students are permitted to apply to the nursing major no more than two times. Students seeking admission into the nursing major must meet the following criteria:

1. Be admitted to Carroll College as a degree seeking student.
2. Complete or be enrolled in the following pre-requisites with a “C” or better at the time of application: BI 201, BI 202, CH 111, CO 101, ENWR 102, PSY 105, PSY 203.
3. BI 201, BI 202, CH 111, CH 112, and BI 214 (or the equivalent of these courses) must have been completed within 5 years of admission to the nursing program at Carroll College. These courses taken prior to the 5-year limit may be analyzed by the nursing department for possible use depending upon individual circumstances.
4. Have an overall college career Grade Point Average of 2.75 or higher on a 4 point scale. (This includes all attempted credits at an accredited college or university.)
5. Repeat or withdraw from no more than two (2) courses considered pre-requisite to nursing or nursing courses taken either at Carroll or other institutions.
6. Complete all required course work, to include independent study or “incompletes”, by established deadlines.
7. Complete criminal background check as instructed by the Department of Nursing, to be paid by the student. Students with background checks that reveal a record will be evaluated individually to determine whether they will be admitted to the nursing major. Alcohol and drug violations may interfere with Montana Board of Nursing approval to sit for the NCLEX-RN exam.

8. Provide documentation of freedom from communicable tuberculosis and immunity to hepatitis B, varicella, measles, mumps, and rubella.
9. Students with an academic integrity violation on file at Carroll College will be evaluated individually to determine whether they will be admitted to the nursing major.

Please note: Meeting the minimum requirements does not guarantee admission to the nursing program.

The Carroll College Department of Nursing has a primary responsibility to the education of future professional nurses—a responsibility seriously recognized by the Admissions Committee, charged with selection of those candidates who best demonstrate the academic achievement, emotional maturity, integrity, and motivation necessary for consideration for admission.

The Department of Nursing reserves the right to accept for admission into the major the number of students for whom a quality educational program can be provided and in order to fulfill the accreditation guidelines mandated by the Commission on Collegiate Nursing Education. If there are more applications than spaces available, the Department will use a Priority Ranking System based on the following criteria to select students for admission. Criteria will be applied after spring grades become available.

1. Successful completion of items 1-9 above.
2. Overall college career Grade Point Average (this includes all attempted credits at an accredited college or university).
3. Selected GPA from the following Carroll courses: BI 201, BI 202, CH 111, CO 101, ENWR 102, PSY 105, and PSY 203. A course from another institution must be accepted at Carroll as an equivalent course to be calculated in this selected GPA.
4. Completion of Core or nursing prerequisites without need for repeating courses (no D's or F's) or withdrawals.
5. Current enrollment and the number of credits completed at Carroll College. Students who have completed 24 or more Carroll credits by the end of the spring semester will be ranked higher on this criteria than students who have completed at least 12 Carroll credits.
6. No academic integrity violation on file in the Registrar's Office at Carroll College.
7. A standardized exam to measure aptitude for nursing success, to be paid by the student, will also be required.
8. Interviews by the Department of Nursing faculty may be required.

Progression in the Nursing Major

To progress in the nursing major, the student must:

1. Have a grade of "C" or better in all nursing classes and the following co-requisites: BI 214, CH 112, MA 207, PHIL 107 or PHIL 208, SO 101.

2. Maintain a minimum CUM Carroll GPA of 2.75 at the end of each semester after admission into the nursing major.
3. Pass/Fail grades may be acceptable for courses not co-requisite to nursing courses as long as the student is within the parameters of the guidelines of the Academic Policies as stated in the Carroll College Catalog currently in effect.
4. In the event of a college academic integrity violation, the student's ability to progress in the nursing major will be determined on an individual basis.
5. Students who receive any legal action that would appear on a criminal background check, such as a misdemeanor or felony charge or conviction, must immediately inform the chair of the nursing department, and will be evaluated individually to determine whether they will be allowed to progress in the nursing major.
6. Students must demonstrate the academic achievement, emotional maturity, integrity, and motivation necessary for progression in the nursing major.

If the student does not meet the above criteria, he or she is not eligible to continue in the nursing major.

Policy related to student withdrawal and re-application to the Nursing major is found in the department of nursing student handbook.

Access to Clinical Experiences

Clinical experience begins in the 200-level nursing courses and occurs in diverse community settings, varying from Helena's hospitals to public health, assisted-living, long-term care, home-visits, and psychiatric and school settings. In addition, on-campus clinical experiences are provided in the on-campus nursing clinical simulation center. Each nursing course at Carroll provides quality, personalized learning experiences.

Students are expected to purchase uniforms, lab coats, nametags, PDAs or other hand-held devices, and other items needed for clinical experience. As part of the application process and, prior to beginning 200-level courses, nursing students must show proof of freedom from communicable tuberculosis and immunity to hepatitis B, varicella, measles, mumps, and rubella. Students are required to have current American Heart Association Basic Life Support for Healthcare Providers certification prior to beginning clinical and must update this CPR certification as required. Students must update their TB test annually and obtain an annual flu vaccination as required.

Professional nursing is regulated in Montana by the Board of Nursing to protect the health, safety, and welfare of the public. As part of their educational program, student nurses are entrusted with the responsibility of providing certain kinds of nursing care to clients/patients. It is the responsibility of the

faculty to determine that the student nurse has demonstrated reasonable competence to render nursing interventions without risk to the client/patient. If the faculty member's evaluation of the student nurse's behavior or health status indicated that he or she is likely to provide unsafe nursing care, the faculty has the legal responsibility to deny the student nurse access to clinical learning experience. Professional liability insurance coverage is required for students engaged in clinical experiences and is included in registration fees.

The Carroll College Department of Nursing reserves the right to make changes in these admission and progression criteria.

CCSNA

The Carroll College Student Nurses' Association is the college chapter for the state and national Student Nurses' Association. CCSNA brings students together to help further the growth of nursing, providing opportunities for education, experience, service and fellowship.

Sigma Theta Tau International (STTI)

STTI is the Honor Society of Nursing, whose vision is to create a global community of nurses who lead using scholarship, knowledge and technology to improve the health of the world's people. Nursing programs at Carroll College and the Montana State University College of Nursing form the STTI chapter for Montana, called Zeta Upsilon. Membership is by invitation to nursing students in the fall of their senior year who demonstrate excellence in scholarship, and to nurse leaders exhibiting exceptional achievements in nursing. An annual induction ceremony is held at either Carroll College or MSU-Bozeman.

The current 4-year curriculum plan for the Carroll College Department of Nursing is available on the nursing homepage of the Carroll College website.

I. Major Program Requirements

55.5 semester credits in nursing, including the following:

NU 201	Fundamentals & Health Promotion
NU 202	Assessment & Health Promotion
NU 208	Applied Nutrition for Health and Healthcare
NU 301	Care of the Childbearing Family
NU 302	Psychosocial Health
NU 304	Illness Across the Lifespan I
NU 305	Clinical Nursing Care I
NU 307	Evidence-Based Practice Research Methods
NU 308	Pathophysiology & Pharmacology
NU 404	Illness Across the Lifespan II

- NU 406 Nursing Leadership & Management
- NU 413 Clinical Nursing II
- NU 414 Community Health Nursing
- NU 417 Capstone Clinical
- NU 427 Comprehensive Nursing Review

II. Other Program Requirements.

- *BI 201 Anatomy & Physiology I
- *BI 202 Anatomy & Physiology II
- *BI 214 Microbiology
- *CH 111 Essentials of Chemistry
- *CH 112 Organic & Biochemistry
- CO 101 Basic Communication
- ENWR 102 College Composition
- MA 207 Statistics
- PHIL 107 Ethics
- or PHIL 208 Bioethics
- PSY 105 General Psychology
- PSY 203 Developmental Psychology
- SO 101 Intro to Sociology

*BI 201, BI 202, CH 111, CH 112, and BI 214 (or the equivalent of these courses) must have been completed within 5 years of admission to the nursing program at Carroll College. These courses taken prior to the 5-year limit may be analyzed by the nursing department for possible use depending upon individual circumstances.

Nursing students will need to purchase lab coat, scrubs, PDA device, nametag and stethoscope in NU 201/202.

PHILOSOPHY

BARRY J. FERST, PH.D.
 EDWARD GLOWIENKA, PH.D.
 ERIC E. HALL, PH.D.
 ELVIRA RONCALLI, PH.D.
 WILLIAM MARK SMILLIE, PH.D.

Mission

The philosophy program develops student understanding of enduring philosophical issues, encourages student capacities for clear thought and critical reflection, and instills in students the love of wisdom. In the study of philosophy, and especially when considering the most fundamental and important questions of human existence, Carroll students become explicitly engaged in the discussion of ultimate truth and ultimate good, described in college Mission Statement. Philosophy majors and minors study and

evaluate major philosophical issues that have perennially occupied philosophers throughout its history, and will be introduced to the ideas of its major thinkers. Our program will prepare students for future graduate study in philosophy as well as many other disciplines, and students taking our course of studies acquire a deeper understanding of the complexity of the contemporary world and critically engage its challenges. Finally, the philosophy department and faculty provide sound and engaging courses to meet the needs of Carroll's liberal arts core.

Student Learning Outcomes

Students majoring in philosophy will:

- Analyze and evaluate important philosophical problems and positions
- Understand the historical development of philosophy and identify its main figures
- Understand normative principles and apply them to moral problems
- Cultivate and develop intellectual habits of clear thinking, critical reflection, sympathetic interpretation, and sophisticated argumentation

MAJOR IN PHILOSOPHY

I. Major Program Requirements

Thirty-six semester credits of philosophy, including the following:

- PHIL 113 Formal Logic
- PHIL 200 Ancient Philosophy
- PHIL 202 Medieval Philosophy
- PHIL 303 Modern Philosophy
- PHIL 324 Ethical Theory
- PHIL 495 Philosophy Seminar

Plus at least one of the following:

- PHIL 310 Metaphysics
- PHIL 313 Epistemology

And at least one of the following:

- PHIL 304 Contemporary Philosophy
- PHIL 315 20th Century European Philosophy

II. Other Program Requirements

1. A modern or classical second language through the intermediate level.
2. Successful completion of a comprehensive examination at the end of the student's senior year. The philosophy examination consists of written answers to questions selected from a previously disclosed list and an oral discussion of the written answers.
3. Students who choose to graduate with honors prepare an honors thesis. At least the director or one reader must be from the philosophy department.

The comprehensive requirement is waived upon successful completion of the thesis.

MINOR IN PHILOSOPHY

Minor Program Requirements

Eighteen semester credits of philosophy, including:

PHIL 495 Philosophy Seminar

and at least two courses from among the following:

PHIL 310 Metaphysics

PHIL 313 Epistemology

PHIL 315 20th Century European Philosophy

PHIL 324 Ethical Theory

PHYSICS

KELLY CLINE, PH.D.

MARY E. KEEFFE, PH.D.

ANTHONY M. SZPILKA, PH.D.

Mission and Goals

The physics major program is intended to help students develop into successful and creative thinkers, who are able to analyze a wide variety of problems, apply appropriate models to them, and derive quantitative predictions from those models. These problem-solving skills are developed in the context of a curriculum which provides a solid grounding in the fundamental concepts of physics and mathematics, while still allowing students the freedom to explore diverse interests in other areas of the liberal arts. Innovative and engaging entry-level courses for freshmen, together with a close linkage to Carroll's strong program in applied mathematics, are distinctive features of the physics major program.

Student Learning Outcomes

Students completing this program should be well-prepared for either employment or graduate study in physics or related technical areas. In particular, they should be able to:

- evaluate and interpret data and analyze information from a variety of sources;
- know or quickly learn how to operate various types of laboratory equipment, including computer-controlled data acquisition;
- develop and analyze mathematical models for physical phenomena;

- apply appropriate approximations that render mathematical problems amenable to analytical solutions or accurate computer simulations;
- communicate effectively, whether orally or in writing, with both technical and non-technical audiences.

MAJOR IN PHYSICS

I. Major Program Requirements

PHYS 155 Robotics & Experimental Physics
 PHYS 160 Einstein's Physics
 PHYS 205 Physics using Calculus I: Mechanics
 PHYS 206 Physics using Calculus II: Electricity and Magnetism
 PHYS/ENGR 305 Electronics and Circuit Analysis I
 PHYS 323 Optics and Electromagnetic Radiation
 PHYS 331 Computational Physics
 PHYS 340 Mechanics*
 PHYS 342 Thermal Physics
 PHYS 345 Electromagnetism
 PHYS 346 Quantum Physics*
 PHYS 452 Advanced Physics Lab*

II. Math Requirements

MA 121 & 122 Differential and Integral Calculus
 or MA 131 Calculus of Single Variable Functions
 MA 141 Introduction to Mathematical Modeling
 MA 233 Multivariable Calculus
 MA 315 Probability and Statistics
 MA 334 Differential Equations and Linear Algebra II
 MA 342 Numerical Computing and Visualization

III. Other Program Requirements

CS 220 Programming in Excel
 ENWR 305 Technical Writing
 CH 101-102 General Chemistry I-II
 or BI 171-172 Biological Principles I-II
 or EAS 201 Earth Science and EAS 302 Advanced Earth Science

Note:

1. *All physics majors must earn a grade of "C" or better in all required courses (Sections I-III above). Students may not enroll in a required course without having first passed its prerequisites with a grade of "C" or better.*
2. *Freshmen entering with a score of 4 or 5 on the Advanced Placement Physics C–Mechanics exam may receive credit for PHYS 205; likewise,*

those with a 4 or 5 on the Advanced Placement Physics C–Electricity/Magnetism exam may receive credit for PHYS 206.

3. PHIL 252 (Philosophy and History of Science) and/or TH 254 (Theology and Science) may be of particular interest to physics majors.

**Pending Approval*

MINOR IN PHYSICS

I. Minor Program Requirements

PHYS 160 Einstein's Physics

PHYS 205 Physics using Calculus I: Mechanics

PHYS 206 Physics using Calculus II: Electricity and Magnetism

PHYS 323 Optics and Electromagnetic Radiation

PHYS/ENGR 305 Electronics and Circuit Analysis I

One additional course from the following list:

ENGR 302 Engineering Mechanics I: Statics

PHYS/ENGR 306 Electronics and Circuit Analysis II

PHYS 331 Computational Physics

PHYS 342 Thermal Physics

PHYS 345 Electromagnetism

PHYS 346 Quantum Physics*

II. Math Requirements

MA 121 & 122 Differential and Integral Calculus

or MA 131 Calculus of Single Variable Functions

MA 141 Introduction to Mathematical Modeling

MA 233 Multivariable Calculus

III. Recommended Course

PHYS 155 Robotics & Experimental Physics

Note: All physics minors must earn a grade of "C" or better in all required courses (Sections I–III above). Students may not enroll in a required course without having first passed its prerequisites with a grade of "C" or better.

**Pending Approval*

MINOR IN PHYSICS FOR SECONDARY EDUCATION

I. Minor Program Requirements

PHYS 160 Einstein's Physics

PHYS 205 Physics using Calculus I: Mechanics

PHYS 206 Physics using Calculus II: Electricity and Magnetism

PHYS 321 Geometrical Optics

PHYS/ENGR 305 Electronics and Circuit Analysis I

II. Math Requirements

MA 121 & 122 Differential and Integral Calculus
or MA 131 Calculus of Single Variable Functions
MA 207 Elementary Statistics
MA 141 Introduction to Mathematical Modeling
MA 233 Multivariable Calculus

III. Other Program Requirements

PHIL 252 Philosophy and History of Science
ED 346 Teaching Science in the Secondary School
Two courses chosen from Astronomy, Chemistry, or Earth Science

IV. Teacher Licensure

To obtain teacher licensure in Physics for Secondary Education, a student must complete:

ED 408 Student Teaching In the Minor Area
or ED 410 Student Teaching

V. Recommended Courses

PHYS 155 Robotics & Experimental Physics
ENGR 302 Engineering Mechanics I: Statics

VI. Acceptance into the Teacher Education Program and Student Teaching

Teacher Education Program: Students pursuing academic programs that lead to teacher licensure must seek admission to the teacher education program by the end of their sophomore year. See page 140.

Student Teaching: In the spring semester of the junior year, all preservice teachers must seek admission to student teaching. See page 142.

Note:

- 1. All Physics for Secondary Education students must meet the following requirements: 1) earn a grade of "C" or better in all Professional Education Requirements, Minor Program Requirements, and Other Program Requirements; 2) earn a minimum 2.5 cumulative grade point average, and 3) earn a minimum 2.65 grade point average in Minor Program Requirements, Other Program Requirements, and Professional Education Requirements.*
- 2. See page 137 for Secondary Education Requirements and Professional Education Requirements for Secondary Education.*

POLITICAL SCIENCE

JEREMY JOHNSON, PH.D.

ERIK K. PRATT, PH.D.

WILLIAM B. PARSONS JR., PH.D.

ALEX STREET, PH.D.

Mission and Goals

Whether your goal is a career in law, politics, Foreign Service, teaching or journalism, Carroll's Department of Political Science will provide the training necessary to prepare you for your future. With excellent professors, courses that require students to develop their writing, critical thinking, and communication skills, and abundant opportunities to gain practical experience through Carroll's legal and political internship programs, Carroll political science graduates are uniquely prepared for the demands of the professional world and the rigors of graduate studies or law school.

With an impressive 13-to-1 student-to-faculty ratio and modest class sizes, Carroll students enjoy the opportunity to establish close relationships with their instructors and receive individualized attention from professors, who maintain a keen interest in their students' achievements. Carroll professors are committed to providing rigorous academic challenges in an atmosphere that values ethics and moral principles. You will emerge from Carroll prepared to lead and succeed in both your work and personal endeavors.

Student Learning Outcomes

Graduates of the Political Science program will:

- Gain general knowledge of political science;
- Gain effective communication skills; and
- Gain analytical and critical thinking skills in preparation for professional careers.

MAJOR IN POLITICAL SCIENCE

I. Major Program Requirements

Thirty-three semester credits of political science courses, including:

PO 100 Justice and the Just Society: Introduction to Politics

PO 102 Introduction to Comparative Politics

PO 104 American National Government

PO 115 International Relations

PO 495 Senior Seminar

Of the remaining 18 PO credits, at least 6 credits must be at the 300 level, consisting of courses located in at least two of the following three areas:

Comparative Politics and International Relations

- PO 324 Topics in Comparative Politics of Industrialized Countries
- PO 328 The Developing World
- PO 342 War and Peace

American Politics

- PO 310 Selected Topics in Public Policy
- PO 312 Elections, Political Parties, and Public Opinion
- PO 315 Congress and the Presidency

Political Theory

- PO 330 Topic in Political Theory
- PO 331 Classical Political Thought
- PO 332 Late Modern Political Thought

II. Other Program Requirements

A. Foreign Language or Quantitative Analysis Option

Option I: Two consecutive semesters of modern foreign language. Those with previous language training are urged to begin at the appropriate level to fulfill the two-course requirement.

Option II: MA 207 Elementary Statistics and PO 306 Political Research Methods. Both courses assume a basic knowledge of algebra.

B. Writing Competence for Majors and Minors

The Political Science department expects its students to be able to write well. All majors and minors are required to take ENWR 302 Expository Writing or ENWR 305 Technical Writing.

MAJOR IN POLITICAL SCIENCE FOR SECONDARY EDUCATION

I. Major Program Requirements

Thirty semester credits of political science courses, including:

- PO 102 Introduction to Comparative Politics
- PO 104 American National Government
- PO 115 International Relations
- PO 205 Early Modern Political Thought
- PO 216 American Political Thought
- PO 230 Montana State Politics
- PO 310 Selected Topics in Public Policy
- PO 312 Elections, Political Parties, and Public Opinion

II. Other Program Requirements

- MA 207 Elementary Statistics

III. Program Recommendations

PO 222 United States Foreign Policy

IV. Professional Education Requirements

AN/SO 218 Introduction to Native American Studies

CS 103 Instructional Media and Technology

ED 102 Foundations of Education

ED/PSY 229 Educational Psychology

ED 245 Diversity Field Experience

ED 305 Classroom Management

ED 318 Content Area Reading and Secondary Methods

ED 344 Secondary Social Studies

ED 405 Education Seminar

ED 410 Student Teaching

ED 412 Measurement and Assessment in Teaching

PSY 228 Adolescent Psychology

or PSY 105 General Psychology

and PSY 203 Developmental Psychology

SPED 300 Introduction to Exceptional Children

United States and Contemporary World Cultures course—See page 139.

Note: Students interested in Political Science for Secondary Education should also consider the Social Studies for Secondary Education, History and Political Science for Secondary Education or History, Political Science, and Social Studies for Secondary Education broadfield majors.

V. Acceptance into the Teacher Education Program and Student Teaching

Teacher Education Program: Individuals pursuing academic programs that lead to teacher licensure must seek admission to the teacher education program by the end of their sophomore year. See page 140.

Student Teaching: In the spring semester of the junior year, all preservice teachers must seek admission to student teaching. See page 142.

Note:

1. *All Political Science for Secondary Education students must meet the following requirements: 1) earn a grade of “C” or better in all Professional Education Requirements, Major Program Requirements, and Other Program Requirements; 2) earn a minimum 2.5 cumulative grade point average, and 3) earn a minimum 2.65 grade point average in Major Program Requirements, Other Program Requirements, and Professional Education Requirements.*
2. *See page 137 for Secondary Education Requirements.*

MINOR IN CONSTITUTIONAL STUDIES

The Constitutional Studies minor provides interdisciplinary training in the politics, history, and philosophy of constitutional government. As an interdisciplinary liberal arts major, it aims to help students achieve the following outcomes: to gain general knowledge of constitutional government in the United States and abroad and to develop effective communication, analytical and critical thinking skills. While completing this minor might constitute excellent preparation for law or graduate school, it is not a prerequisite for any further study of the law.

I. Minor Program Requirements

Twenty-one semester credits. To satisfy the interdisciplinary requirement, students must complete courses from at least three different disciplines (HI, PHIL, PO, SO, TH).

Foundations in the American Constitutional Tradition (6 credits required):

PO 104 American National Government
or HI 121 History of the United States I
PO 205 Early Modern Political Thought
or PO 216 American Political Thought

Students must complete credits from each of the following three concentrations:

The American Founding and American Constitutional History (3 credits):

HI 121 History of the United States I
HI 122 History of the United States II
HI 322 Civil War and Reconstruction
PO 104 American National Government
PO 210 Introduction to Constitutional Law
PO 216 American Political Thought
PO 230 Montana State Politics
PO 315 Congress and the Presidency
PO 380 Moot Court
SO 314 Sociology of Law

Comparative Constitutionalism and International Law (6 credits):

HI 241 History of the Modern Middle East
HI 251 Introduction to East Asia
HI 271 History of Modern Latin America
HI 291 Modern African History
PO 102 Introduction to Comparative Politics
PO 324 Topics in Comparative Politics of Industrialized Countries
PO 348 International Negotiation Simulation

Constitutionalism: History and Philosophy (6 credits):

PHIL 256	Social and Political Philosophy
PHIL 315	20th Century European Philosophy
PHIL 324	Ethical Theory
PO 100	Introduction to Political Thought
PO 205	Early Modern Political Thought
PO 331	Classical Political Thought
PO 332	Late Modern Political Thought
TH 263	Modern Catholic Social Teaching

MINOR IN POLITICAL SCIENCE

I. Minor Program Requirements

Twenty-one semester credits of political science courses, including:

PO 100	Justice and the Just Society: Introduction to Politics
PO 102	Introduction to Comparative Politics
PO 104	American National Government
PO 115	International Relations

II. Other program requirements

The Political Science department expects its graduates to be able to write well. In this regard all majors and minors are required to take ENWR 303, Expository Writing or ENWR 305 Technical Writing.

PSYCHOLOGY

LESLIE A. ANGEL, PH.D.
CHRIS COLLINS, PH.D.
BRAD ELISON, ED.D.
JESSICA MCMANUS, PH.D.
ANNE PERKINS, PH.D.

Mission and Goals

The Psychology Department is designed to prepare students for entry into professional degree programs, employment in applied professional programs that offer human services, and/or entry into a wide range of activities that may require a thorough understanding of human thinking and behavior.

Student Learning Outcomes

Students who successfully complete the degree in psychology are expected to have:

- An understanding of the theories, principles, methods, and applications that define the discipline of psychology.
- The critical and analytical thinking skills needed to solve problems that are germane to the human condition.

- Research skills that include formulating hypotheses, selecting appropriate research designs for the questions asked, using and interpreting data analyses for descriptive and inferential research.
- Communication skills using APA writing style and oral communication in group settings.
- A passion for improving the human condition using a holistic biopsychosocial perspective.

MAJOR IN PSYCHOLOGY

I. Major Program Requirements

PSY 105 General Psychology
 PSY 203 Developmental Psychology
 or PSY 227 Child Psychology
 and PSY 228 Adolescent Psychology
 PSY 216 Social Psychology
 PSY 222 History and Systems in Psychology
 PSY 304 Theories and Practice in Counseling Psychology
 PSY 305 Junior Seminar
 PSY 306 Abnormal Psychology
 PSY 307 Learning
 PSY 309 Research Methods
 PSY 414 Physiological Psychology
 PSY 416 Brain and Behavior

One additional Psychology elective to be chosen from the following list

ANZ 441 Animal Behavior
 LL 220 Introduction to Linguistics
 PSY 308 Health Psychology
 PSY 311 Theories of Personality
 PSY 314 Cognitive Psychology
 PSY 320 Clinical Issues with Children and Adolescents
 PSY 310 Human Sexuality

One of the following:

PSY 388 General Psychology Teaching Assistantship
 PSY 425 Psychology Internship
 PSY 486 Independent Research in Psychology
 PSY 499 Honors Thesis

II. Other Program Requirements

MA 207 Elementary Statistics

Comprehensive Field Test in Psychology: Students are required to take the Comprehensive Field Test in Psychology during the Fall Semester of their Senior Year at a time and place designated by the department. Some graduate schools will require the GRE test in addition to this field test.

MINOR IN PSYCHOLOGY

Minor Program Requirements

Twenty-one semester credits of psychology courses chosen with the advice of faculty in the Psychology Department.

MINOR IN PSYCHOLOGY FOR SECONDARY EDUCATION

I. Minor Program Requirements

Eighteen semester credits of psychology courses, including:

PSY 105 General Psychology
PSY 216 Social Psychology
PSY 228 Adolescent Psychology
PSY 306 Abnormal Psychology
PSY 309 Research Methods I

II. Other Program Requirements

PSY/ED 229 Educational Psychology
ED 344 Secondary Social Studies

III. Teacher Licensure

To obtain teacher licensure in Psychology for Secondary Education, a student must complete:

ED 408 Student Teaching in the Minor Area
or ED 410 Student Teaching

IV. Acceptance into the Teacher Education Program and Student Teaching

Teacher Education Program: Students pursuing academic programs that lead to teacher licensure must seek admission to the teacher education program by the end of their sophomore year. See page 140

Student Teaching: In the spring semester of the junior year, all preservice teachers must seek admission to student teaching. See page 142.

Notes:

- 1. See page 137 for Secondary Education Requirements and Professional Education Requirements for Secondary Education.*
- 2. All Psychology for Secondary Education students must meet the following requirements: 1) earn a grade of “C” or better in all Professional Education Requirements, Minor Program Requirements, and Other Program Requirements; 2) earn a minimum 2.5 cumulative grade point average, and 3) earn a minimum 2.65 grade point average in Minor*

Program Requirements, Other Program Requirements, and Professional Education Requirements.

3. *Students pursuing a minor in psychology for secondary education may be required to student teach outside the Helena area.*

PUBLIC HEALTH

JENNIFER LOWELL, PH.D.

KELLY PARSLEY, M.A.

GERALD SCHAFER, PH.D.

Mission

The Public Health and Health Sciences majors are designed for students seeking to enter the health professions. If the United States is to reverse the present trend of deteriorating health of its citizens, and do so within an affordable framework, the next generation of health professionals must be conversant with a new health promotion paradigm. The Public Health and Health Sciences majors introduce students to this new paradigm through an integrated biological, psychological, and sociological approach to promoting health that encourages a shift from reliance primarily on dollars and technology to informed citizen participation.

The Public Health major is designed for students interested in becoming Health Education Specialists. Health Education Specialists primarily work for organizations in the community that focus on improving health. The Health Sciences major is designed for students seeking to pursue clinical fields such as physical therapy, physician's assistant, occupational therapy, and pharmacy.

Goals

1. To provide students with the specialized knowledge, skills, and global perspective they need to pursue their chosen health profession.
2. To provide students with practical experience that will supplement their academic work and facilitate their entry into a chosen health career.
3. To guide students in developing and articulating a personal and professional perspective that is relevant to improving the health of citizens locally, nationally, and globally.

Student Learning Outcomes

Learning outcomes for students in the Public Health Program are set by the National Consortium for Health Science Education:

1. Foundational Knowledge of Public Health: Students will gain foundational knowledge for proficiency in basic epidemiologic principles,

including diseases and disorders, surveillance techniques, statistical applications, and data presentation.

2. Communication Skills: Students will demonstrate effective oral and written communication skills both individually and in groups.
3. Healthcare Delivery Systems: Students will be able to identify how various healthcare systems affect the services they provide and quality of care delivered.
4. Employability Skills: Students will demonstrate key employability skills including development of resumes, personal statements, and interview skills.
5. Legal and Ethical Responsibilities: Students will understand accepted ethical practices with respect to regulations, policies, laws and legislative rights of citizens.
6. Health Care Maintenance: Students will understand the fundamentals of wellness, healthy behaviors, and the prevention of disease.

MAJOR IN PUBLIC HEALTH

Major Program Requirements

BI 102 Human Biology
ENWR 303 Grant Writing (WI)
HPE 101 or 102 (1) Activity Courses
HS 198 Introduction to Health Sciences
HS 230 Introduction to Epidemiology
HS 303 Public Health Nutrition
HS 307 Evidence Based Research Methods in Health Sciences (WI)
HS 329 Public Health and the Environment
HS 335 Health Policy, Management and Issues: National and Global Perspectives (ND or GD)
MA 207 Statistics
PH 330 Public Health Promotion and Methods (ND or GD)
PH 333 Public Health Theories and Practice
PH 405 Senior Seminar (WI)
PH 410 Management of Health Promotion Programs
PH 415 Internship (1–6 credits)
PHIL 208 Bioethics
or PHIL 206 Environmental Ethics
or TH 222 Health Care Ethics
PSY 105 General Psychology

Students interested in public health science are encouraged to take additional natural science courses.

Recommended Courses (depending on interest)

- CO 206 Small Group Communication
- CO 325 Intercultural Communication
- CO 360 Communication & Well-Being
- GIS 110 Introduction to Geographic Information Systems
- PSY 203 Developmental Psychology
- PSY 308 Health Psychology
- Additional Psychology courses depending on interests
- SO 101 Introduction to Sociology
- SO 351 Medical Sociology
- Business Management courses
- HPE courses

MINOR IN PUBLIC HEALTH

Foundation Courses

Three foundation courses (9 credits) from the following:

- HS 230 Epidemiology
- PH 330 Public Health Promotion and Methods (ND or GD)
- PH 333 Public Health Theories and Practice
- HS 303 Public Health Nutrition
- HS 329 Public Health and the Environment

Electives

A minimum of four courses (12/13 credits) from the following approved electives; additional foundation courses may also be used:

- BI 102 Human Biology
- CO 360 Health Communications
- GIS 110 Intro to GIS
- ENWR 303 Grant Writing (WI)
- ES 121 Environmental Science
- HPE 135 Intro to Wellness
- HPE 234 Sports Nutrition and Conditioning
- HS 198 Exploration of Health/ Wellness Issues
- HS 307 Evidenced Based Research in Health Sciences (WI)
- HS 335 Health Policy, Management, & Issues: National & Global Perspectives (ND or GD)
- PH 410 Management of Health Promotion Programs
- PHIL 206 Environmental Ethics
- PHIL 208 Bioethics
- PSY 308 Health Psychology
- SO 251 Gender, Health, & Medicine
- SO 291 Social Gerontology
- SO 351 Medical Sociology
- TH 222 Health Care Ethics

ADMISSION TO PUBLIC HEALTH AND HEALTH SCIENCES INTERNSHIP PROGRAM

All Public Health and Health Sciences majors must apply for admission to the internship program. Applicants must have a minimum of 2.5 GPA or better in all requirements for the major. Planning for internships must occur during the semester prior to participating in an internship. Failure to do so may cancel the student's opportunity to participate in an internship during the fall and/or spring semesters of the following school year. For more information, see the program's web page.

PUBLIC RELATIONS

ALAN HANSEN, PH.D

CHARLOTTE M. JONES, PH.D.

DOREEN KUTUFAM, PH.D.

BRENT NORTHUP, M.A.

Mission

Our broadest departmental mission is to educate the mind and illuminate the spirit of students through systematic coursework and holistic advising.

Our departmental goals are both education/vocational and holistic. Educational/vocational goals are related to graduate school and/or specific communication-related careers. The student learning outcomes—and holistic goals—reflect the broad Carroll mission of educating the entire person including both the mind and the spirit.

Departmental Goals

The educational/vocational mission of the Communication Department:

1. to teach students to communicate effectively
2. to prepare students for a career in a communication-related field
3. to prepare students for possible graduate study in communication or a related field
4. to prepare a student for a possible career in public relations
5. to prepare students for a possible career in journalism
6. to prepare students for a possible career as a secondary education teacher of communication, speech or forensics
7. to train students to succeed in intercollegiate forensics competition

Student Learning Outcomes

The student learning outcomes of the Communication Department are:

1. students will learn to use communication constructively and unselfishly, to serve others and to promote peace on all levels—interpersonal, societal and global
2. students will learn the moral foundations of communication, which include the need to treat every person with reverence
3. students will gain intercultural awareness in order to treat people of all backgrounds with tolerance and respect
4. students will gain practical communication skills—such as conflict management skills, small group communication skills and relationship-building skills—which can enhance the personal life of students for a lifetime

MAJOR IN PUBLIC RELATIONS WITH AN AREA OF CONCENTRATION

I. Major Program Requirements

Thirty three semester credits of interdepartmental studies, including:

CO 101	Basic Communication
CO 206	Small Group Communication
CO 215	Introduction to Public Relations: Theory
CO 216	Introduction to Public Relations: Practice
CO 225	Professional Communication
CO/ENWR 306	Writing for the Print Media
CO 308	Communication Ethics
CO 310	Mass Media
CO 340	Interpersonal Communication Theory
CO 395	Research Methods
CO 425	Career Internship
CO 495	Senior Practicum: The Graceful Exit

Plus one or more of the following areas of concentration (15 credits):

A. Marketing

BA 306	Marketing
CO 320	Organizational Communication
BA 375	Fundamentals of Management

Plus 2 of the following:

BA 320	Market Research
BA 322	Consumer Behavior
BA 324	Marketing Communications and Promotions
BA 326	New Product Development
BA 401	International Marketing

B. Print Journalism

- ART 114 Photography I
- CO 108 Digital Publishing
- CS 213 Computer Applications in Business
or CS 201 Web Graphics, Animation, and Layout
- ENWR 305 Technical Writing
- CO 236-237 Prospector Student Newspaper (two semesters, totaling three credits)

C. TV Production

- CO 165 Fundamentals of TV & Film Production I
- CO 166 Fundamentals of TV & Film Production II
- CO 265 Basic Single Camera Production
- CO 365 Saints TV
- CO 425 Career internship at a TV station (two semesters totaling 3 credits)

The Department of Communication will administer a two-part comprehensive exam at the end of each student's senior year. The first part, an oral presentation, is required by all students. The second part, the comprehensive on all communications coursework is not required of students who complete CO 499, Honors Thesis.

MINOR IN PUBLIC RELATIONS

Minor Program Requirements

- BA 306 Marketing
- CO 108 Digital Publishing
or CO/ENWR 306 Writing for the Print Media
- CO 206 Small Group Communication
or CO 308 Communication Ethics
- CO 215 Introduction to Public Relations: Theory
- CO 216 Introduction to Public Relations: Practice
- CO 310 Mass Media
- CO 236-237 Prospector Student Newspaper

MINOR IN TV PRODUCTION

18 credits, including:

- CO 165 Fundamentals of TV & Film Production I
- CO 166 Fundamentals of TV & Film Production II
- CO 265 Basic Single Camera Production
- CO/ENWR 306 Writing for the Print Media
- CO 310 Mass Media
- CO 425 Career internship at TV station

READING

LYNETTE Z. ZUROFF, ED.D.

Mission

The teacher education unit's mission is to prepare students for lifelong learning, developing future educators' intellect, imagination, self-confidence, and motivation, while preparing them for the teaching profession. Students investigate, reflect, analyze, and judge reality and truth through inquiry and discussion. Committed to educating each student as a total human being, the teacher education unit helps students to receive, respond to, organize, and characterize values. Specifically, students develop values about teaching, society, health behaviors, moral issues, education, and political influences. We ask our students to think boldly about the opportunities and responsibilities presented to us by a rapidly changing world. Students within the department are encouraged to live Carroll College's mission by participating in community service and by interacting with children and adults from diverse cultural, religious, economic, and intellectual backgrounds.

The teacher education unit advances this mission as it works within the conceptual framework of Carroll College's teacher education unit. That framework is built upon a liberal arts education, structured by traditional educational philosophies, and embraced by an atmosphere of dignity, which values justice of all persons.

Goals and Objectives

The goal of Carroll College's teacher education program is to assist students in developing teaching competencies in their chosen fields and help them become educational leaders capable of responding to their students' individual needs. Teacher education graduates will demonstrate competence in the 10 INTASC standards, as well as three additional Montana standards. The following dispositions, skills, and knowledge are to be viewed in conjunction with specific goals and objectives established for the college and for each required professional education course.

Dispositions

1. Demonstrate an attitude of professionalism through
 - a. his/her behavior as a role model to students;
 - b. continuing self-development;
 - c. ethical behavior;
 - d. peer support;
 - e. contributions to the growth of the profession.
2. Maintain healthy student/teacher relationships.
3. Exhibit continued enthusiasm for teaching profession.

4. Have appropriate relationships with administrators, teachers, support personnel, parents, and other community members.
5. Be encouraged to participate in community service.
6. Project a positive self-image.
7. Appreciate the whole person by recognizing the uniqueness of each individual student.

Skills

1. Classroom management and coping
2. Classroom motivation and interaction
3. Planning and lesson design
4. Teaching strategies
5. Instructional decision making
6. Problem-solving inquiry
7. Student diagnosis
8. Media and technology resource
9. Effective peer group interaction
10. Effective listening, speaking, reading, writing, thinking, and viewing.

Knowledge

1. Content (subject matter)
2. Law and ethics
3. Referral systems
4. Instruction of the special child
5. Child development, sociology, learning theory, self-concepts, philosophies of education
6. Comprehension, analysis, and evaluation of print and non-print information and messages
7. Standard conventions of writing and speaking
8. Analysis of literature and fine arts
9. Mathematics
10. Science
11. Social studies
12. Connecting learning with workforce and fulfillment of living

In addition to the above goals and objectives, each licensure area has goals and objectives.

MINOR IN READING (K-12)

I. Minor/Professional Education Program Requirements

- | | |
|--------|--|
| ED 228 | Children's Literature |
| ED 318 | Content Area Reading and Secondary Methods |
| ED 323 | Teaching the Communication Arts I |
| ED 324 | Diagnostic-Based Interventions in Literacy Instruction |
| ED 325 | Teaching the Communication Arts II |

- ED 407 Organization and Administration of the Reading Program
ED 412 Measurement and Assessment in Teaching

II. Other Program Requirements

- ENLE 365 Young Adult Literature
SPED 304 Students with High Incidence Disabilities

Recommended:

- LL 400 Theories and Methods of Learning and Teaching Language
or TESL 394 Teaching Methods of English to Speakers of Other Languages:
Listening, Speaking, Reading, Writing, and Grammar

III. Teacher Licensure

To obtain teacher licensure in Reading K-12, a student must complete:

- ED 408 Student Teaching in the Minor Area
or ED 410 Student Teaching

IV. Acceptance into the Teacher Education Program and Student Teaching

Teacher Education Program: Students pursuing academic programs that lead to teacher licensure must seek admission to the teacher education program by the end of their sophomore year. See page 140.

Student Teaching: In the spring semester of the junior year, all preservice teachers must seek admission to student teaching. See page 142.

Note:

1. See page 137 for *Secondary Education Requirements*, and *Professional Education Requirements for Secondary Education*.
2. All Reading K-12 students must meet the following requirements: 1) earn a grade of “C” or better in all *Professional Education Requirements*, *Minor Program Requirements*, and *Other Program Requirements*; 2) earn a minimum 2.5 cumulative grade point average, and 3) earn a minimum 2.65 grade point average in *Minor Program Requirements*, *Other Program Requirements*, and *Professional Education Requirements*.

TRANSPORTATION

Transportation is not provided to or from classes, including those held off campus

SOCIAL STUDIES FOR SECONDARY EDUCATION

JOE HELBLING, PH.D.

JONATHAN C. MATTHEWS, PH.D.

LYNETTE E. ZUROFF, ED.D.

MAJOR IN SOCIAL STUDIES FOR SECONDARY EDUCATION

This broadfield major comprises 54 semester credits of content-area course work, with a concentration in history and political science and additional course work in economics, geography, psychology, and/or sociology. Since the major and minor are combined in this program, a teaching minor is not required for licensure.

I. Major Program Requirements

Twenty-four credits of History, including:

HI 101-102 History of Western Civilization

HI 121-122 History of the United States

Non-Western History Course (e.g. HI 241, 251, HI 271, HI 291)

HI 231 Montana and the West

or HI 224 History of the American West

HI 494 Historiography

HI 495 Research Seminar in History

Eighteen credits of Political Science, including:

PO 104 American National Government

PO 115 International Relations

PO 205 Early Modern Political Thought

PO 216 American Political Thought

PO 222 U.S. Foreign Policy

PO 250 Topics in American Politics

Twelve credits in one of the following areas:

Economics, Geography, Psychology, or Sociology

Courses in Professional Education Program Requirements may also count toward partially meeting the 12-credit requirement in Economics, Geography, Psychology, or Sociology.

II. Professional Education Program Requirements for Social Studies Major

AN/SO 218 Introduction to Native American Studies

CS 103 Instructional Media and Technology

ED 102 Foundations of Education

ED/PSY 229 Educational Psychology

ED 245 Diversity Field Experience
ED 305 Classroom Management
ED 318 Content Area Reading and Secondary Methods
ED 344 Secondary Social Studies
ED 405 Education Seminar
ED 410 Student Teaching
ED 412 Measurement and Assessment in Teaching
PSY 228 Adolescent Psychology
or PSY 105 General Psychology
and PSY 203 Developmental Psychology
SPED 300 Introduction to Exceptional Children
United States and Contemporary World Cultures course(s)—See page 139.

III. Acceptance into the Teacher Education Program and Student Teaching

Teacher Education Program: Students pursuing academic programs that lead to teacher licensure must seek admission to the teacher education program by the end of their sophomore year. See page 140.

Student Teaching: In the spring semester of the junior year, all preservice teachers must seek admission to student teaching. See page 142.

Note:

1. *Students interested in Social Studies for Secondary Education should also consider the History and Political Science for Secondary Education or History, Political Science, and Social Studies for Secondary Education broadfield majors.*
2. *All Social Studies for Secondary Education students must meet the following requirements: 1) earn a grade of “C” or better in all Professional Education Requirements, Major Program Requirements, and Other Program Requirements; 2) earn a minimum 2.5 cumulative grade point average, and 3) earn a minimum 2.65 grade point average in Major Program Requirements, Other Program Requirements, and Professional Education Requirements.*

SOCIOLOGY

ELIZABETH CHUTE, PH.D.

JAMIE DOLAN, PH.D.

DAVID MCCANNA, PH.D

JOHN RUNDA, PH.D.

LAURI TRAVIS, PH.D

Mission

The sociology department is based on a Liberal Arts curriculum to study and understand ourselves and others. Key to this is the sociological statement posed by Peter Berger that “Things are not what they seem.” This understanding includes what C. Wright Mills coined as the “sociological imagination,” a research tool that comprises a sense of our place in time, our social class, our various social roles and expectations, and our life influences as well as our cultural values, norms, family, religion, and so on. Sociology attempts to make sense out of the everyday through theory. It is involved with the everyday, thus it is necessary to continuously tie together the theoretical and the practical, as well as the empirical with the experiences of each individual’s life.

Goals

In a Christian and Catholic education, we add a special emphasis upon “placing ourselves in the shoes of others.”

We work towards understanding and addressing social inequalities.

As the students gain these perspectives and think sociologically, they are prepared to serve occupations and vocations related to human situations. They have the skills to analyze various proposals for solving and/or ameliorating human problems guided by the realities of the facts they have learned.

Student Learning Outcomes

In pursuing this program, students will learn:

1. The ability to put themselves in the place of others and try to understand their situation.
2. The ability to step back and look at the context of human behavior.
3. The ability to analyze the manner in which social problems are often based in the social structure as opposed to individual actions.
4. The ability to place the “lens” of the sociological imagination within a social justice context.

MAJOR IN SOCIOLOGY (42-46 credits)

I. Major Program Requirements (16 credits)

Thirty-seven semester credits of sociology courses including:

- SO 101 Introduction to Sociology
- SO 200 Social Problems
- SO 331 Social Science Research Methods (4 credits)
- SO 392 Modern Sociological Theory
- SO 495 Senior Seminar in Sociology

II. Other Program Requirements (6 credits)

- MA 207 Elementary Statistics
- ENWR 302 Expository Writing
- or ENWR 305 Technical Writing (recommended for Criminology emphasis)

All Sociology majors are encouraged to complete at least one internship if at all possible.

III. Specialization Areas

a. Broad Field Sociology:

Nine of the remaining 21 credits must be upper division and should be chosen with the assistance of an advisor.

b. Sociology/Criminology:

All students specializing in Criminology must take these four courses (12 credits).

- SO 262 Alcoholism, Drug Abuse and Dependency
- SO 309 Crime and Criminology
- SO 312 Juvenile Delinquency and Deviant Behavior
- SO 314 Sociology of Law

Take 3 of the following courses with the advice of an advisor (5-9 credits)

- SO 208 The Family
- SO 216 Social Psychology
- SO 218 Introduction to Native American Studies
- SO 220 Sociology of Sport
- SO 225 Sociology of Gender
- SO 317 Ethnic and Racial Relations
- SO 389 Special Topics courses in Criminology (spring 2014)
- SO 389 A International Crime
- SO 389 B Comparative Justice Systems

The following are recommended courses in other disciplines

- HIS 121-122 History of the United States
- PO 201 Introduction to the Legal Profession
- PSY 105 General Psychology

PSY 228 Adolescent Psychology

PSY 306 Abnormal Psychology

c. Medical/Health Field–Pre-Social Work–Human Services.

Nine of the remaining 21 credits must be upper division and may include one or more of the following specialization areas:

One of the following courses (3 credits)

SO 218 Introduction to Native American Studies

SO 317 Ethnic and Racial Relations

Six of the following courses (18 credits)

SO 208 The Family

SO 216 Social Psychology

SO 225 Sociology of Gender

SO 231 Demography

SO 251 Gender, Health, and Medicine

SO 262 Alcoholism, Drug Abuse, and Dependency

SO 291 Social Gerontology

SO 360 Environmental Sociology

SO 351 Medical Sociology

SO 355 Sociology of Emotions

SO 425 Sociology Internship

The following are recommended courses in other disciplines

CO 360 Communication and Well-Being

ENWR 303 Grant Writing

PSY 105 General Psychology

PSY 304 Abnormal Psychology

d. Rural, Urban, and Regional Planning/Government Employment

Nine of the remaining 21 credits must be upper division.

Both of the following (6 credits)

SO 215 Contemporary Issues in Rural and Urban Sociology

SO/AN 218 Introduction to Native American Studies

Five of the following courses to be chosen with the assistance of an advisor

SO 216 Social Psychology

SO 225 Sociology of Gender

SO 230 Social Movements

SO 231 Demography*

SO 291 Social Gerontology

SO 262 Alcoholism, Drug Abuse and Dependency

SO 314 Sociology of Law

SO 317 Ethnic and Racial Relations

SO 351 Medical Sociology

SO 340 Sociology of Organizations

- SO 360 Environmental Sociology
- GIS 110 Introduction to GIS (strongly recommended as is the Certificate Program in GIS)
- SO 425 Internship in Sociology

The following are recommended courses in other disciplines

- GIS Certificate Program (highly recommended)
- CO 206 Small Group Communication
- CO 325 Intercultural Communication
- ENWR 303 Grant Writing
- EC 201-202 Principles of Economics
- EC 203 Project Management Economics
- PO 230 Montana State Politics
- PO 250 Contemporary Issues in American Politics
- PO 314 Public Administration and Politics
- PO 319 Urban Politics

To earn a Bachelor of Arts degree with a major in sociology a student must earn a grade of “C” or better in all of the courses listed under Major Program Requirements, Other Program Requirements, and Specialization Areas. A major thesis, written in SO 495 Senior Seminar, is the capstone of the sociology major.

MINOR IN SOCIOLOGY

1. Minor Program Requirements:

Twenty-one semester credits of sociology courses including:

- SO 101 Introduction to Sociology
- SO 392 Modern Social Theory

At least 6 of the remaining 15 credits required must be upper division (300-400 level) courses

To earn a minor in sociology a student must earn a grade of “C” or better in all of the courses listed under “Minor Program Requirements.”

Further Information:

Pre-physical therapy—for complete information see pre-physical therapy under pre-professional programs and speak with the advisor for the program. Courses that may be appropriate:

- SO 291 Social Gerontology
- SO 351 Medical Sociology
- SO 352 Field Course in Medical Sociology (1 credit)
- SO 262 Alcoholism, Drug Abuse, and Dependency
- SO 317 Ethnic and Racial Relations
- or SO 218 Introduction to Native American Studies
- SO 220 Sociology of Sport

SPANISH

TOMAS L. GRAMAN, PH.D.

RYAN HALLOWS, PH.D.

ALEXIS J. RINCÓN, M.S.

Mission and Goals

The Spanish program is designed to provide students with the special knowledge, skills, and pedagogy needed to enter graduate or professional schools or to gain employment in their field.

Student Learning Outcomes

Students completing this program will gain:

- an understanding of the basic knowledge, concepts, and critical theories of the major field: Hispanic literature, linguistic, and culture;
- the critical thinking skills needed for generating and analyzing both literary and expository texts;
- an ability to read, speak, and write in Spanish;
- the writing and speaking skills needed to communicate effectively in a variety of professional settings;
- an understanding and appreciation of cross-cultural issues.

This major program of study offers sound preparation for graduate study in literature, languages, linguistics, or writing. In addition, it is possible for a student to design a program to prepare for studying law, journalism, social work, the medical profession, or communications. An option is available in the senior year to intern in the local community for practical experience under SP 451 Career Internship.

MAJOR IN SPANISH

I. Major Program Requirements

Twenty-seven (27) hours of upper-division courses beyond SP 204.

SP 101-102 Acquisition of Spanish I and II*

SP 203-204 Acquisition of Spanish III and IV*

Eighteen (18) upper-division Spanish credits from the following courses:

SP 304 Spanish Phonetics and Phonology

SP 305 Reading and Writing in Spanish

SP 306 Spanish Morphology & Syntax

SP 307 or 308 The Hispanic Short Story I or II

SP 403 or 404 Culture and Literature of Latin America I or II

and any one of the following four classes:

SP 301-302 Spanish Conversation

SP 401-402 Culture and Literature of Spain I or II

*See page 22 for language placement guidelines.

II. Other Program Requirements

1. SP 415 Spanish Lab Coordinator Internship (one credit per semester; a maximum of two credits per academic year)
2. LL220 Introduction to Linguistics
3. Successful participation in an approved program of study in a Spanish-speaking country. An approved program of study must satisfy the following requirements:
 - a. All classes must be taken in Spanish.
 - b. Students must participate in a home-stay.
 - c. The number of contact hours per academic credit abroad should be equivalent to the standard at Carroll.

Spanish majors may choose to study abroad either:

- a. One academic year and only take 15 upper-division credits in residence at Carroll, or
 - b. One semester or summer (minimum of 4–6 weeks) and take 18 upper-division credits in residence at Carroll.
4. The remaining 12 upper-division credits from option (a) or the remaining 9 upper-division credits from option (b) will be taken at the selected institution abroad, with prior approval of the department.
 5. Students who are taking courses abroad must take corresponding examinations abroad in order to receive credits. No credits will be given for any examination with less than a “C” or a 2.00 grade in the course. Credits will be accepted only for students returning to Carroll.
 6. Students are responsible for providing an original copy of their foreign transcripts, as well as an official translation of them, directly to the Registrar’s Office.
 7. Appropriate transfer credit from accredited U.S. institutions will be considered.
 8. Note: Spanish majors are required to make a final oral presentation at the end of their senior year to faculty and students in the program. Evaluation criteria for the presentation are provided to candidates. Proposals for the presentation will be submitted to Spanish faculty one month prior to the presentation.

MAJOR IN SPANISH EDUCATION (K-12)

I. Major Program Requirements

Twenty-seven semester hours of upper-division courses beyond SP 204.

SP 101-102 Acquisition of Spanish I and II*

SP 203-204 Acquisition of Intermediate Spanish III & IV*

Eighteen (18) upper-division Spanish credits from the following courses:

- SP 304 Spanish Phonetics and Phonology
- SP 305 Reading and Writing in Spanish
- SP 306 Spanish Morphology & Syntax
- SP 307 or 308 The Hispanic Short Story I or II
- SP 403 or 404 Culture and Literature of Latin America I or II

and any one of the following five classes:

- SP 301-302 Spanish Conversation
- SP 401-402 Culture and Literature of Spain I or II

*See page 22 for language placement guidelines.

II. Other Program Requirements

1. LL 220 Introduction to Linguistics
2. Successful participation in an approved program of study in a Spanish-speaking country. Spanish majors may choose to study abroad either:
 - a. One academic year and only take 15 upper-division credits in residence at Carroll, or
 - b. One summer or semester (minimum of 4–6 weeks) and take 18 upper-division credits in residence at Carroll.
3. The remaining 12 upper-division credits from option (a) or the remaining 9 upper-division credits from option (b) will be taken at the selected institution abroad, with prior approval of the department.
4. Students who are taking courses abroad must take corresponding examinations abroad in order to receive credits. No credits will be given for any examination with less than a “C” or a 2.00 grade in the course. Credits will be accepted only for students returning to Carroll.
5. Students are responsible for sending an original copy of their foreign transcripts, as well as providing an official translation of them, directly to the Registrar’s Office.
6. Appropriate transfer credit from accredited U.S. institutions will be considered.
7. Spanish majors are required to make a final oral presentation at the end of their senior year to faculty and students in the program. Evaluation criteria for the presentation are provided to candidates. Proposals for the presentation will be submitted to Spanish faculty one month prior to the presentation.

III. Professional Education Requirements

- AN/SO 218 Introduction to Native American Studies
- CS 103 Instructional Media and Technology
- ED 102 Foundations of Education

ED/PSY 229 Educational Psychology
 ED 245 Diversity Field Experience
 ED 305 Classroom Management
 ED 318 Content Area Reading and Secondary Methods
 ED 405 Education Seminar
 ED 410 Student Teaching
 ED 412 Measurement & Assessment in Teaching
 LL 400 Theories and Methods of Learning and Teaching Language
 PSY 227 Child Psychology
 and PSY 228 Adolescent Psychology
 or PSY 105 General Psychology
 and PSY 203 Developmental Psychology
 SPED 300 Introduction to Exceptional Children
 United States and Contemporary World Cultures course(s)—See page 139.

IV. Acceptance into the Teacher Education Program and Student Teaching

Teacher Education Program: Students pursuing academic programs that lead to teacher licensure must seek admission to the teacher education program by the end of their sophomore year. See page 140.

Student Teaching: In the spring semester of the junior year, all preservice teachers must seek admission to student teaching. See page 142.

Note:

1. *All Spanish (K-12) students must meet the following requirements: 1) earn a grade of “C” or better in all Professional Education Requirements, Major Program Requirements, and Other Program Requirements; 2) earn a minimum 2.5 cumulative grade point average, and 3) earn a minimum 2.65 grade point average in Major Program Requirements, Other Program Requirements, and Professional Education Requirements.*
2. *See page 137 for Secondary Education Requirements and Professional Education Requirements for Secondary Education.*

MINOR IN SPANISH

15 semester credits of upper-division courses (beyond SP 204) in residence at Carroll:

SP 304 Spanish Phonetics and Phonology
 SP 305 Reading and Writing in Spanish
 SP 306 Spanish Morphology and Syntax
 SP 307 or 308 The Hispanic Short Story I or II

and one of the following four courses:

SP 401-402 Culture and Literature of Spain I or II
 SP 403-404 Culture and Literature of Latin America I or II

MINOR IN SPANISH EDUCATION (K-12)

I. Minor Program Requirements

SP 101-102 Acquisition of Spanish I and II*

SP 203-204 Acquisition of Spanish III and IV*

The following courses must be taken in residence at Carroll:

SP 304 Spanish Phonetics and Phonology

SP 305 Reading and Writing in Spanish

SP 306 Spanish Morphology and Syntax

SP 307 or 308 The Hispanic Short Story I or II

and any one of the following four courses:

SP 401, 402 Culture and Literature of Spain I or II

SP 403 or 404 Culture and Literature of Latin America I or II

*See page 22 for language placement guidelines.

II. Other Program Requirements

LL 400 Theories and Methods of Learning and Teaching Language

PSY 227 Child Psychology

and PSY 228 Adolescent Psychology

or PSY 105 General Psychology

and PSY 203 Developmental Psychology

And successful participation in an approved program of study in a Spanish speaking country for at least one summer session or semester.

III. Teacher Licensure

To obtain teacher licensure in Spanish K-12, a student must complete:

ED 408 Student Teaching in the Minor Area

or ED 410 Student Teaching

IV. Acceptance into the Teacher Education Program and Student Teaching

Teacher Education Program: Students pursuing academic programs that lead to teacher licensure must seek admission to the teacher education program by the end of their sophomore year. See page 140.

Student Teaching: In the spring semester of the junior year, all preservice teachers must seek admission to student teaching. See page 142.

Note:

1. *All Spanish (K-12) students must meet the following requirements: 1) earn a grade of "C" or better in all Professional Education Requirements, Minor Program Requirements, and Other Program Requirements; 2) earn a minimum 2.5 cumulative grade point average, and 3) earn a minimum*

2.65 grade point average in Minor Program Requirements, Other Program Requirements, and Professional Education Requirements.

- 2. See page 137 for Secondary Education Requirements and Professional Education Requirements for Secondary Education.*

SPECIAL EDUCATION

KATHY GILBOY, M.A.

JOE HELBLING, PH.D.

LYNETTE E. ZUROFF, ED.D.

Mission

The teacher education unit's mission is to prepare students for lifelong learning, developing future educators' intellect, imagination, self-confidence, and motivation, while preparing them for the teaching profession. Students investigate, reflect, analyze, and judge reality and truth through inquiry and discussion. Committed to educating each student as a total human being, the teacher education unit helps students to receive, respond to, organize, and characterize values. Specifically, students develop values about teaching, society, health behaviors, moral issues, education, and political influences. We ask our students to think boldly about the opportunities and responsibilities presented to us by a rapidly changing world. Students within the department are encouraged to live Carroll College's mission by participating in community service and by interacting with children and adults from diverse cultural, religious, economic, and intellectual backgrounds.

The teacher education unit advances this mission as it works within the conceptual framework of Carroll College's teacher education unit. That framework is built upon a liberal arts education, structured by traditional educational philosophies, and embraced by an atmosphere of dignity, which values justice of all persons.

Goals and Objectives

The goal of Carroll College's teacher education program is to assist students in developing teaching competencies in their chosen fields and help them become educational leaders capable of responding to their students' individual needs. Teacher education graduates will demonstrate competence in the 10 INTASC standards, as well as three additional Montana standards. The following dispositions, skills, and knowledge are to be viewed in conjunction with specific goals and objectives established for the college and for each required professional education course.

Dispositions

1. Demonstrate an attitude of professionalism through
 - a. his/her behavior as a role model to students;
 - b. continuing self-development;
 - c. ethical behavior;
 - d. peer support;
 - e. contributions to the growth of the profession.
2. Maintain healthy student/teacher relationships.
3. Exhibit continued enthusiasm for teaching profession.
4. Have appropriate relationships with administrators, teachers, support personnel, parents, and other community members.
5. Be encouraged to participate in community service.
6. Project a positive self-image.
7. Appreciate the whole person by recognizing the uniqueness of each individual student.

Skills

1. Classroom management and coping
2. Classroom motivation and interaction
3. Planning and lesson design
4. Teaching strategies
5. Instructional decision making
6. Problem-solving inquiry
7. Student diagnosis
8. Media and technology resource
9. Effective peer group interaction
10. Effective listening, speaking, reading, writing, thinking, and viewing

Knowledge

1. Content (subject matter)
2. Law and ethics
3. Referral systems
4. Instruction of the special child
5. Child development, sociology, learning theory, self-concepts, philosophies of education
6. Comprehension, analysis, and evaluation of print and non-print information and messages
7. Standard conventions of writing and speaking
8. Analysis of literature and fine arts
9. Mathematics
10. Science
11. Social studies
12. Connecting learning with workforce and fulfillment of living

In addition to the above goals and objectives, each licensure area has goals and objectives.

MINOR IN SPECIAL EDUCATION (K-12)

I. Minor/Professional Education Program Requirements

- SPED 300 Introduction to Exceptional Children
- SPED 304 Students with High Incidence Disabilities
- SPED 305 Students with Low Incidence Disabilities
- SPED 306 Collaboration and Conferencing for Special Educators
- SPED 323 Assessment and Evaluation in Special Education
- SPED 408 Methods for Teaching Students with Mild Disabilities

II. Other Program Requirements

- ED 305 Classroom Management
- ED 324 Diagnostic-Based Interventions in Literacy Instruction
- ED 412 Measurement and Assessment in Teaching
- PSY 227 Child Psychology
and PSY 228 Adolescent Psychology
or PSY 105 General Psychology
and PSY 203 Developmental Psychology

III. Teacher Licensure

To obtain teacher licensure in Special Education (K-12), a student must complete:

- ED 408 Student Teaching in the Minor Area
- or ED 410 Student Teaching

IV. Acceptance into the Teacher Education Program and Student Teaching

Teacher Education Program: Students pursuing academic programs that lead to teacher licensure must seek admission to the teacher education program by the end of their sophomore year. See page 140.

Student Teaching: In the spring semester of the junior year, all preservice teachers must seek admission to student teaching. See page 142.

Note:

1. *All Special Education (K-12) students must meet the following requirements: 1) earn a grade of “C” or better in all Professional Education Requirements, Minor Program Requirements, and Other Program Requirements; 2) earn a minimum 2.5 cumulative grade point average, and 3) earn a minimum 2.65 grade point average in Minor Program Requirements, Other Program Requirements, and Professional Education Requirements.*
2. *See page 137 for Secondary Education Requirements and Professional Education Requirements for Secondary Education.*

TRANSPORTATION

Transportation is not provided to or from classes, including those held off campus.

TESOL

(Teaching English to Speakers of Other Languages)

MICHELLE LEWIS, M.A.

MINOR IN TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL)

This interdisciplinary program prepares students to teach English to speakers of other languages in U.S. and international settings and is a complement to many other Carroll majors, including, but not limited to, Business, English, French, Spanish, Community Health, History and International Relations. The TESOL minor integrates appropriate Carroll courses in a program that offers students another practical, marketable field of study.

I. Program Requirements

CO 325 Intercultural Communication

or an approved study abroad

ENLE 332 English Grammar

ENLE 333 Introduction to the English Language

LL 220 Introduction to Linguistics

TESL 394 Methods of Teaching English to Speakers of Other Languages

II. Other Program Requirements

Modern foreign language study equivalent to two years' experience. Six credits though additional foreign language study is highly encouraged.

Suggested general education core:

AN/SO 204 Cultural Anthropology (Global Diversity)

AN 317 Ethnic and Social Relations (National Diversity)

ENLT 334 World Literature (required for English majors) (Global Diversity)

HI 251 Introduction to East Asia

HI 271 History of Modern Latin America (Global Diversity)

HI 291 History of Modern Africa

HI 389 History of Ireland

PHIL 203 Islam: Philosophy and Culture (Global Diversity)

TH 206 Comparative Religion

THEOLOGY

ERIC E. HALL, PH.D.

BRIAN MATZ, PH.D., S.T.D.

JOHN C. RIES, PH.D., S.T.D.

GERARDO RODRIGUEZ, PH.D.

Mission

The theology department's mission is to promote careful biblical and theological reflection, spiritual awareness, and an understanding of the Catholic tradition. As mandated by the mission of the college, the theology department serves the college community, the wider civic community and the diocese of Helena in "acting as a mediator between religion and culture (and) by carrying on an academic dialogue with philosophy, science, the liberal arts, the believing community and secular society"(Carroll College's Mission Statement).

Goals

- To provide students with an understanding of the basic principles and concepts in biblical, moral and doctrinal theology from a Catholic perspective;
- To acquaint students with a variety of theological perspectives and to provide them with the ability to interpret and evaluate them;
- To provide students with the skills of critical thinking and their application in reading, speaking and writing;
- To require students to investigate and to articulate the relationship between theology and other fields of study;
- To provide students with the necessary background, knowledge, and intellectual skills to succeed in graduate study.

Introductory Courses

One basic course (TH 101) is designed to give the student an overall view of theology and a variety of 200-level courses are designed to introduce the student to key areas and subjects within theology. Students in the major programs should complete at least two 200-level courses before taking 300-level courses. Exceptions to this general policy must be approved by the Theology Department chairperson.

Specialized Courses (In-depth Courses)

The theology program includes a number of 300-level courses to be more rigorous and in-depth.

Interdisciplinary Courses

Specified courses from other departments may be taken with the permission of the Theology Department chairperson and in accordance with the needs

of an individual student's program. The Theology Department encourages interdisciplinary and cross-disciplinary study.

MAJOR IN THEOLOGY

I. Major Program Requirements

The theology major requires 40 semester credits of theology courses. This entails 9 required courses, 4 elective courses, and 1 credit in either honors thesis or research paper/project.

Required courses:

- TH 201 Church and Worship
- TH 220 Fundamental Moral Theology
- TH 231 Introduction to the Old Testament
- TH 236 Introduction to the New Testament

One Christian Social Ethics course:

- TH 261 Wealth and Poverty in the Bible and the Early Church
- TH 263 Modern Catholic Social Teaching
- TH 264 Theologies of Liberation

Two History of Christian Thought courses:

- TH 341 History of Christian Thought: Patristics
- TH 342 History of Christian Thought: Middle Ages Through Reformation
- TH 343 History of Christian Thought: Modernity through Postmodernity

- TH 352 Christology
- TH 495 Theology Seminar
- TH 496 Theology Research Paper or Theology Research Project
or TH 499 Honors Thesis

II. Other Program Requirements

- ENWR 302 Expository Writing

Completion of a modern or classical second language through the intermediate level.

Course sequence for majors: TH 101; then at least two 200-level courses; then upper-division courses. All degree students should review requirements for graduation.

The following courses may apply as electives toward fulfilling the 40 credits required for the theology major:

- PHIL 216 Philosophy of God and Religion
- PHIL 203 Islam: Philosophy and Culture

MINOR IN THEOLOGY

Minor Program Requirements

Twenty-one semester credits of theology, including:

1. *Two courses in Biblical Theology, one in Old Testament and one in New Testament (230s):*

TH 231 Introduction to the Old Testament

TH 236 Introduction to the New Testament

2. *One course in Moral Theology:*

TH 220 Fundamental Moral Theology

or another Moral Theology or Social Ethics course

3. *Two courses in Historical Theology (340s)*

TH 341 History of Christian Thought: Patristics

TH 342 History of Christian Thought: Middle Ages through Reformation

TH 343 History of Christian Thought: Modernity through Postmodernity

4. *One course in systematic theology:*

TH 352 Christology

5. *TH 495 Theology Seminar*

Appropriate course substitutions for conflicts and study abroad can be made through the department chair.

PASTORAL MINISTRY CERTIFICATE

Carroll College students interested in preparing themselves for service to the Church in ministry positions may earn academic credit and a Certificate in Pastoral Ministry through participation in the program of formation of lay ministers offered by Carroll to the Diocese of Helena. The program is expressly designed for the spiritual and intellectual formation of those who are called by the Church to serve the Church as Lay Ministers. It is an intensive two-year program and involves 16 weekend sessions.

Required Courses (12 credits):

PM 110 PM/Theological Foundations

PM 111 PM/History of Christianity

PM 210 PM/Survey of Christian Ethics

PM 211 PM/Philosophy and Christianity

Students seeking application to the program should contact Dr. Brian Matz, program director.

PRE-PROFESSIONAL PROGRAMS

3-2 ENGINEERING: MAJOR IN ENGINEERING MATHEMATICS

MR. TERENCE J. MULLEN, ADVISOR

The purposes of the 3-2 program are to provide the student with a traditional engineering education augmented with a strong liberal arts background and to provide a broader and deeper exposure to mathematics and its applications than would ordinarily be possible in a four year engineering program. A student who completes the requirements for the 3-2 Engineering Major in Mathematics earns two degrees:

1. A Bachelor of Arts degree with a major in mathematics from Carroll College, and
2. A Bachelor of Science degree with a major in a selected field of engineering (e.g., mechanical engineering) from one of the following affiliated engineering schools:

Columbia University, New York, NY

The University of Notre Dame, South Bend, IN

The University of Southern California, Los Angeles, CA

The University of Minnesota, Minneapolis, MN

Gonzaga University, Spokane, WA

Montana Tech of the University of Montana, Butte, MT

Montana State University, Bozeman, MT

Engineering fields, which 3-2 students may select, include the following:

Aerospace Engineering

Biological Engineering

Biomedical Engineering

Chemical Engineering

Civil Engineering

Computer Engineering

Electrical Engineering

Engineering Mechanics

Engineering Science

Environmental Engineering

Geological Engineering

Geophysical Engineering

Industrial Engineering

Material Science Engineering

Mechanical Engineering

Metallurgical Engineering

Mineral or Mining Engineering

Nuclear Science and Engineering
Operations Research
Petroleum Engineering

Under the 3-2 program, a student attends Carroll College for three years and then selects and transfers to one of seven affiliated engineering schools for two years of study. Upon successful completion of the five-year program, the student receives a Bachelor of Arts degree with a major in engineering mathematics from Carroll College and a Bachelor of Science degree with a selected engineering major from the engineering school.

Carroll College continually reviews its curriculum with the seven affiliated schools to ensure that 3-2 students can complete any of the engineering majors in the five-year program.

A program to prepare students for graduate studies in engineering is also offered via the mathematics major with a cognate concentration in engineering.

A student in the 3-2 engineering program will be accepted at any one of the seven engineering schools on the written recommendation of the engineering program faculty. Before a student will be considered for a recommendation, at least a 2.60 cumulative grade average and a 2.60 average in the “Major Program Requirements” and in the “Other Program Requirements” must be achieved by the end of the fifth semester at Carroll College. Some engineering schools and/or departments require a grade point average higher than 2.60 for admission to junior and senior level courses. In some cases, additional course work may be required to satisfy a specialized engineering curriculum (e.g. biomedical engineering). Students enrolling in the 3-2 program are urged to consult with an engineering advisor before they begin their first semester at Carroll.

See Engineering (3-2): Major in Engineering Mathematics under the Engineering section of the catalog which describes majors.

PRE-MEDICAL AND PRE-DENTAL PROGRAMS

DR. SAM ALVEY, PRE-DENTAL ADVISOR

DR. DAN GRETCH, PRE-MEDICAL ADVISOR

Admission to medical or dental school requires completion of courses in biology, chemistry, physics, mathematic, and English. While most pre-medical students graduate from Carroll College with a degree in biology, the choice of a major field of study is left open to the student. The following are recommended minimum requirements:

BI 171-172 Biological Principles I & II

BI 281 Genetics

BI 382 Cell Biology

CH 101-102 General Chemistry

CH 301-302 Organic Chemistry
CH 353 Biochemistry
PHYS 201-202 Physics I & II
MA 121-122 Differential and Integral Calculus
MA 315 Probability and Statistics

In almost all cases, students enter medical or dental school after completing a four-year undergraduate program. Occasionally, highly qualified students enter after three years. A student who enters medical or dental school **after three years of undergraduate study** may receive the Bachelor of Arts degree with a major in biology from Carroll College under the following conditions.

1. Successful completion of the first 3 years of course work in the major program.
2. Fulfillment of all Carroll College Core Curriculum requirements.
3. Successful completion of the first 2 years of professional school; and
4. Application for degree and receipt by the Registrar's Office of an official transcript from the professional school.

PRE-LAW PROGRAM

DR. BILL PARSONS, ADVISOR

Accredited law schools require the bachelor's degree for admission, yet rarely do they specify a particular major field of study. Law schools are particularly interested in applicants who have had broad exposure to the humanities and social sciences and have proven ability for cogent written and oral expression. Degrees in English, history, political science, philosophy, sociology, mathematics, accounting, economics, business, and other areas are suitable for the pre-law student. Students interested in law school are urged to become familiar with the requirements of the specific schools to which they plan to apply. Carroll College has a pre-law speaker series and a legal internship program in the Department of Political Science, both of which enable the student to become well-acquainted with the legal profession. The Department of Political Science offers a one-credit pass/fail course, PO 201, designed to expose potential law students to various aspects of the profession.

Also available to students considering legal careers is the Carroll College Pre-Law Handbook, a short guide to prepare for the study of law and law school admissions processes.

PRE-OPTOMETRY PROGRAM

DR. STEFANIE OTTO-HITT, ADVISOR

Admission requirements for doctor of optometry programs vary from program to program and students should check individual web sites for

specific information. General requirements include calculus, statistics, organic chemistry, anatomy, physiology, microbiology and psychology. Carroll students often major in either biology or chemistry since many of the course requirements coincide with these majors. However a science degree is not required.

PRE-PHARMACY PROGRAM

DR. KYLE STRODE, ADVISOR

Pharmacy programs usually consist of a pre-pharmacy program followed by four years of pharmacy school. Beginning in 2001, all pharmacy schools in the U. S. began granting only pharmacy doctoral degrees. A typical pre-pharmacy student at Carroll would take the courses listed below to meet the pharmacy prerequisites for the University of Montana, with which we maintain a close relationship. It is possible to finish these pharmacy prerequisites in two years (but see the note in italics below).

Pharmacy schools vary in their prerequisite requirements. Some pharmacy schools might require additional coursework prior to admission (examples listed below), which make it necessary to do three or four years of pre-pharmacy coursework. *Most of the pharmacy schools in the Northwest U.S. (including the University of Montana) reported that the majority of their students admitted in 2006 had completed three years of coursework or received a bachelor's degree. Successful applicant profiles at most of the institutions are available on their web sites.*

Minimum pre-pharmacy requirements for admission to the Skaggs School of Pharmacy at the University of Montana¹

Recommended minimum requirements:

LAS 101	Alpha Seminar
BI 171	Biological Principles II
BI 201-202	Human Anatomy and Physiology I and II
CH 101-102	General Chemistry I and II
CH 301-302	Organic Chemistry I and II
MA 121	Calculus I
MA 207	Elementary Statistics
ENWR 102	College Composition
CO 101	Basic Communication
PSY 105	General Psychology
or SOC 101	General Sociology
EC 201	Microeconomics
PHYS 201	Physics I

¹ *Other pharmacy schools with very similar requirements are Idaho State, Minnesota, North Dakota State, South Dakota State, Utah and Wyoming.*

These schools may require some of the following additional classes for admission: Microbiology, Calculus II, Physics II.

PRE-PHYSICAL THERAPY PROGRAM

DR. CHRISTINE ECKEL, ADVISOR

Although students interested in physical therapy may select any major, the following are the most frequently chosen: Health Science, Psychology, Sociology, Health and Physical Education, and Biology. *Students who choose to major in Biology may need to spend extra time in college to complete all major requirements and all physical therapy requirements as well.*

Strong academic performance is considered paramount; the degree emphasis is secondary. Although many schools list an overall minimum GPA of 3.0 for admission, to be competitive a GPA of at least 3.5 is needed. The prerequisite GPA is usually higher.

Applicants to schools of physical therapy must demonstrate an understanding of the profession they wish to enter. Programs typically require a minimum of 80-100 hours of full or part time experience (volunteer or salaried) under the supervision of a certified physical therapist. Usually two or more settings are stipulated with acute care often being recommended as one of the settings.

Schools of physical therapy vary somewhat in their admission requirements. Therefore, it is highly recommended that students contact the particular physical therapy schools to which they wish to apply to gain a thorough understanding of the prerequisites so that their academic programs at Carroll can be planned to accommodate any changes to the recommendations listed below. It is advisable that the selection of physical therapy schools to which the students intend to apply be done early in the students' academic careers so there is time to make accommodations.

Carroll College recommends the following courses for those preparing to enter a physical therapy program. These represent minimum requirements for most schools (*Additional courses may be necessary depending on the school of physical therapy selected by the student. For example, the University of Montana requires Human Anatomy and Physiology, a course in microbiology, an additional advanced biology course and an exercise physiology course, but does not require general biology.*)

Biology (3 courses):

BI 171 Biological Principles I (some schools require a second general biology course)

BI 201-202 Human Anatomy and Physiology

Chemistry (2 courses):

CH 101-102 General Chemistry

Physics (2 courses):

PHYS 201-202 Physics I and II
or PHYS 205-206 Engineering Physics I and II

Math (2 courses):

MA 117 Difference Equations and Linear Algebra
or MA 121 Differential Calculus
MA 207 Statistics

Psychology (2 courses):

PSY 105 General Psychology
PSY 203 Developmental Psychology
or PSY 306 Abnormal Psychology

Other Requirements: Computer literacy is assumed. Students may be asked to provide documentation of their proficiency. Certification in Advanced First Aid and CPR is required by most schools. Communication and English composition prerequisites are included in Carroll Core requirements. A small number of schools allow courses in Comparative Anatomy and Vertebrate Physiology to substitute for Human Anatomy and Physiology.
Revised 1/2006

PRE-PHYSICIAN'S ASSISTANT PROGRAM

DR. CHRISTINE ECKEL, ADVISOR

There is a great diversity in the requirements for admission to Physician Assistant programs and the student is advised to check individual web-sites for specific information. Generally, 1000-2000 hours of direct patient care is required as is human anatomy and physiology, microbiology and chemistry. A science major is not required.

PRE-VETERINARY PROGRAM

DR. BRANDON SHEAFOR, ADVISOR
DR. MARIE SUTHERS, DVM, ADVISOR

Students interested in veterinary medicine should take a core of science courses that are required for admission. Each professional school will have its own set of pre-admission courses but a general course of study would include:

2 semesters Intro Biology
1 semester Biochemistry
2 semesters General Chemistry
1 semester Genetics
2 semesters Organic Chemistry
1 semester Physics
1 semester Statistics

English composition, communications and other courses outside of the sciences.

Additional Biology courses may be required or recommended.

Students should check individual websites for specific information on admission requirements.

Most Carroll students major in either biology or chemistry since the course requirements coincide with these majors. However a science degree is not required. In fact the applicant can be accepted before completion of an undergraduate degree, but students are advised to pursue a specific major.

SPECIAL PROGRAMS

INTERNSHIP PROGRAMS

The academic internship program at Carroll College is an opportunity for students to apply academic coursework in a real world setting. An academic internship is a supervised work experience and forms an academic relationship between a student, faculty advisor, and cooperating organization.

Juniors and seniors in any major area may participate with the approval of the department chairperson, faculty internship advisor, and the internship coordinator. Students are required to complete additional registration paperwork for final approval. Students will receive academic credit and may or may not receive monetary compensation for an internship. A student may apply a maximum of 12 semester hours to degree requirements; academic departments will determine the number of credits that may count toward the major. Enrollment in the course must be during the same semester in which the majority of the work experience takes place. Interested students should contact their academic advisor and the internship coordinator at the Career Services Office.

HONORS SCHOLARS PROGRAM

Interdisciplinary studies, assisted by a careful and thorough study of philosophy and theology, enable students to acquire an organic vision of reality, and to develop a continuing desire for intellectual progress.

Pope John Paul II, Ex corde ecclesiae, #20

The Carroll College Honors Scholars Program is designed for those students who excel in academic scholarship, personal character, and social commitment. Enhancing these three qualities is the educational goal that Carroll College celebrates in its Mission Statement.

Carroll College prides itself on its academic reputation. Yet, as important as academic studies are, Carroll understands that an institution of higher

learning must also be concerned with the development of a student's personal character and sense of social responsibility. These concerns drive Carroll's Honors Scholars Program.

The Honors Scholars program is dedicated to the education and scholarship of Carroll's academically focused students and to projecting this image of excellence of the Carroll community. It is a program that belongs to the entire Carroll community: students, staff, and faculty.

Moreover, the program offers arts and letters beyond the classroom setting. A wide variety of cultural programs, projects, and activities are scheduled, including a speaker series, discussions, educational trips, dinners at faculty homes, and attendance at performing arts events. Honors Scholars also develop their sense of social responsibility through volunteering for community service projects.

The three keys of the Honors Scholars Program are:

Scientia

Beginning in the spring term of the freshman year, HSP students actively participate in the first of five interdisciplinary seminars. Through open discussion, students and professors alike will explore the pivotal ideas presented in seminal works from the Western intellectual tradition in an effort to understand what constitutes that tradition and its fashioning of contemporary Western culture.

Adopting the Great Books approach to intellectual development, course instructors and students work collaboratively as they review important writings. Thus, both student and faculty participants are expected to prepare for each seminar by studying the assigned reading and formulating thought-provoking questions and observations for classroom discussion.

The freshman seminar tracks the inter-relationships and ramifications of key ideas as they evolved in the classical Greek and Roman eras. Class discourse begins the development of habits of critical reading, analytic thinking, and the give-and-take of participatory discussion.

The academic content of subsequent seminars at the sophomore, junior, and senior levels proceeds chronologically, ending in the contemporary period. As all courses are interdisciplinary, participants acquire an integrated view of fundamental human endeavors. Through the seminar setting, participants strengthen and refine habits of critical inquiry and discussion techniques that can be applied to any field of academic or professional involvements.

Last, an Honors Thesis is required in order to graduate as an Honors Scholar. This project provides the student with the opportunity to synthesize what has been learned during tenure in the program. Students who complete all of the seminars and the honors thesis are recognized at

graduation as Honors Scholars and an official notation is placed on their college transcript.

Caritas

Because the Honors Scholars Program is committed to developing students' sense of social responsibility, all participants enroll in a one-credit service-learning course during the spring semester of their junior year. In this course students will commit two hours each week to serving elementary school students in a local Title 1 school. The primary goal of this service is to assist these students with their reading and critical thinking skills. HSP students may also volunteer on their own time with local service agencies.

Humanitas

In keeping with the conviction that liberal learning does not begin and end in the classroom, Honors Scholars also attend several cultural events each semester. Such cultural offerings include art exhibit openings, symphony concerts, dance performances, special humanities presentations, and theater productions.

Student Learning Outcomes

Upon completion of the program, Honors Scholars will possess the following skills:

- The ability to explore the pivotal ideas presented in seminal works from the Western intellectual tradition in an effort to understand and question what constitutes the contemporary Western perspective.
- The ability to recognize the interrelationships of ideas within a given historical era (“synchronic understanding”) and the effect of these inter-related ideas through the ages (“chronological understanding”).
- Preparation for more advanced studies in the liberal arts.
- Acquisition of an integrated view of fundamental human concerns.
- Development of rigorous habits of critical inquiry that can be applied throughout life experiences.

Program Requirements

Scholars will participate in a unique sequence of five seminar courses as part of the student's Carroll College Core Curriculum. The HNR seminars substitute for Core requirements at Carroll College as follows:

HNR 150 – Philosophy	3 credits
HNR 250 – Theology	3 credits
HNR 251 – Literature	3 credits
HNR 350 – Social Science	3 credits
HNR 450 – Philosophy	3 credits

HSP Requirements

- HNR 150 Classical Greek and Roman Thought
(Classical period 500 BC–500 AD)
- HNR 250 Judeo-Christian and Medieval Thought
(Medieval period 500 AD–1500 AD)
- HNR 251 Renaissance Thought
(Arts and Science Revolution 1450 AD–1650 AD)
- HNR 350 Restoration and Enlightenment Thought
(The Rise of Empiricism 1600 AD–1820 AD)
- HNR 351 Honors Service Learning
- HNR 450 Modern Thought
(Romanticism to post Modern 1820 AD–Today)
- LAS 389 Research Methods
(spring semester junior year)
- HNR 499 Honors Thesis

HSP students must take one additional social science 200–400 level course.

HSP students must attain intermediate proficiency in the foreign language (200 level). Students with knowledge of a foreign language may demonstrate competency through placement examination.

HSP students are to satisfy the Core natural science requirement with a four-credit lab science course.

HSP students must take 6 credits of history from the history courses listed in the Honors Scholars Handbook.

Interested students can find more information at <http://www.carroll.edu/academics/honors>.

MILITARY SCIENCE AND LEADERSHIP (ROTC) PROGRAM

Army Reserve Officer Training Corps (ROTC) offers Carroll College students the opportunity to serve as a Commissioned Officer in the U.S. Army, the Army National Guard, or the U.S. Army Reserve upon graduation from College. ROTC enhances a student's education by providing unique leadership and management training, along with practical leadership experiences beyond the usual classroom academics. Students develop many of the qualities basic to success while earning a college degree in their selected major and an Army officer's commission at the same time. Army ROTC can be completed in two or four years, depending on the student's qualifications, through the Basic Course and the Advanced Course.

Basic Military Science

The Basic Military Science courses, usually taken during the freshman and sophomore years, cover such subjects as management principles, national defense, military history, and leadership development. Any student can

enroll in Basic Military Science courses. All necessary textbooks, uniforms, and other material for the basic courses are furnished to students at no cost. Students taking basic courses are under no obligation to the military. After completion of the Basic Course, students who have demonstrated the desire and potential to become Army officers, and who meet the physical, moral, and scholastic standards, are eligible to enroll in the Advanced Military Science courses.

Advanced Military Science

The Advanced Military Science Courses are usually taken during the junior and senior years by qualified students (who have taken prerequisite Basic Courses, or the 5-week Leadership Training Course, or are Prior Service military). Instruction includes organization and management, tactics, military ethics and professionalism, as well as further enhancement in leadership skills. During the summer between the junior and senior year, students attend the ROTC Leadership Assessment Course (LDAC), a paid four-week leadership internship. Each student (cadet) enrolled in the Advanced Course receives a tax-free subsistence allowance of up to \$5,000 per year of attendance.

ROTC Scholarships and Financial Assistance

Four-year and two-year Army ROTC scholarships are offered and awarded on a competitive basis to the most outstanding students who apply. Nursing students can qualify for a variety of scholarships not available to other students. Each student receiving an ROTC scholarship is required to fulfill a military obligation in the Army National Guard, U.S. Army Reserve, or the Active Army, depending on the scholarship type awarded. Each scholarship pays for all college tuition and fees, up to \$1,200 per semester for textbooks and supplies, and provides a tax-free subsistence allowance of up to \$5,000 per year.

Note: College credit is awarded for Military Science courses, however, only up to 2 credits of MSL 315 will be counted toward the Bachelor of Arts, Bachelor of Science, or Associate of Arts degree at Carroll College

EDUCATION ABROAD PROGRAMS

Carroll College encourages students to study abroad to enhance their educational experience and to provide an enriching international exchange between individuals, cultures, and ideas from around the world. Carroll believes that students learn about themselves, their host country, and their own country through international experiences.

Opportunities for full-year, semester, short term or summer studies in another country are available to all Carroll students in good standing. Carroll's Education Abroad Office assists students with coordinating education

abroad options offered for college credit. Opportunities for international internships and service learning are also available.

Study in the country of a student's major field is required for all French and Spanish language majors. This normally occurs during the junior year, but can be done at the sophomore or senior level as well and must be coordinated with the student's academic advisor and the Carroll College Education Abroad Office.

Reciprocal exchange opportunities which allow students to use their Carroll merit aid along with their federal financial aid exist at the following institutions:

France

Université Catholique de L'Ouest (UCO), Angers—for students with advanced French language skills.

Japan

Asia Pacific University (APU), Beppu—all classes are in English and Japanese language study is available.

Kumamoto Gakuen University (KGU), Kumamoto—Montana's sister state, no Japanese required

Korea

Catholic University of Korea (CUK), Bucheon, Seoul—many courses are offered in English

Spain

Universidad Pontificia Comillas, Madrid—for students with advanced Spanish language skills.

Chile

Universidad Santa Maria, Valparaiso

Coming soon

Ireland

Carroll's faculty lead credit-bearing courses during the winter, spring and summer breaks for students who cannot or do not wish to study abroad for a full year or semester. These vary from year to year.

All students choosing an affiliate program or reciprocal exchange program for the semester, academic year or summer are required to pay a non-refundable services fee of \$250. Affiliate programs are Globalinks, International Studies Abroad (ISA); the American Institute for Foreign Study (AIFS); and Semester in Siena, Italy. For the most up to date options

regarding international programs, please visit the Education Abroad Office in Borromeo Hall room 107.

Students choosing any non-affiliated program are required to pay a non-refundable services fee of \$400, and financial aid is only available to students using an approved affiliate or reciprocal exchange program. Students who choose not to participate on an approved affiliate or reciprocal exchange program, but who require financial aid must secure funding outside of Carroll. No federal aid other than supplemental loans may be used for faculty-led programs.

Carroll merit aid may only be used with approved reciprocal exchange programs.

For more information please contact the Carroll College Education Abroad Office at 406-447-4469 or sackeret@carroll.edu. We are located in St. Charles Hall. Please see our website at <http://www.carroll.edu/academics/international/abroad/index.cc>.





Course Descriptions



Prefix: Program	Page
AN: Anthropology	263
ANZ: Anthrozoology.....	264
ART: Visual Arts	268
AS: Astronomy.....	270
BA: Business and Accounting	270
BI: Biology.....	277
BMB: Biochemistry/Molecular Biology	282
CH: Chemistry	282
CLST: Classical Studies	286
CO: Communication Studies.....	287
CS: Computer Science	293
EAS: Earth Sciences	298
EC: Economics	298
ED: Education.....	300
ENGR: Engineering	306
ENLE: English Language, Criticism, and Education	314
ENLT: Literature	315
ENWR: English Writing.....	320
ES: Environmental Studies.....	322
FR: French.....	323
GIS: Geographic Information Systems	325
GK: Ancient Greek.....	326
HI: History	327
HNR: Honors Scholars Program.....	332
HPE: Health and Physical Education.....	334
HS: Health Sciences	337
IR: International Relations.....	339
LA: Latin.....	340

LAS: Liberal Arts Studies	340
LL: Linguistics	342
MA: Mathematics	342
MLAS: Minor in Latin American Studies	349
MSL: Military Science (ROTC)	349
MUS: Music	352
NU: Nursing	354
PH: Public Health	358
PHIL: Philosophy	359
PHYS: Physics	364
PM: Pastoral Ministry	368
PMGT: Project Management	369
PO: Political Science	370
PSY: Psychology	375
SA: Education Abroad	380
SO: Sociology	381
SP: Spanish	387
SPED: Special Education	390
TESL: Teaching English to Speakers of Other Languages	391
TH: Theology	391
THT: Theatre Arts	396
School of Record Courses	399

Common Terms and Course Numbers

Credit: The unit of academic credit at Carroll College is the semester credit.

Course Number: Each course is identified by a prefix of letters, which refers to its department or discipline, and by 3 numerals which indicate its level, and often its sequence, in the department's set of courses. Courses that apply toward a degree are numbered from 100-499. The courses numbered 100-299 are lower-division courses and are generally intended for freshmen and sophomore students. Course numbers 300-499 are upper-division courses, generally for junior and senior students.

Core: Refers to the Carroll College Core Curriculum common to all degree programs at Carroll College.

Common Course Numbers: Each department uses its own prefix with a number common to all departments:

425 Internships: Credits are arranged

- A number of departments offer internship programs most with a 425 course number although a few departments use a different course number. Internships are supervised, planned work experiences taken for academic credit. Juniors and seniors in any major area may participate with prior approval. Students will receive academic credit and may or may not receive monetary compensation for an internship.

485 Independent Study: Credits are arranged

- Independent study is a unique learning opportunity not offered in the regular curriculum or is an existing Carroll course offered to a student in special circumstances. It may include laboratory/library research, extensive reading, and reports. Offered annually to juniors and seniors having a grade point average of at least 3.0 under the direction of a faculty member from the appropriate department. The consent of the department chairperson is required.

189/289/389/489 Special Topics: Credits are arranged

- Special topics include ad-hoc courses on various selected topics; not part of the regular curriculum. These offerings will be announced in advance and will be offered at the discretion of each department.

499 Honors Thesis: Credits are arranged

- In order to graduate with honors from the College, a student is required to complete the honors thesis.

* Denotes courses pending approval

CLASS CANCELLATION

The College reserves the right to control the range of course offerings and withdraw courses lacking sufficient enrollment.

AN: Anthropology

Department of Sociology & Anthropology

AN/SO 204 Cultural Anthropology 3 Cr

This course will introduce students to culture as a framework for understanding similarities and differences in behavior and values in human societies. The class will look at communities and cultures from around the globe to give a cross-cultural understanding of human behavior. Fall semester. Fulfills Global Diversity requirement.

AN/SO 208 The Family 3 Cr

An anthropological and sociological investigation of the marriage and family institutions in various cultures and their influences upon both individuals and social organizations. Analysis of family communications; one's choices in relationships; parenting; life transitions; and the roles of gender, property, power, and love in marriage and family. Prerequisite: SO 101 or consent of instructor. Fall semester, odd-numbered years. Fulfills National Diversity requirement.

AN/SO 218 Introduction to Native American Studies 3 Cr
This course covers a broad range of prehistoric, historic, and cultural issues pertaining to American Indians. The course will cover diversity among tribes including political organization, social organization, economics, subsistence, and current issues. Offered each semester. Fulfills National Diversity requirement.

AN/SO 245 Physical Anthropology 3 Cr
Physical anthropology is the study of the biocultural diversity in humans. The interaction between culture and biology produces a variety of human adaptations that are traced through the following venues: Primate fossil records, primate and human behavior, and human biological variation. Spring semester, odd-numbered years.

AN/SO 317 Ethnic and Racial Relations 3 Cr
An anthropological and sociological examination of ethnic and racial relations and identifies within and between different socio-cultural groups. This includes an analysis of beliefs about ethnicity and race focusing on their development through historical processes. Prerequisite: SO 101.. Fall semester, odd-numbered years. Fulfills National Diversity requirement.

AN/SO 318 North American Archaeology 3 Cr
This class will explore major methods and theories archeologists use to explore North American prehistory from their origins to the present. Regional diversity in tribal adaptations and lifeways are explored by using examples from archaeology, biological anthropology, and cultural anthropology. Spring semester, even-numbered years. Fulfills Global Diversity requirement.

AN 341 Archaeological Field School 4 Cr
The Carroll College Archaeological Field School will introduce students to basic archaeological field methods and research design. The 2-week class is designed to train students in the fundamentals of archaeological excavation and survey techniques. Students should be prepared for full days of digging and/or hiking, sometimes in remote areas. Meets Core Natural Science or Social Science requirement (not both). Offered each summer.

ANZ: Anthrozoology

Department of Anthrozoology

ANZ 107 Introduction to Anthrozoology 3 Cr
Anthrozoology is the study of the interactions and relationships between humans and non-human animals. In this class we explore the evolution of the roles that non-human animals play in human society, considering the

benefits that we humans receive and the responsibilities we have toward other species. We discuss the research that unveils the amazing health benefits humans accrue when they share their lives with other species, learning about the psychological, sociological, and physiological factors involved. We become familiar with the many services animals provide for humans beyond food and labor. This is a required class for the major and minor in Anthrozoology and a prerequisite for ANZ 108. This is the first step toward preparing the students for a multitude of careers in which animals play an important role. Fall semester.

ANZ 108 Survey of Animals in Service 3 Cr

The main objective of this course is to expose students broadly to the many and varied ways that animals provide service for humans and interact with human society to improve the well-being of communities and build social capital. This course embodies a partnership between Carroll College and various organizations and individuals in the greater Helena area and the State of Montana. These entities and individuals will discuss with our students the important work performed by the animals that share their lives. In addition students will have the opportunity to provide service to the community through a group project using pets to improve the well-being of communities. Limited to students in the ANZ major or minor. Prerequisite: ANZ 107 or consent of instructor. Spring semester.

ANZ 221 Canine Science: Nature of Dogs 4 Cr

This course further explores the history and evolution of the relations between domestic dogs (*Canis familiaris*) and humans. The course will largely focus on the developmental lifespan of dogs and will emphasize the following topics: genetics/breeds, anatomy and physiology, sensation, behavior, and cognition. The course will also involve direct observations and interactions with dogs and puppies. Critical evaluation of research and training in canine science is an essential component of the course. An understanding of basic care, including safety, nutrition, and socialization are goals of the course. Students should develop skills and knowledge to properly care for and provide a healthy environment for various types of dogs. Lab fee required. This course includes a Lab section, ANZ 221L. Prerequisites: ANZ 107, ANZ 108. Spring semester.

ANZ 231 Historical Perspectives: Horses and Humans 3 Cr

This is an introductory course on the relationship between horses and humans in the outer physical world and the inner psychological world. We will investigate this relationship from an historical perspective. We will assess this evolving relationship from the point of view of two main questions: 1) What was the process of this evolution? 2) How does this process inform us about our relationship with horses today? This course is designed to be taken concurrently with ANZ 231L. Fall semester.

ANZ 231L Basic Equine Skills 1 Cr

The laboratory component of this class is designed to provide hands-on experiences with horses. The primary goal is to learn how to keep you, other people and horses safe both physically and psychologically during interactions with each other. Horses are large sentient beings with minds and independent wills. Relationships with horses can become very powerful, exciting and rewarding experiences. Horses and humans have been interacting for many thousands of years. Therefore, there is no “right” way to build meaningful relationships with horses. Our ancestors have perfected techniques over and over again throughout the centuries. There are, however, procedures and practices that are likely to produce positive outcomes. The most important are: 1) observational skills, 2) knowledge of horse behavior and 3) interpretations of intention and emotions, both your own and that of the horse. This lab will provide guidance and opportunities to perfect these important equestrian skills. You will be observing and interacting with horses through guided exercises to promote the development of the above skills. This will include herd observations, working with individual assigned horses and observing and working with your classmates who are engaged with horses. This course is designed to be taken concurrently with ANZ 231. Prerequisite: ANZ 107 or 108 or consent of instructor.

ANZ 321 Introduction to Canine Training 4 Cr

Based on information learned in Canine Science and Fundamentals of Learning, students will apply their knowledge of dog handling, care, safety, and training. During this course students have both the opportunity and responsibility for caring for and training a dog. Basic dog obedience and responsible dog ownership will be the focus of the course. Students will learn about and participate in methods used for dog selection. Key issues involved in training, such as attachment, communication, and developmental deadlines will be explored. Multiple approaches to obedience training will be discussed and evaluated. Working with assigned dogs is required and various assessments are made during the course of students’ skill and knowledge regarding dog care, handling and training techniques. Fostering a dog is optional (see ANZ 321L). This course includes both written and oral evaluation techniques. Course fee required. Prerequisites: ANZ 221. Fall semester.

ANZ 321L Introduction to Canine Training Lab 2 Cr

This lab is for those students who foster and train an assigned dog. Must be enrolled in ANZ 321. Fall semester.

**ANZ 322 Advanced Canine Training:
Application and Principles 4 Cr**

This course emphasized advanced training techniques. Multiple approaches to obedience training will continue to be discussed and evaluated. Critical evaluation of training methods is an essential part of the course. Different

specialized training purposes are explored, such as service, therapy, scent-tracking, search and rescue, livestock use, etc. Federal (ADA) and state laws will be discussed. Career opportunities in canine science are also investigated. Program affiliates are engaged to discuss practical applications of canine training, including highlighting career options, discussing working with clients with special needs, such as those with disabilities, and further developing an understanding of the human-canine bond. Fostering a dog is optional (see ANZ 322L). This course includes both written and oral evaluation techniques. Course fee required. Prerequisites: ANZ 321 and permission from professor following review of application. Spring semester.

ANZ 322L Advanced Canine Training: 2 Cr
Application and Principles Lab

This Lab is for those students who foster and train an assigned dog. Must be enrolled in ANZ 322. Spring semester.

ANZ 332 Equine Science: Nature of Horses 4 Cr

This course focuses on a scientific understanding of the horse and is designed to provide students more in-depth information about horse behavior, physiology, and wellness. Understanding the nature of horses contributes to their care and management. Understanding their physical needs and social behavior contributes to a safe and rewarding relationship with these animals. This class is designed to teach students about horses including their care and management. The laboratory component of this class is designed to provide hands-on experiences with horses. During the lab students will be taught specific skills necessary for owning a horse and helpful in working at or managing a stable. Guided instruction will be provided on topics such as first aid, vaccinations, hoof care, horse transport, care and use of tack, pasture management, feeding, manure management and equitation. Lab fee required. This course includes a Lab section, ANZ 232L. Prerequisites: ANZ 107, 108, and 231 or permission by instructor. Spring semester.

ANZ 431 Equine Assisted Activities and Therapies 4 Cr

This course studies the variety of methods used in partnering equines and humans for physiological and psychological benefit. Hippotherapy, therapeutic riding, and equine assisted/facilitated mental health services will be investigated. In addition ethics, standards, training, and research will be examined. Lab fee required. This course includes a Lab section, ANZ 331L. Prerequisites: ANZ 107,108,231, 232, or permission by instructor. Fall semester.

ANZ 441 Animal Behavior 3 Cr

In this class students will learn how scientists investigate and interpret the reason and the causes of animal behaviors. There are four general approaches to the study of animal behavior including: evolutionary, ontogenetic, proximate mechanisms, and functional consequences. Students will

learn how to apply these different approaches to the study of both domestic and wild animals. The development of normal and abnormal behavior will be an important component of this course. ANZ or BIO majors only or permission of the instructor. Fall semester. May qualify for intensive writing.

ANZ 442 The Science of Animal Welfare 3 Cr

This course will explore issues involving the use of animals in agriculture, science, education and society. Students will examine the scientific research involved in understanding and improving domestic animal welfare and the philosophical positions on the use of animals. Topics addressed will include the physiological components of animal well-being, the concept of quality of life, the history of the humane movement, and the changing role of animals in society. The course will include reading, discussion, critical thinking, literature searches and student presentations. Prerequisite: ANZ 441. Spring semester. May fulfill Writing Intensive requirement.

ART: Visual Arts

Department of Fine Arts

Studio Class Schedule

Class hours vary, with minimum of 6 hours of laboratory/studio work to be arranged by the student.

Note: Most of the studio art courses carry a fee for supplies and equipment needs. The course fees do not cover all expenses involved in visual art courses. Studio courses are not available for audit.

ART 100 Art at the Holter Museum 1-3 Cr
or the Archie Bray Foundation

Students can participate in art workshops offered at the Holter Museum or the Archie Bray Foundation for elective college credit. The student is responsible for notifying (in advance) the supervising faculty, receiving approval and registering at both the College and Museum/Bray in a timely manner. All tuition costs and class expenses are the students' responsibility. For one elective credit, students must take workshops that total at least 15 hours plus an equal amount of work outside of class. A journal (including in-class notes and documentation of outside work) plus a portfolio of all completed projects are required. Pass/Fail only. Offered on demand when available.

ART 110 Art Appreciation 3 Cr

This class is an examination of international visual art, its diverse physical forms, psychological dimensions, and social meanings. Emphasis on student development of vocabulary and conceptual framework to better

understand and appreciate personal responses as well as the cultural significance of art in ancient, historic, and contemporary societies. Spring semester.

ART 112 Drawing 3 Cr

This is a studio course in basic realistic drawing. Emphasis is on visual thought and awareness through drawing exercises and portraits. Accuracy in representing what is observed is stressed. Students are required to spend at least six hours per week outside of class on assignments. See Studio Class Schedule. Each semester.

ART 113 Digital Photography 3 Cr

A basic foundation course covering the entire digital photography workflow including: purchase of a digital camera, taking better photos by making use of design principles, electronically editing images, making digital prints, and strategies for storing and organizing images. Students are required to have their own digital camera. Each semester.

ART 115 Ceramics with Visiting Bray Artist 3 Cr

A Bray Resident Artist teaches this introductory level course in ceramics each fall. Based primarily on wheel throwing, it will include various forming, decorating, and glazing methods. Class will meet two nights per week for two hours. Students are required to spend at least six hours per week outside of class on assignments. Fall semester.

ART 116 Ceramics I 3 Cr

This class is an introduction to ceramic materials, processes, and techniques. This is a studio course emphasizing wheel-forming methods and varied decorating and glazing techniques. Students are required to spend at least six hours per week outside of class on assignments. See Studio Class Schedule. Each semester.

ART 117 Intermediate Ceramics 1-3 Cr

This class is an intermediate course for those who have taken ART 115 or 116. Continuing study of all aspects of ceramics is the primary focus. Students are required to determine specific projects to complete. Credit will vary from 1 to 3 by individual contract. Students are required to spend at least six hours per week outside of class on assignments. This class may be taken more than once for a total of no more than 6 credits. Spring semester. Prerequisite: ART 115 or 116.

ART 200 Ceramics Practicum 1 Cr

Students can earn one credit by taking a ceramics practicum. A minimum of 30 hours of participation is required for each hour of credit. The student will be given specific training and assignments in the technical operation of a ceramics studio. Students may earn a total of 3 credits in 3 separate

semesters. Both semesters. Prerequisites: ART 116 and consent of instructor.

ART 201 Acrylic Painting 3 Cr

This class is an introduction to methods of painting with acrylics. Emphasis will be on composition, color theory, and technique. Demonstrations in various techniques with a variety of subject matter and styles are included. Students are required to spend at least six hours per week outside of class on assignments. Experience in drawing and/or design is highly recommended. See Studio Class Schedule. Spring semester.

ART 206 Watercolor Painting 3 Cr

This class is an introduction to methods of painting with transparent watercolors. Emphasis will be on composition, color theory, and concept. Demonstrations in a variety of techniques with a variety of subject matter and styles are included. Students are required to spend at least six hours per week outside of class on assignments. Experience in drawing and/or design is highly recommended. See Studio Class Schedule. Fall semester.

AS: Astronomy

Department of Chemistry and Physics

AS 107 American Indian Astronomy and Star Lore 3 Cr

In this course we will study the astronomy and star lore of many different American Indian cultures throughout the Americas. We will examine how they used the sky for both practical purposes, such as fixing a calendar and for navigation, as well as for spiritual purposes, creating constellations and mythology, in order to understand the world they lived in. Our sources will use both archaeoastronomical methods to study pre-Columbian artifacts and ruins as well as anthropological methods to study contemporary and historic cultures. Offered summers if warranted by sufficient demand. Fulfills National Diversity requirement.

BA: Business and Accounting

Department of Business, Accounting, and Economics

BA 100 Introduction to Business 3 Cr

This course is designed for the student with little or no experience in business and its related fields. This course helps the student to build the necessary understanding of the myriad of business terms that exist today. Topics covered include management, marketing, capitalism, computers, accounting, finance, ethics, and international business. No prerequisite. Fall semester.

BA 203-204 Principles of Accounting I and II 6 Cr

Introductory courses dealing with the principles of recording, analyzing, and communicating information about the economic activities of organizations. First semester includes preparation and interpretation of general purpose financial statements, e.g., income statement, balance sheet, and statement of cash flow. Second semester covers interpretation of information relevant to managerial decisions, e.g., pricing, budgeting, and capital investments. MA 117 recommended. Offered fall and spring. Prerequisites: Sophomore standing or permission from the instructor required.

BA 227 Nonprofit Fundraising and Philanthropy 3 Cr

This is a valuable course for anyone expecting to work in a nonprofit organization or serve on a charitable organization's board of directors. The course presents the role and scope of philanthropy in the United States beginning with our western cultural heritage through today's sophisticated marketing-driven technology-based appeals. The structure of fundraising programs is presented as the organizing feature of successful fundraising activities across a range of techniques and approaches from annual fund campaigns to capital campaigns to planned giving programs. Fall semester.

BA 228 Introduction to NonProfit Organizations 3 Cr

This course examines the role of the nonprofit sector in; the United States and its relationship to government and the business sector. The unique characteristics of nonprofit organizations such as donated revenue, volunteer boards of directors, multiple revenue sources, and mixed paid and volunteer staffing are examined. The course investigates both governance and management responsibilities and functions. It is appropriate for students in any major since many students will apply their vocations in nonprofit organizations, most will serve on nonprofit boards, and all will certainly be asked to contribute to nonprofits. Spring semester.

BA 301-302 Business Law I and II 6 Cr

An introduction to the study of law designed to acquaint the student with the legal controls under which modern business is conducted. The course covers the law of contracts and agency, bailment, sales, negotiable instruments, partnerships, and corporations. Prerequisite: Junior standing. Offered annually.

BA 303-304 Intermediate Financial Accounting I and II 6 Cr

Course emphasis is on accounting theory and concepts, as well as analysis of the problems that arise in applying these underlying concepts to financial accounting. Attention is focused on the use of accounting information as a basis for decision making by management, stockholders, creditors, and other users of financial statements and accounting reports. Prerequisite: BA 203-204. Offered annually.

- BA 306 Marketing 3 Cr**
An introduction to marketing and management decision making in the pricing, promotion, and distribution of products. Consideration of the behavioral, legal, ethical, competitive, and economic environments as they affect decisions in domestic and international business organizations. Fall semester.
- BA 310 Governmental & Not-for-Profit Accounting 3 Cr**
A study of fund accounting as used by various governmental units and other non-profit organizations. Prerequisite: BA 203-204. Spring semester.
- BA 311 Individual Federal Taxation 3 Cr**
A basic course in income taxation of individuals. Common aspects of typical 1040 tax returns considered. Taught first 3/4 of semester. Students interested in taking the CPA exam should also take BA 312 concurrently. Fall semester.
- BA 312 Federal Taxation: Corporate and Partnership 1 Cr**
This course is taught the last quarter of the semester following BA 311 and covers aspects of corporate and partnership taxation. Recommended for those interested in taking the CPA exam. Fall semester.
- BA 313 Managerial Finance 3 Cr**
A consideration of financial concepts as applicable to modern firms. Topics include cash flow, financial ratios, the time value of money, the cost of capital, capital budgeting, the income tax environment, and aspects of long-term financing with leases, bonds, preferred stocks, and common stocks. Prerequisites: BA 203-204; MA 117. Fall semester.
- BA 315 Cost Accounting 3 Cr**
A consideration of those principles relating to the accounting systems used by manufacturing concerns. The job-order cost system, the standard cost system, and process cost systems are studied together with selected managerial accounting principles such as relevant costs. Prerequisites: BA 203-204. Fall semester.
- BA 316 Cost Accounting II 3 Cr**
A continuation of BA 315, the course extends coverage of managerial and cost accounting concepts as they are applied in planning, pricing products, and controlling business firms' activities. Prerequisite: BA 315. Offered at discretion of department.
- BA 318 Personal Finance 3 Cr**
Designed to help the student plan the handling of finances in everyday business transactions. Topics included are budgeting, credit, savings, insurance, income tax, investment, and estate planning. Fall semester.

BA 320 Market Research 3 Cr

This course deals with the gathering of information and knowledge to help managers and marketers make better decisions. This course will introduce the student to the research process and various methods for collecting and analyzing data to solve marketing problems. Prerequisite: BA 306. Spring semester.

BA 322 Consumer Behavior 3 Cr

This course focuses on the understanding of consumer behavior, how and why buyers make purchase decisions, how they think, feel, and act before, during and after the purchase. Discussion will deal with the influences that affect these behaviors and how the firm can make decisions about the 4Ps that will ultimately lead to the consumer's purchase. Prerequisite: BA 306. Spring semester.

BA 324 Marketing Communication & Promotion 3 Cr

This course is developed around how to think about, critically evaluate and ultimately manage various forms of marketing communications based not only on their individual roles in the process of communication but also on their overall alignment with the company's integrated marketing communication program. Prerequisite: BA 306. Spring semester.

BA 326 New Product Development 3 Cr

This course focuses on the sequence of events that take place starting with the original idea for a new product/service to actual commercialization. It emphasizes the understanding of the various "stages" of development that any new product must pass, and the various activities each functional area of the firm must contribute, in order to have a successful product launch. Prerequisite: BA 306. Offered at discretion of department.

BA 328 Personal Selling 3 Cr

This course is a study of the skills needed to develop and manage long-term relationships with customers and suppliers. Emphasis is placed on relationship selling, presentation, prospecting, handling objections and closing techniques with consideration given to differences in the global marketplace. Personal Selling covers professional selling practices and philosophies, provides a basic introduction to the activities of sales management, training and recruitment, performance evaluation, compensation, budgeting as well as time and territory management. Prerequisite: BA 306. Fall semester.

BA 351 Banking Management 3 Cr

This course is designed to disseminate information to students interested in acquiring more knowledge in the areas of banking operations including the roles, duties and responsibilities of bankers to their customers as well as their industry. No prerequisites.

BA 360 Accounting & Finance Information Systems 3 Cr

This course will acquaint students with accounting and finance software packages and the potential uses of computer applications in accounting or finance situations. Students will complete a variety of accounting problems using computers. Prerequisites: BA 203-204. Summer session only; on demand. Class may be taken for credit two times.

BA 365 Advanced Spreadsheet Applications 2 Cr

This course is designed to assist students in the development of proficiency in using spreadsheet software such as Excel for making business decisions. Students will build templates for analyzing a variety of business problems.

This course may be used to satisfy the computer applications requirement in the Business major or may be used to satisfy one of the requirements in the Finance emphasis in the Business major. A student may not double count this course to fulfill both requirements. Spring semester.

BA 375 Fundamentals of Management 3 Cr

An introduction to effective management practices, including planning, staffing, organizing, leading, and controlling organizational functions. Fall semester.

BA 377 Small Business Management 3 Cr

This course is designed to develop the student's understanding of the economic and social environment with which the small firm functions and the influence this has on decision making. Fall semester. Fulfills Writing Intensive requirement.

BA 380 E-Commerce 3 Cr

This course is designed to expose students to the multi-faceted aspects of electronic commerce. The course will integrate the different business disciplines found in electronic commerce such as accounting, finance, marketing, law, and management. Students will develop skills in analyzing and formulating electronic business solutions. Issues in security, risk management, control, technology and regulations will be explored. Summer session only; on demand.

BA 392 International Business 3 Cr

This course is intended as the student's introductory course in international business. Topics included will be how managers deal with the international monetary system, as well as the various environments, organizations, and uncontrollable factors that make up the foreign environments. It will also deal with these factors' impact on the business and the functions of management. Prerequisites: EC 201 and BA 375. Fall semester. Fulfills Global Diversity requirement and Writing Intensive requirement.

BA 393/EC 393 Socio-economic Impact of Gender: India 3 Cr

One in six individuals is Indian. The economic status of these individuals is intricately interwoven with the underlying social life. This course examines the delicate balance between old traditions and modernization with particular focus on gender issues. The National Diversity section of this course will explore race, religion, gender and socioeconomic biases that Indians living in the U.S. face, both within Indian communities and from society at large. The Global Diversity section will focus on the impact of globalization and how these changes impact traditional gender roles, the family, and other socioeconomic issues. In addition, students will develop an appreciation of Indian culture and its influence over business transactions in India. Spring semester; on demand. Fulfills Global or National Diversity requirement, but not both.

BA 395 Study Abroad 3-6 Cr

This course entails traveling abroad to a designated country or countries. The class will help the student explore in order to understand business practices as well as the culture, religion, geography and social practices of the foreign country(ies); all necessary prerequisites in the understanding of international business. The length of the trip will determine credit. Prerequisite: Junior or Senior standing or permission of the instructor. Fulfills Global Diversity requirement.

BA 401 International Marketing 3 Cr

This course continues where the principles of marketing and international business leave off and addresses global issues and describes concepts relevant to all international marketers. Emphasis is on the strategic implications of competition in different country markets. This environmental/cultural approach permits a truly global concentration where one is not limited to any specific nation or singular way of doing business. Prerequisite: BA 306 and BA 392. Spring semester.

BA 405 Auditing 3 Cr

Designed to achieve a balance between a conceptual consideration of the environment and philosophy of auditing and an understandable presentation of auditing techniques and procedures. Prerequisites: BA 303-304 and MA 207. Fall semester.

BA 406 Auditing II 3 Cr

A continuation of BA 405, the course extends coverage of financial and operating auditing philosophies and techniques. An audit simulation is a central part of the course. Prerequisite: BA 405. Spring semester. Fulfills Writing Intensive requirement.

BA 407 Advanced Accounting 3 Cr
Accounting principles applicable to partnerships, branches, and consolidated financial statements. Prerequisites: BA 303-304. Spring semester.

BA 408 Human Resource Management 3 Cr
This course deals with the functions of the human resource office. Topics include but are not limited to compensation administration, wage and salary administration, legal constraints, policies and procedures, and collective bargaining. While theory is discussed, emphasis is on practical application. Prerequisite: BA 375 or consent of instructor. Spring semester.

BA 409 Operations Research 3 Cr
This course provides an introduction to quantitative modeling methods used in business, economics, and public administration. The course focuses on computer implementation of the models, the application of these models to practical decision-making scenarios, and sensitivity analysis of the model assumptions. Operations research tools including optimization, queuing, simulation, forecasting, and decision analysis are covered. Prerequisites: EC 201-202; MA 117; MA 207. Spring semester.

BA 410 Business Policy 3 Cr
Capstone course for business majors. Students apply the lessons learned from courses in accounting, business, and economics to contemporary problems in business. Analysis includes tools and techniques learned in the business curricula. Investigation of issues is accomplished in a case approach context. Contemporary business readings are used. Final assessment test for majors in Business Administration will be given in this class. Prerequisites: All core business courses and senior standing. Spring semester.

BA 411 Investment Management 3 Cr
A study of the basic concepts of investing. Topics covered include the stock and bond markets, commodities, options, money market funds, and mutual funds. An analysis of investment strategies and portfolio management as they apply to both the small and large investor. Prerequisite: BA 313 recommended. Spring semester.

**BA 412/HPE 410 Organization, Administration, and
Assessment of Sport Management Programs**
The study of methods of organization and means of administration of health and physical education programs. Spring semester, even-numbered years.

BA 413 Organizational Behavior 3 Cr
Allows student to gain insight and knowledge concerning the behavior of individuals and groups in organizational settings in order to predict likely

future behavior and aid in the accomplishment of organizational goals.
Fall semester.

BA 417 **CPA/CMA Review** **3 Cr**

Designed to prepare individuals for the uniform CPA and CMA professional examinations. Spring semester. See instructor for the course dates. Offered as independent study.

BA 451 **Advanced Financial Analysis and Planning** **3 Cr**

CAPSTONE COURSE FOR FINANCE MAJOR. Examines variables relevant to financial problems. Develops skills, techniques, and judgment necessary to make financial decisions.

BI: Biology

Department of Life and Environmental Sciences

BI 101 **Life Science** **4 Cr**

An introduction to the fundamental principles common to all living organisms. Presents basic biological principles at the organismal level including structure and function, evolution, and ecology. A course for non-biology majors. Three lectures and one 3-hour laboratory per week. Offered at the discretion of the department.

BI 102 **Human Biology** **4 Cr**

An introduction to the fundamental principles common to all living organisms. Presents basic biological principles using human systems as a study model including cell biology, genetics, and physiology. A course for non-biology majors. Three lectures and one 3-hour laboratory per week. BI 102 may be taken without BI 101. One-semester course, offered annually. Fall semester.

BI 171 **Biological Principles I** **4 Cr**

An introductory course focusing upon fundamental biological concepts and methods for students planning to major in biology or for students needing to satisfy a professional school requirement in biology. This course, the first in a two semester series, focuses on biomolecules, the molecular components of life, fundamental cell structures and an introduction to genetics. This course provides a foundation for more advanced courses in the biology major's program and is a prerequisite for all other courses in the program. Particular emphasis in the course is placed upon the evaluation, analysis, and synthesis of information. Three lectures and one 3-hour laboratory per week. Prerequisites: High school biology and chemistry. Offered annually. Fall semester.

BI 172 Biological Principles II 4 Cr

An introductory course focusing upon fundamental biological concepts and methods for students planning to major in biology or for students needing to satisfy a professional school requirement in biology. This course, the second in a two semester series, focuses on the biological principles of evolution and speciation, a survey of biological diversity, the study of plant form and function and the study of animal form and function. This course provides a foundation for more advanced courses in the biology major's program and is a prerequisite for all other courses in the program. Particular emphasis in the course is placed upon evaluation, analysis, and synthesis of information. Three lectures and one 3-hour laboratory per week. Prerequisite: BI 171 with a minimum grade of "C". Offered annually. Spring semester.

BI 201-202 Intro. to Human Anatomy & Physiology 8 Cr

A study of the morphology and physiology of the human body, both from a normal and pathological viewpoint. Three lectures and one two and one-half hour laboratory per week for 2 semesters. Prerequisite for BI 202 is BI 201 with a minimum grade of "C" or consent of the instructor. Offered annually. BI 201 Fall semester, BI 202 Spring semester.

BI 214 General Microbiology 4 Cr

An introductory study of microorganisms for allied health professionals (this course does not satisfy requirements of the biology major). Course includes history, taxonomy and nomenclature, morphology, physiology, nutrition, cultivation, ecology, genetics, immunity, and the roles of micro-organisms in disease and agriculture. Emphasis is on bacteria. Standard microbial methods and techniques are learned in the laboratory. Three 50-minute lectures and one 3-hour laboratory per week. Prerequisites: At least one year (7 credits) of college chemistry and one semester of college biology. Spring semester.

BI 255 Field Ornithology 3 Cr

This field oriented ornithology course is designed to introduce all students (biology majors, non-majors, and senior citizens) to the diversity, morphology and behavior of birds of west-central Montana. Classes are conducted during the morning hours when resident, breeding birds are most active. We travel to many ecotypic areas (mountain, riparian, prairie, and wetland, etc.) to observe and understand as many bird species as possible. Bird skins in the Carroll College study collection are also used to more closely identify and appreciate birds seen in the field. A final examination includes questions about birds observed as well as those identified in the study collection. First session of summer.

BI 281 Genetics 4 Cr

A study of the principles of inheritance at the organismal and molecular levels. Topics include transmission mechanisms, linkage, DNA replication and gene expression. The laboratory will include an introduction to current molecular genetics techniques. Both lecture and lab will emphasize problem solving and experimental data analysis. Three lectures and one 3-hour laboratory period per week. Prerequisites: BI 171-172 and CH 101-102 with a minimum grade of “C”. Offered annually. Fall semester.

BI 305 Microbiology 4 Cr

An introduction to the biology of the prokaryotes (bacteria and archaea) and the animal viruses. Course topics include bacterial cell structure, nutrition and metabolism, growth, genetics, traditional and molecular systematics, ecology of microorganisms, genetic engineering and biotechnology, antimicrobial agents, host parasite interactions, and major infectious diseases. Current methods in bacteriology are used in the identification of bacteria and the conducting of experiments. Prerequisite: BI 281 with a minimum grade of “C”. Fall semester.

BI 306 Plant Biology 4 Cr

An introductory course focusing on the evolutionary history of plants, plant anatomy, and physiology. The laboratory exercises are diverse and emphasize recognizing reproductive and anatomical differences among major plant taxa (from algae to flowering plants), learning how to identify seed plants (gymnosperms and angiosperms) to the family level, and physiological experiments. Prerequisite: BI 172 with a minimum grade of “C”. Three 50-minute lectures per week and one 3-hour laboratory per week. Fall semester odd-numbered years.

BI 307 Animal Physiology 4 Cr

A study of the vertebrate organ systems which are most intimately involved in maintaining homeostasis: Nervous, Endocrine, Cardiovascular, Respiratory and Excretory. Regulation and integration of the systems will be emphasized. Individual study of assigned journal articles which complement the lecture material constitutes a major part of the learning experience. The laboratory offers the student experience using a variety of preparations and instrumentation. Three lectures and one 3-hour laboratory period per week. Prerequisite: BI 172 with a minimum grade of “C”. Spring semester.

BI 311 Ecology 4 Cr

An introductory course focusing on the basic principles of the interactions and relationships among organisms and between organisms and their environment. The laboratory includes field observations, computer simulations, and statistical analysis of experimental data. Prerequisite: BI 172 with a minimum grade of “C”. Three lectures and one 3-hour laboratory per week. Fall semester. Fulfills Writing Intensive requirement. (Enrollment limited.)

BI 315 Physiological Ecology 4 Cr

An examination of how the structure and function of organisms allow them to exploit their specific environment and/or ecological niche. The course focuses on a variety of ecosystems, assesses the environmental stresses inherent in each, and looks at the physiological adaptations that selected organisms have evolved which allow them to be successful in that environment. Syntheses of many biological disciplines, problem solving and experimental procedures/interpretations are involved. Three hours of lecture/discussion and one three hour laboratory per week. Prerequisite: BI 172 with a minimum grade of “C”. Fall semester, even-numbered years. Fulfills Writing Intensive requirement. (Enrollment limited.)

BI 323 Comparative Anatomy 4 Cr

A comparative study of the evolution of the anatomical structures of vertebrates. The course will emphasize the basic structures of vertebrates, the functional role of anatomical structures, and the adaptive changes that have occurred in vertebrate evolution. Three lectures and one 3-hour laboratory per week. Prerequisite: BI 172 with a minimum grade of “C”. Spring semester.

BI 329/330 Molecular Biology (WI) 4 Cr

This course covers the molecular basis of biological activity through in-depth study of DNA. RNA and protein biosynthesis, regulation, and functional interactions. Particular emphasis is placed on the processes of DNA replication and repair, RNA transcription and processing, protein synthesis and post-translational modifications, and the regulation of gene expression. Students will also be introduced to various cell and molecular laboratory techniques, including PCR, gel electrophoresis, cloning, and bacterial transformation, through hands-on experiments and independent study. Three 50-minute lectures and one 3-hour laboratory period per week. Prerequisites: BI 281 and either CH 301 or CH 285, each with a minimum grade of “C”. Only BMB majors can enroll in BI 330 (WI). Spring semester.

BI 350 Developmental Biology 4 Cr

A course concerned with the mechanisms of early development in animals. The molecular and cellular processes affecting differentiation, growth, and morphogenesis are emphasized. The laboratory includes experimental work and the study of anatomical changes occurring in vertebrate embryos. Three lectures and one three-hour laboratory per week. Prerequisites: BI 281 and either CH 302 or CH 285, each with a minimum grade of “C”. Spring semester.

BI 370 Evolutionary Analysis 4 Cr

This course explores the underlying principles of evolutionary change (natural selection, genetic drift, mutation, and gene flow) from an analytical perspective. The relevance of evolutionary change to real world concerns is

emphasized while traditional and modern methods of analysis are explored and evaluated. Three 50-minute lectures and one 3-hour lab per week. Prerequisite: BI 281 with a minimum grade of "C". Spring semester. Fulfills Writing Intensive requirement. (Enrollment limited.)

BI 382 Cell Biology 4 Cr

This upper-division course focuses on the cell as the basic unit of structure and function in living things. Topics include cellular organization, the structures and functions of cellular organelles and the cytoskeleton, energy transformations, communication between cells, and the cell cycle. Methods used to study cells and their component parts will be introduced in the laboratory portion of the course. Laboratories will introduce advanced techniques in molecular/cellular biology. Lectures will integrate material from genetics, chemistry and introductory biology. Three lectures and one 3-hour laboratory per week. Prerequisites: BI 281 and either CH 301 or CH 285, each with a minimum grade of "C". Offered annually. Spring semester

BI 420 Topics in Biological Sciences 2 Cr

A course that explores selected advanced topics in biology, usually in a lecture-discussion format. Fundamental themes in biology (for example evolution, anatomical structure and function, molecular systems) will be explored from the perspective of specific sub-disciplines (ecology, microbiology, genetics, cell biology, plant biology, animal physiology). The focus of each section will be determined by the individual instructor. Sections share the common requirements of critical reading of the primary literature, evaluation of information, discussion, and extensive writing. Two lectures/discussions per week. Prerequisite: BI 281 with a minimum grade of "C" or consent of the Instructor. Offered at discretion of department. Fulfills Writing Intensive requirement.

BI/CH 477 Honors Thesis Writing 1 Cr

This course is intended to guide students through the process of writing an honors thesis based upon data the student have collected. The course consists of weekly meetings during which the parts of the thesis (Introduction and Literature Review, Materials and Methods, Results, and Discussion) will be discussed. Poster and Power Point presentations are covered. By the end of the semester, students will have completed a draft of their theses. One hour lecture/discussion per week. Prerequisite: 3.25 GPA and completion of an honors research project. Required for all biology, chemistry, and biochemistry/molecular biology majors who intend to complete an honors thesis. Fall semester. Fulfills Writing Intensive requirement.

BI 496 Senior Seminar 1 Cr

Readings and discussion of significant past and current literature. One hour each week. Prerequisite: Senior status. Offered both semesters.

BMB: Biochemistry/Molecular Biology

Department of Life and Environmental Sciences

BMB 496 Biochemistry and Molecular Biology 1 Cr **Senior Seminar**

This course focuses on critical evaluation of information relevant to biochemistry and molecular biology (BMB). Students will discuss issues relevant to BMB research, ethics, funding and careers. Students will read, evaluate, and discuss past and current literature in biochemistry and molecular biology. Each student will provide oral presentations of work that they have reviewed. Prerequisite: Senior status in BMB major. Offered spring semester.

CH: Chemistry

Department of Chemistry and Physics

CH 101-102 General Chemistry 8 Cr

Principles of chemistry for students majoring in science or engineering. First semester topics include stoichiometry, atomic structure, bonding, thermochemistry, and intermolecular forces. Second semester topics include solutions, chemical equilibrium, acid/base chemistry, oxidation/reduction, thermodynamics, kinetics, nuclear chemistry, and coordination compounds. Three lectures and one three-hour laboratory per week. Prerequisite: High school algebra. High school chemistry recommended. Students must receive a "C" or better in CH 101 to enroll in CH 102. Offered annually. CH 101 Fall semester, CH 102 Spring semester.

CH 111 Essentials of Chemistry: General 4 Cr

A one-semester course in the fundamentals of general inorganic chemistry. Principal topics include atomic structure; atomic-molecular description of matter, solutions, and equilibrium; and basic calculations and measurements. Recommended for general studies students and students in nursing and health information management. Three lectures and one 3-hour laboratory per week. Spring semester.

CH 112 Essentials of Chemistry: Organic and Biochemistry 3 Cr

The first portion of the course explores the structures, functions, and properties of biologically relevant organic macromolecules including carbohydrates, lipids, proteins, nucleic acids, and enzymes. From there, the course explores the genetic control of biochemical processes, control of cell division and cell death, the biochemistry of cancer, and how pharmaceuticals are developed to treat disease. Finally, the course explores bioenergetics and metabolic processes that provide the energy for life.

A major consideration is how these processes interface with health and disease. Recommended for students in nursing. Three lectures per week; no laboratory. Prerequisite: CH 101-102 or CH 111 or consent of the instructor. Students must receive a "C" or better in the prerequisite to enroll in CH112. Fall semester.

CH 205 Quantitative Analysis 4 Cr

A detailed study of analytical chemistry focusing on classical methods of chemical analysis in systems at equilibrium. Topics covered include measurement and concentration, experimental error and uncertainty in chemical analysis, statistical analysis of laboratory data, solubility equilibria, acid-base reactions, oxidation-reduction chemistry, complexometric reactions, phase equilibrium, activity, electrochemistry, potentiometry, and the interaction of light with matter. These areas are studied in the context of analytical laboratory techniques, including volumetric analysis, titrimetry, gravimetry, chromatography and spectrophotometry. Basic issues of chemical hygiene are also covered. The laboratory stresses good laboratory technique through the quantitative analysis of unknown samples by classical and modern methods. Three 50-minute lectures and one 4-hour laboratory per week. Prerequisites: CH 102 with a minimum grade of "C". Spring semester.

CH 285 Intermediate Organic Chemistry 4 Cr

A one-semester course in organic chemistry that focuses on organic chemistry concepts needed for understanding biochemistry. Content also includes nomenclature, configurational and conformational analysis, and valence bond theory, as well as some important mechanisms. Prerequisite: CH 102 with a minimum grade of "C". Three lectures/week plus one 3.5 hour lab. Fall semester.

CH 301-302 Organic Chemistry 8 Cr

A two semester sequence on the chemistry of carbon-based compounds. The sequence will examine the main classes of organic compounds in terms of preparation, structure, physical and spectral properties, methods of functional group transformation, and mechanism of reaction. In the second semester of the laboratory sequence, students will perform an independent organic laboratory project. There will be an emphasis on oral and written scientific communication of the projects results. Three lectures and one 3 1/2- hour laboratory per week. Prerequisite: Grade of "C" or better in CH 102 or consent of instructor. Students must pass CH 301 with a "C" or better to enroll in CH 302. Offered annually. CH 301 fall semester. CH 302 spring semester.

CH 306 Instrumental Methods 3 Cr
An examination of modern instrumental methods of chemical analysis from a theoretical and practical standpoint. Students learn the chemical principles that underlie instrument operation and study the functions of instrument components and their organization into chemical measurement systems. An emphasis is placed on the utility and limitations of each instrument. Principal instrumental techniques include atomic and molecular optical spectroscopy, gas and liquid chromatography, mass spectrometry, nuclear magnetic resonance spectroscopy and electrochemical methods. The laboratory provides students with hands-on access to a wide variety of state-of-the-art chemical instrumentation. Three 50-minute lectures per week. Prerequisite: CH 205. Students must receive a "C" or better in the prerequisite to enroll in CH 306. Fall semester.

CH 311 Spectrometric Organic Structure Determination 2 Cr
CH 311 is a seminar-style course where students will learn to read and interpret data produced by chemistry instruments. This course is intended for chemistry majors who are planning to attend graduate school, but others who are interested in how spectrometry is used to determine structure may find this course interesting. The class will meet twice weekly at the designated time. Prerequisite : CH 302.

CH 353 Biochemistry 4 Cr
A study of the chemical principles governing biological macromolecules. Topics include protein structure and function, enzyme mechanisms and kinetics, carbohydrates and lipids, energetics and major metabolic pathways. The laboratory will include both computer simulations and an introduction to current molecular techniques in the field. Both lecture and lab will emphasize problem solving and experimental data analysis. Three lectures and one 4-hour laboratory per week. Prerequisites: BI 171 and CH 285 or CH 301. Fall semester.

CH 354 Biochemistry II 4 Cr
This course emphasizes biochemical processes that occur in living organisms. It expands upon the material covered in CHEM 353 to include additional consideration of metabolism and how it is studied, as well as advanced topics in metabolic diseases, protein biochemistry, and enzymology. Additional topics include drug development, and the biochemistry of sensory systems, memory, and immunity. The course utilizes several tools including textbook readings, lecture, clinical case studies, evaluation of original research papers, and project-based laboratory exercises. Students must receive a "C" or better in the prerequisite to enroll in CH 354. Prerequisite: CHEM 353. Spring semester.

CH 390 Physical Chemistry for Life Sciences 4 Cr

Physical chemistry for life sciences focuses on quantum mechanics, spectroscopy, thermodynamics, statistical mechanics, and kinetics as they pertain to chemical and biochemical systems. Emphasis will be placed in applying a conceptual understanding of energy quantization in molecular and atomic systems when answering quantitative chemical problems. The lab includes investigations of energetics, molecular structure and reaction dynamics requiring the use of advanced instrumentation. One semester course: Three 50 minute lectures and one 3 hour lab per week. Prerequisite: CH 302, MA 122 and PHYS 206 or consent of the instructor. Student must pass prerequisites with a “C” or better to enroll in CH 390. Offered bi-annually in the fall of even-numbered years.

CH 391-392 Physical Chemistry 6 Cr

The first semester of this course (CH 391) topics include the origin, applications, and implications of quantum mechanics. Specific topics include spectroscopy (rotational, vibrational, electronic and NMR), chemical bonding, and molecular structure. The second semester (CH 392) topics include thermodynamics, statistical mechanics, and kinetics. Through the two semesters emphasis will be placed in applying a conceptual understanding of quantum mechanics and the quantization of energy levels in molecular and atomic systems when answering quantitative chemical problems. Two semester course: Three 50-minute lectures per week. Prerequisite: CH 302, MA 233 and PHYS 206 or consent of the instructor. Student must pass prerequisites with a “C” or better to enroll in CH 391-392. Offered every other year, CH 391 fall semester of odd-numbered years and CH 392 spring semester of even-numbered years.

CH 405 Advanced Inorganic Chemistry 3 Cr

A detailed study of current topics in inorganic chemistry, including coordination chemistry, organometallic chemistry, homogeneous catalysis and bioinorganic chemistry. Emphasis will be placed on orbital interactions, reactivity and reaction mechanisms of inorganic molecules. Lab covers synthesis and spectroscopy of inorganic compounds. Prerequisite: CH 302. Students must receive a “C” or better in the prerequisite to enroll in CH 405. Three 50-minute lectures per week. Spring semester, even-numbered years.

CH 406 Advanced Organic Chemistry 3 Cr

This course will provide an in-depth study of the structure, synthesis, and reaction mechanisms of organic compounds. The synthesis section will encompass theory, design, and methods used in modern organic synthesis. The structure and mechanistic section will cover conformational analysis, stereochemistry, molecular orbital theory as it applies to conjugated pi systems, reaction mechanisms and methods of mechanism elucidation. Original papers in current science literature will be analyzed with an emphasis on oral and written scientific communication. Three 50-minute lectures

per week. Prerequisite: CH 302. Students must receive a “C” or better in the prerequisite to enroll in CH 406. Spring semester, odd-numbered years.

CH 411-412 Integrated Lab 4 Cr

A two-course series to be taken in consecutive semesters primarily in the fourth year of study. This lab-only course integrates content from physical chemistry, instrumental methods, advanced organic, and advanced inorganic chemistry by providing research or research-like experiences. Learning outcomes are to: 1) develop advanced synthetic abilities, 2) apply modern instrumentation for data generation, 3) analyze data in light of modern theory, 4) report findings in written and oral formats, and 5) search and employ primary literature sources. Lab meets two times per week for 3.5 hours each. Pre- or co-requisites for CH 411 are CH 391 and CH 306; pre- or co-requisites for CH 412 are CH 392, CH 405 or 406 (depending on year). Student must pass all pre- and co-requisites with a “C” or better to enroll in CH 411 and CH 412. Offered annually: 411 in fall and 412 in spring. CH 412 fulfills writing intensive (WI) requirement.

CH/BI 477 Honors Thesis Writing 1 Cr

This course is intended to guide students through the process of writing an honors thesis based upon data the student have collected. The course consists of weekly meetings during which the parts of the thesis (Introduction and Literature Review, Materials and Methods, Results, and Discussion) will be discussed. Poster and Power Point presentations are covered. By the end of the semester, students will have completed a rough draft of their theses. One hour lecture/discussion per week. Required of all students who wish to graduate with honors. Prerequisite: 3.25 gpa and completion of an honors research project. Fall semester.

CH 496 Senior Seminar 1 Cr

Senior seminar is intended for senior chemistry majors in their last semester of study. The focus of the course will be on developing the skills necessary for the effective communication required in a graduate program or a job in chemistry. Students will be required to give professional, polished oral presentations and will practice the skills of scientific writing, with particular emphasis on the style required for publication in a chemical journal. Prerequisite: Senior status. Spring semester.

CLST: Classical Studies

Department of Languages and Literature

CLST 485 Independent Study Variable Cr

CLST 499 Honors Thesis Variable Cr

CO: Communication Studies

Department of Communication Studies

CO 101 Basic Communication 3 Cr

Introduction to the field of communication through the study of life-enhancing communication skills including listening attentively, managing conflict, interviewing successfully, interpreting media, sustaining healthy relationships, working effectively in groups and communicating amid diversity. Students also receive training in multiple forms of public speaking. Assignments apply communication training to students' personal, academic and professional lives. Each semester

CO 108 Digital Publishing 3 Cr

An introduction to digital publishing in the age of social media. Students learn basic design philosophy in addition to how to use traditional desktop publishing software such as Adobe InDesign for production of pamphlets, newsletters, etc. Plus advanced units on digital design, Photoshop, designing for Web 2.0 and guides for effective PowerPoint presentations using digital tools. This course cannot be substituted for the CO 101 Core requirement. Prerequisite: CO 101 or consent of instructor. Spring semester.

CO 111-112 Introduction to Forensics 1-3 Cr

Preparation for intercollegiate forensics competition in individual events and World Debate. Events include extemporaneous, impromptu, after-dinner speaking, persuasion, informative, prose, communication analysis, poetry, duo, dramatic, program oral interpretation and World Debate. This course cannot be substituted for the CO 101 Core requirement. Prerequisite: Consent of instructor. Each semester.

CO 130 Viral Video 3 Cr

Get Smart! Smartphones have given rise to "Citizen Video" so in this course student citizens can start producing their citizen videos for distribution on YouTube and elsewhere. Students will dive in to produce movies that will end up on YouTube and in Carroll's spring Charlies competition. The Citizen Video course will then expand into Citizen Media, and the world of podcasting and video casting. An entry-level digital moviemaking and citizen media primer for student filmmakers. You can use your smart phone or your camera or video or iPad to shoot some video. (We even have a couple of video-cameras.) Then we will edit it into something interesting. Whether it goes viral is out of our hands, but it will be good enough for the Charlies! Cross listed with computer science course CS 130. This course cannot be substituted for the CO 101 Core requirement. No prerequisites. Fall semester.

CO 165 Fundamentals of Film & TV Production I: 3 Cr
Writing for Film & TV

Introduces students to the writing techniques and design of TV, Film and video programs in both multi-camera and single-camera environments. Students learn about writing styles and techniques, story structure, narration, and dialogue through the writing of broadcast news, persuasive (advertisements), documentary and drama scripts for the audio-visual medium. Students will also have the opportunity to translate their scripts into visual pieces through a hands-on camera exercise. (Both CO 165 and CO 166 required before advancing to CO 265) CO 165 and CO 166 can be taken in any order. This course cannot be substituted for the CO 101 Core requirement. Fall semester, odd-numbered years.

CO 166 Fundamentals of Film & TV Production II: 3 Cr
Aesthetics of Film & TV

Students learn about the creative process of producing film and television programs: camera work, lighting, art direction, set design, costume design, sound design, editing, and how they all contribute to the film and TV production process. Through a hands-on approach (camera work) and critical analysis, students will learn and understand how messages are successfully and unsuccessfully crafted, targeted, and delivered through the TV and film medium. (Both CO 165 and CO 166 required before advancing to CO 265) CO 165 and CO 166 can be taken in any order. This course cannot be substituted for the CO 101 Core requirement. Fall semester, even-numbered years.

CO 206 Small Group Communication 3 Cr

The study of group communication processes. Students will learn group communication theory and then apply that theory through in-class group games and out-of-class group projects. Fall semester, odd-numbered years. Prerequisite: CO 101.

CO 210 Language and Nonverbal Behavior 3 Cr

A study of the theory and research on the relationships between language, nonverbal behavior, and communication in contemporary American society. We will investigate the practices and techniques involving verbal and nonverbal actions used in everyday encounters. Topics include slang, hate speech, dialects, interactional synchrony, physical symmetry, micro expressions, gestures, etc. Prerequisite: Sophomore or higher standing required, CO 101. Fall semester; odd-numbered years.

CO 211-212/311-312/411-412 Advanced Forensics 1-3 Cr

Preparation for intercollegiate forensics competition in individual events and World Debate in British Parliamentary format. The team competes in the Northwest, the Rocky Mountain region, Canada and in select international events abroad. Prerequisite: consent of instructor. Each semester.

CO 215-216 Introduction to Public Relations 6 Cr

A two-semester introduction to the theory and practice of public relations. The first semester focuses on theory and on writing. The second semester focuses on case studies and the design of a public relations campaign for a local organization. Prerequisite: CO 101 or consent of instructor. Sequence starts the fall semester of even-numbered years and continues in the spring.

CO 225 Professional Communication 3 Cr

An advanced course in public speaking with practical career-training emphasis, this course is aimed at preparing students to make polished public presentations. The course will include units on listening, job interviewing, and public speaking for professionals. Prerequisite: CO 101 or consent of instructor. Spring; even-numbered years.

CO 226 Community Assistant Seminar 2 Cr

A course designed for paraprofessionals working in residence halls. By means of readings, professional speakers, and discussions, students will become more effective in performing duties and accepting responsibilities of a resident assistant. Class begins one week before fall semester; does not satisfy CORE communication course.

CO 227/228 Ambassador Seminar 1 Cr

A course designed for Student Ambassadors (Carroll's student tour guides). Topics covered will include communication and presentation skills, history and facts about Carroll College, Student Services/resources on campus, and a general overview of the admission process. By means of readings, professional speakers, and discussions, students will become more effective in performing duties and understanding the responsibilities of Student Ambassadors. There will be some written homework assignments as well as out of class work (shadowing tours, helping with admission special events, etc). Required of all new Student Ambassadors. Grading will be Pass/Fail only. Spring Semester only. Prerequisite: CO101 (may be taken concurrently). Instructor's consent required.

CO 236-237 Prospector Student Newspaper 1-3 Cr

All students are welcome to join the staff of The Prospector, the student newspaper. Students will be assigned tasks in accordance with their talents and the pa-pers' needs: writing stories, taking photos, designing pages or selling ads. Variable credits: 1 credit equals one contribution per issue; 2 credits, 2 contributions, 3 credits three contributions. Every semester.

CO 250 Social Media and Communication 3 Cr

Social Media and Communication examines the profound shift that the Internet, social networking, digital publishing and mobile media technologies (Facebook, Twitter, et al.) have on the communication and business landscape. Through both theoretical and practical study, students will

examine evolving technologies and their application to personal life, business development and business marketing/sales. The course will end with experiential learning labs utilizing social media, social networking and real-time publishing. Prerequisite: CO 101 or consent of instructor. Fall semester.

CO 265 Basic Single Camera Production 4 Cr

This course focuses on camera production. Course will incorporate time in the field shooting videos and time in the editing suite using non-linear editing equipment in addition to classroom discussion and demonstration. Student will assume the role of writer/director and organize a production team and schedule. Lab required. Prerequisite: CO 101 or consent of instructor. Prerequisite: CO 165 and CO 166. Spring semester.

CO 275 Conflict Management 3 Cr

Students learn various strategies for engaging in productive conflict management, while preventing and de-escalating destructive conflict. The course examines the dynamics of everyday conflicts across a variety of settings, from personal relationships to the workplace. Additionally, students will be asked to reflect on their own style of conflict management and improve their skills. Course content will include both theory and application, with an emphasis on their interrelation. Topics include factors that influence conflict choices, ethical implications, options for third-party intervention, and the roles of forgiveness and reconciliation. Prerequisite: CO 101 or consent of instructor.

CO 279 Writing About Movies 3 Cr

Course is designed to teach a student to recognize and appreciate a good film. Students will watch classic films, read film reviews, and learn how to write and publish film reviews. Prerequisite: CO 101 or consent of instructor. Fall semesters, even-numbered years. Fulfills Writing Intensive requirement.

CO 280 Gender Communication 3 Cr

Examination of interactive relationships between gender and communication in contemporary American society. Course will explore ways that communication creates and perpetuates gender roles and how socially created gender roles are enacted in public and private settings. Students will connect research to everyday lives. Prerequisite: Sophomore status absolutely required, CO 101. Spring semester, odd-numbered years. Fulfills National Diversity requirement.

CO/ENWR 306 Writing for the Print Media 3 Cr

Students learn basic elements of journalistic writing for the print media, including news reporting, feature writing, and column writing. Course includes study of libel law, observation of community media, and production of one

issue of the school newspaper. Prerequisite: ENWR 102 and CO 101 or consent of instructor. Spring semester. Fulfills Writing Intensive requirement.

CO 308 Communication Ethics 3 Cr

Course seeks to deepen insights into ethical issues arising on all frontiers of communication, ranging from small groups to news media. Students will read case studies of ethical crises and learn to apply philosophical and religious ethical principles to those crises. Prerequisite: CO 101, junior standing, or consent of instructor. Spring semester, odd-numbered years.

CO 310 Mass Media 3 Cr

The study of the history and theory of contemporary mass media including radio, television, and print media. Course examines the cultural forces that shape and define mass media as well as the way mass media shapes our culture. Prerequisite: CO 101 or consent of instructor. Fall semester, even-numbered years.

CO 320 Organizational Communication 3 Cr

This course presents both historical and current perspectives on the origins and usefulness of organizational theory relating to communication, emphasizing the relationship between organizational life and communication principles. The course provides an opportunity for experiential learning, combined with theory, for understanding and improving communication skills in a variety of organizational settings. Upon completion of the course, students will be able to explain how communication functions within organizations and how communication practices can be used to understand and enhance both employee relationships and organizational effectiveness. Prerequisite: Junior standing or consent of instructor. Spring semester.

CO 325 Intercultural Communication 3 Cr

Study of the relationship between culture and communication in everyday life from critical and interpretive perspectives. Students will consider the nature and place of cultural practices in social life and will examine the influence of world views, values and beliefs on communication encounters and relationships. Students will examine topics related to identity, verbal and nonverbal communication, international travel (including study abroad), ethnocentrism and stereotyping. Prerequisite: CO 101. Fall semester, even-numbered years. Fulfills National Diversity requirement or Global Diversity requirement, but not both.

CO 340 Interpersonal Communication Theory 3 Cr

The study of interpersonal communication from both a personal and theoretical standpoint. Topics include interpersonal concepts (listening, empathy, confirmation, humor, social support, self-disclosure, apprehension, defensiveness, etc.), the initiation, maintenance, and termination of platonic, romantic, and family relationships as well as attraction, courtship,

affection, conflict, and destructive behavior. Prerequisite: Sophomore or higher standing, CO 101. Spring semester, even-numbered years.

CO 360 Health Communication 3 Cr

A theoretical and practical examination of the central role of communication in the provision of health care. Students will examine communication issues such as empathy, therapeutic listening, trust, self-disclosure, social support, and interactional control/power and their use and impact on our emotional and physical well-being and in varying health care relationships: individual (e.g., the patient role, the provider role), interpersonal (e.g., provider-client, provider-family), group (e.g., healthcare teams, self-help/support groups), organizational, and societal. Designed to serve all students, especially those seeking careers as healthcare professionals. Prerequisite: Junior or higher standing, CO 101. Fall semester, even-numbered years.

CO 365 Saints TV: Television Production 3 Cr

An application of the structure and aesthetics of message design in film and television. Course is an extension and application of CO 165, CO 166, and CO 265. It is designed to broaden student exposure to single and multi-camera production procedures and technology in the classroom and in the field. Students will incorporate script, picture, and sound to create television programs for Saints TV. Prerequisite: CO 165, CO 166, CO 265. Each semester.

CO 395 Research Methods Seminar 3 Cr

A discussion of selected communication issues associated with researching and reporting about human interaction. Students will investigate the scope, central concepts, and practices of communication research with particular focus upon microanalysis, ethnography, surveys, and experiments. Prerequisite: Junior or higher standing. This seminar is for junior communication studies majors. Fall semester.

CO 414 Human Communication Theory 3 Cr

A critical study of classical and contemporary communication theory. Students consider foundations of communication theory through examination of traditions of theorizing including Rhetoric, Semiotics, Cybernetics, Critical Theory, and Phenomenology. Prerequisite: Junior or higher standing. Fall semester, odd-numbered years.

CO 417 Methods of Teaching Speech Communication 1 Cr

Theoretical and applied study of teaching communication and coaching speech. Students will read works on the philosophy of education and will complete a teaching and coaching project.

CO 420 Globalization, Gender and Communication 3 Cr

This course explores globalization and its socio-econo-cultural impact on gender. Students will identify the political, social, and cultural fault lines created by the concept of globalization. The course will examine issues such as power shifts and a reconfiguration of political power and civil society and changing gender roles within the context of national cultures and the global economy. In addition, the course will also examine the impact of wars, media, and international institutions on the loss of nation state autonomy and borders as well as global and gendered inequality. Prerequisite: CO 101 or consent of instructor. Fall semester, odd-numbered years.

CO 425 Communication Career Internship 1-3 Cr

An option available to the communication major who is preparing for a career in public relations and information, event organizing, communication consulting, broadcasting or social media. The student will intern in an appropriate business, non-profit organization, state office, or federal agency in the Helena community for supervised, practical experience in the area of the intended career. This course may be taken more than once. Each semester.

CO 495 Senior Practicum: The Graceful Exit 1 Cr

A capstone course about life transitions—particularly the graceful exit from college and the humble entrance into a post-college career. Course includes units on selecting and applying to graduate schools, job interviewing, resume writing, web-based job searching, and conference call interviews with successful communication and public relations alumni. Fall semester.

CS: Computer Science

*Department of Mathematics, Engineering, and
Computer Science*

The Computer Science field changes quickly. The following courses in Computer Science are those that have been approved by the college curriculum committee. Other computer science courses are also offered prior to approval as a regular course or as a one-time topic of special interest. Due to the nature of this discipline, the course offerings will change on a regular basis. For the most current look at our computer science course offerings, please view the Computer Science information on our web site at <http://www.carroll.edu>.

CS 103 Instructional Media and Technology 3 Cr

This course is intended for students seeking teacher licensure. Students will not only interact with new technologies for enhanced learning and engagement in instructional media, but develop technology based unit plans (TBUP's) for future integration of technology into education. Course focus is on both hardware and software of instructional media. No prior knowledge

of computers or other technology is assumed. Prerequisite: ED 102 or concurrent enrollment in ED 102 or consent of instructor. Each semester.

CS 110 Computer Modelling with Java 4 Cr

This course is an introduction to using computer programs as a way of modeling, analyzing and enhancing the world. The Java language is both powerful and commonly used in business, science and many other applications of computing. An integrated laboratory provides experience in programming and algorithmic problem-solving. Topics include computing and object oriented design methodology, Java fundamentals, modifying objects, control constructs, function usage basics and libraries, programmer defined functions, parameter passing, arrays, the class construct and object-oriented design, event-based programming, and implementing abstract data types. Three one-hour lectures and one two hour laboratory per week. Fall semester.

**CS 120 Data Structures and Program Design:
A Multimedia Approach 4 Cr**

An introduction to program design, fundamental data structures, and analysis of algorithms. The course addresses data structures as tools that you can use to solve problems that arise in modeling a situation and then executing (simulating) the resultant model. As in CS 110, the course makes much use of graphics, sound, pictures, and other media. Topics include contiguous and linked lists (stacks, queues, and general lists), search and sort techniques, binary trees, tables, hashing, recursion, and graphs. Three one-hour lectures and one two-hour laboratory per week. Prerequisite: CS 110. Spring semester.

CS 202 Web Design and Development 3 Cr

An extensive introduction to the fundamentals of HTML/CSS, web page layout, and web site development. Students will learn HTML/CSS plus tips and tricks of making web pages work. The class will also touch on XML, AJAX, JavaScript, PHP, and Podcasting. Students will walk away with a full functioning, standards based web site (additional fee required). The course includes lectures, demonstrations, group projects, and extensive hands-on experience in a computer lab. Spring semester.

CS 213 Management Information Systems 2 Cr

The class familiarizes students with basic concepts in the use of computer applications as management information systems for businesses. It emphasizes database design and concepts with spreadsheets for analysis and reporting of information. Managing technological change, ethics and security are also covered. Hands on projects include using MS Office for presentation, spreadsheet and database applications. Each semester.

CS 220 Programming in Excel 3 Cr

This course is designed to develop advanced Excel users and programmers, with students becoming proficient at developing robust and reliable spreadsheet models. This course focuses on the principles of spreadsheet model design, advanced Excel functions, PivotTables, macros, and the basics of Visual Basic for Applications (VBA) programming, culminating in the development of automated spreadsheets with user interfaces designed for the non-technical user. Students will demonstrate proficiency in subject matter through computer labs and extended projects. Prerequisite: prior Excel experience in Carroll coursework or permission of instructor. Spring semester.

CS 230 Software Engineering 4 Cr

This course addresses the development of software systems. Problem-solving concepts are integrated with a study of the software development life cycle, including project management, requirements analysis, system design, testing implementation, and maintenance issues. Students will create an object-oriented team project. Lectures and laboratory each week. Prerequisites: CS 110 and CS 120 (or equivalent). Fall semester. Fulfills Writing Intensive (WI) requirement.

CS 251 Introduction to Linux 2 Cr

This course will teach students to install Linux (using Ubuntu Desktop or distribution of their choice) and then provide basic command line (Bash) scripting competency. Students will install Linux, preferably on their own computer, in a dual boot or virtual machine environment. The ability to run Linux and Windows or Mac OS on the same machine can provide students with new computer tools. Linux/Unix is used in gaming, research and web environments. Basic skills allows students to begin participating in those environments as well as preparing them for further learning in several Computer Science and Computer Information Systems courses. Basic familiarity with computer hardware and software and your own computer (with 20GB disk free) is recommended. Fall semester.

CS 287 Student Topics 1 Cr

This course is intended for all CS and CIS minors and majors as well as other students with strong interests in technology as a way to explore new topics, implement new technologies, meet other students and develop meaningful relationships. Upper-class students lead the course. Web, coding techniques and social media technologies are likely topics. The course content will be largely student determined. The course is offered Pass/Fail only. The only prerequisite is an interest in exploring new technologies. There is no fee or required materials. Spring semester.

CS 309 Computer Architecture 4 Cr

This course is an introduction to computer design and implementation by viewing the modern computer as a hierarchy of levels. The digital logic level, the micro architecture level, the instruction set architecture level, the operating system machine level, and the assembly language level are all discussed. An integrated laboratory applies the concepts studied through the use of an actual assembler or simulation software. Three one-hour lectures and one two-hour laboratory per week. Spring semester, even-numbered years.

CS 310 Database Design and Implementation I 4 Cr

Using Oracle, this course concentrates on representing, storing and retrieving data from external storage devices. Learn SQL and software development using Oracle's Application Express. Three one-hour lectures and one two-hour laboratory per week. Prerequisites: Grade of "C" or better in CS 110 (or equivalent). Recommended: CS 120 and CS 230 prior to taking this class. Fall semester.

CS 311 Database Design and Implementation II 4 Cr

As a continuation of CS 310, student will analyze, design, implement, test, and present a database project in Oracle. Lectures and laboratory each week. Prerequisites: CS 310 (or equivalent).

CS 330 Networking Technologies 4 Cr

This is the first in a 2 course sequence on data network transmission technologies. The class covers the OSI and TCP/IP models of communication and IP addressing. Emphasis is on local area network (LAN) designs and technologies like cabling, Ethernet and switching. Basic routing concepts are also covered. Labs involve building and configuring your own networks to generate and observe traffic and network behaviors. The labs use primarily Cisco equipment and track Cisco CCNA certification standards. Prerequisite: Basic computer skills and some knowledge of computer hardware and software or consent of the instructor. Offered fall semester, even-numbered years.

CS 331 Internet Infrastructure 4 Cr

This the second in the 2 course sequence on data network transmission technologies. The class covers advanced routing protocols such as OSPF, IS-IS, MPLS and BGP as well as supernetting, IPv6 addressing and audio and video transmission and issues like QOS (quality of service) and multicasting. The class also focuses on ISP and wide area technologies (WAN) such as T carrier, Sonet, frame-relay, ATM and ISDN. Labs emphasize building and debugging complex networks and track Cisco CCNP certification content. Prerequisite: CS 330, Cisco CCNA certification or consent of the instructor. Spring semester, odd-numbered years.

CS 410 Operating Systems 4 Cr

This class covers the design and theory of modern computer operating systems. It explores topics such as process management, CPU scheduling, memory management and protection, device management and diversified operating systems. The lab component focuses on learning the C++ language and on its use in the Linux operating system. Recommended: CS 110 and CS 309. Fall semester.

CS 421 Cyber Security 4 Cr

This course combines knowledge and skills from the 2 computer network classes (CS330 and CS331) with the Operating Systems class (CS410) to build, compromise and secure computer network and server systems. Labs include using Cisco, Microsoft, and Linux systems (switches, routers, workstations and servers) as well as implementing network firewalls. The course also covers security concepts, policies, and risk management as well as hacking techniques and defenses. Prerequisites: CS330 and CS410. CS331 is recommended. Spring semester.

CS 425 Internship 1-6 Cr

This course is an internship consisting of supervised work experience with a business or nonprofit agency in the computer science field. Ideally, the internship should relate the type of work (network, web, programming, etc.) that the student is most interested in. Forms and procedures can be obtained through the Carroll internship coordinator. Prerequisites: Consent of instructor.

CS 430 Senior Project: Your Project 4 Cr

This course will present students with a substantial experience in software engineering. Students will investigate, design, implement, and present a significant software project, working both as individuals and in project teams. Projects will also teach the students about project management concerns. Prerequisites: CS 310 (or equivalent). Spring semester.

CS 495 Computer Science Seminar 3 Cr

Various topics not covered in other computer science courses are researched and discussed. Students analyze selected readings on ethics and the integration of technology in business and the world in general as well as work on related projects and/or papers. Students participate in defining and presenting their own content in the class. Spring semester, even-numbered years.

CS 499 Senior Thesis 3 Cr

The student can select, research, and write a research paper on a computer science topic. The student will need a thesis advisor and 2 readers and will complete this (typically) in their final year at Carroll. The student will meet all the requirements for an Honors Thesis at Carroll as described in the

catalog. This course can be used in place of the Senior Project requirement for the CS degree.

EAS: Earth Sciences

Department of Life and Environmental Sciences

EAS 101 Earth Science 4 Cr

A survey of the earth: its interior, surface processes, climate, landscapes, oceans, and the environmental impacts and influences of these processes on mankind. Topics include the structure of the earth, rivers, glaciers, earthquakes, geologic time and plate tectonics. Lecture topics are reinforced by hands-on activities and field trips including rock and mineral identification and the use of maps and images in the laboratory. Each semester.

EAS 3XX Advanced Earth Science 3 Cr

This course covers advanced topics in earth science. This course digs deeper into the environmental impacts of humans on geological processes and the effects of geological processes on humans through lectures, student projects and field excursions. Prerequisite: EAS 201 or permission of the instructor. Offered at the discretion of the department, typically spring semester.

EC: Economics

Department of Business, Accounting, and Economics

EC 106 Survey of Economics 3 Cr

Provides an introduction to contemporary economic issues and accompanying public policies. Topics covered include inflation, deficit, unemployment, interest rates and financial institutions, social security, pollution, prices, and profits of businesses. This course is designed for non-majors. Departmental majors may take the course, but also must complete EC 201-202. Offered at discretion of the department.

EC 201-202 Principles of Economics 6 Cr

Basic economic principles of individual and business decision making concerning the use of resources and products in the market setting of the U.S. economy. Fundamentals of supply and demand and microeconomics are emphasized first semester. Fundamentals of macroeconomics is the focus of the second semester. Covers role of government and Federal Reserve system in achieving full employment and price stability, international economics, and balance of payment problems. Prerequisite: MA 207, Statistics.

EC 203 Project Management Economics 3 Cr

This course introduces students to three vital components of project management, each of which contains economic aspects. The three components are financial activities of the project manager, economic analysis, and legal considerations. Examples and case studies will address situations that require decisions having economic implications from project managers in the industrial, commercial, professional, and public sectors. Topics covered include developing project scopes, schedules and budgets, evaluating capital expenditures, considering operational costs, reviewing contracts and specifications, and addressing ethical dilemmas. Three class hours per week. Prerequisites: MA 117 or basic algebra skills, understanding functions, graphing skills. Spring semester.

EC 302 Labor Relations and Public Policy 3 Cr

A balanced approach to labor relations. Topics covered include the evolution of American labor, labor law and public policy, organizing and collective bargaining, wage-benefit and non-wage issues in collective bargaining, contract negotiations, union-management cooperation, contract administration, and special issues in labor relations. Prerequisites: EC 201-202. Offered at discretion of department.

EC 304 Public Finance 3 Cr

Study of the impact of government entities on the U.S. economy. Includes principles and methods of taxation; examination of state, local, and federal expenditure patterns; and public sector decision making and administration. Prerequisite: EC 201-202. Offered at discretion of department.

EC 305 Economics and Strategies of Sports 3 Cr

This course applies economic concepts to help understand the place of professional and collegiate sports in modern society. The course applies microeconomics and behavioral economics to professional sports franchises and leagues, such as the financing of stadiums and player salaries. Analysis of the sports industry will include both private market competition and public laws and subsidies. The class also includes analysis of cheating and gambling race and gender, coaching and game strategy. Offered on demand.

EC 309 Financial Markets and Institutions 3 Cr

Theory of money as a medium of exchange; mechanics of deposit creation, the Federal Reserve system and U.S. financial institutions. Monetary theory of the effect of money on the economy as well as monetary policy tools and applications for stabilizing the economy. Prerequisite: EC 201-202. Fall semester.

EC 315 Intermediate Microeconomics 3 Cr
An intensive study of the theory of price in product and resource markets. Special emphasis on application of modern tools of analysis to specific business and public problems. Prerequisite: EC 201-202. Offered at discretion of department.

EC 316 Intermediate Macroeconomics 3 Cr
Analysis of the determinants of the aggregate level of employment, output, and income of the national economy. Includes an examination of popular theories, business cycles, and stabilization policies. Prerequisite: EC 201-202. Offered at discretion of department.

EC 393/BA 393 Socio-economic Impact of Gender: India 3 Cr
One in six individuals is Indian. The economic status of these individuals is intricately interwoven with the underlying social life. This course examines the delicate balance between old traditions and modernization with particular focus on gender issues. The National Diversity section of this course will explore race, religion, gender and socioeconomic biases that Indians living in the U.S. face, both within Indian communities and from society at large. The Global Diversity section will focus on the impact of globalization and how these changes impact traditional gender roles, the family, and other socioeconomic issues. In addition students will develop an appreciation of Indian culture and its influence over business transactions in India. Offered at the discretion of the department.

EC 406 International Economics 3 Cr
A survey of international economic relations. The major concepts covered are comparative advantage, impacts of tariffs, economic integration, exchange rates, and balance of payments. Concepts are analyzed from a policy viewpoint in order to increase awareness of international economic problems. Prerequisite: EC 201-202. Spring semester.

ED: Education

Department of Education: Health, Physical, and Teacher

ED 102 Foundations of Education 3 Cr
An introductory course for prospective teachers that provides a broad intellectual structure for understanding the nature of the school as a social institution, the teaching profession as a potential career, and themselves as prospective teachers. Students will explore: 1) a variety of social, political, economic, legal, and philosophical variables that have made the American public school what it is today, 2) the connections between historical and contemporary educational issues, and 3) the potential impact of their own temperaments, talents, and motivations, upon their satisfaction and

effectiveness as teachers. Students will be introduced to the conceptual framework and the portfolio assessment process that guides teacher education at Carroll College. A twenty (20) hour exploratory experience in a public school classroom is required. Each semester. Fulfills Writing Intensive requirement.

ED 212 Teaching Mathematics in the 3 Cr
Elementary School

An inspection of the scope and sequence of the elementary curriculum and possible models for classroom structure, identification of resource materials and teaching aids, and an emphasis on the techniques and methods in teaching problem-solving skills. Each student must make a classroom presentation with emphases on drill and the use of concrete aids to help teach a particular skill from the elementary curriculum. Prerequisite: MA 201-202 (May be taken concurrently). Spring semester.

ED 228 Children's Literature 3 Cr

Students read, listen to, and evaluate a wide variety of fiction and nonfiction literature published for or enjoyed by children. Techniques for teaching literature and using literature in other content areas are discussed and presented. Spring semester.

ED/PSY 229 Educational Psychology 3 Cr

A study of the psychological theories and principles that affect teaching and learning in educational environments. The focus of this course is on the theories and methods associated with the process of learning as well as the application of this knowledge in a variety of classroom environments. Prerequisite: ED 102 or concurrent enrollment in ED 102; PSY 105, PSY 227 or PSY 228 or a PSY course approved by the instructor or consent of instructor. Each semester.

ED 245 Diversity Field Experience 1 Cr

This field placement must be in a school setting comprised of a diverse K-8 or 5-12 student population, and be for a minimum of thirty hours. Students will work with their education advisers to identify appropriate settings and to develop a proposal for the field experience. The proposal must be submitted to the Director of Teacher Education by September 1 for spring semester or by April 1 for fall semester. Prerequisites: Enrolled in a major that leads to teacher licensure and for ED 245A the student's proposal for placement must have been approved. A background check may be required. Each semester.

ED 305 Classroom Management 2 Cr

This course is designed to assist the student in developing a knowledge base and skills in the area of classroom management. Both group and

individual behavior management techniques will be addressed. Prerequisite: Concurrent enrollment with ED 323/ED 325 or ED 318. Fall semester.

ED 312 Elementary Science and Social Studies 4 Cr

A course designed to help the preservice teacher develop a defensible rationale for making curricular and instructional decisions concerning the substance of instruction, techniques of instruction, and evaluation practices as unique to the teaching of elementary social studies and science. This course combines lecture and laboratory in which students will study science and social studies curricula, the planning and design of hands-on activities and materials, and teaching both content and process. In addition, students will be exposed to the metric system of measurement. Prerequisites: A lab course in at least two of the following science disciplines: physical, life and earth science. Spring semester.

ED 318 Content Area Reading and Secondary Methods 3-4 Cr

This course considers classroom planning, lesson presentation skills, and instructional equipment and materials. Students study the development of listening, speaking, vocabulary, reading, and writing, and learn assessment techniques as well as strategies to improve study skills, writing, and reading, while teaching content areas. Students analyze text and electronic reading materials used in content areas. A 45-hour exploratory experience in a public school classroom is required. Prior field experiences will be analyzed to determine grade level placement for this field experience. This course can be taken with exploratory for 4 credits and for 3 credits without exploratory. Students seeking a Reading K-12 minor may take this course for 3 credits; all others must take it for 4 credits. Prerequisite: ED/PSY 229 and acceptance or provisional acceptance into the teacher education program. Fall semester.

ED 320 Art Education in the Elementary School 2 Cr

This course provides knowledge and appreciation of art instructional methods necessary to 1) teach the K-8 students the basic elements and principles of artistic design, 2) develop in the K-8 student an appreciation of the role of cultural heritage in the visual environment, 3) understand the stages of creative development in children, and 4) establish an appropriate art curriculum. Spring semester.

ED 323 Teaching the Communication Arts I 2 Cr

Students focus on the development, curriculum, instruction, and assessment of writing, speaking, listening, viewing, and thinking. Methods, materials, techniques, and strategies for teaching all of the communication arts are presented and discussed. Prerequisite: ED/PSY 229, concurrent

enrollment in ED 325, and acceptance or provisional acceptance into the teacher education program. Fall semester.

ED 324 Diagnostic-Based Interventions 2 Cr
in Literacy Instruction

This course is designed to prepare the classroom teacher to assess children’s reading levels and provide instruction for the corrective and remedial reader using appropriate methods. Students are required to complete a clinical experience. Prerequisite: A grade of “C” or better in ED 325 or ED 318. Spring semester.

ED 325 Teaching the Communication Arts II 3 Cr

Methods, materials, techniques, and strategies for teaching reading will be presented. The students will study word recognition, comprehension, and metacognition teaching strategies as well as emergent literacy. One-third of this course is devoted to public school classroom work which will be arranged and required for each student. Prerequisites: ED/PSY 229, concurrent enrollment in ED 323, and acceptance or provisional acceptance into the teacher education program. Fall semester.

ED 329 Music Education in the Elementary School 3 Cr

This course is designed to prepare the elementary teacher to incorporate music into the classroom setting. Students will learn the fundamentals of music, develop music skills, and survey music teaching methods. The course includes a study of musical concepts, repertoire of children’s songs, and basic skills on classroom instruments. Students must provide their own guitar. Fall semester.

ED 344 Secondary Social Studies 2 Cr

This course is an examination of selected concepts and generalizations of the social sciences that form the framework of contemporary social studies curricula in the secondary school. Students will be asked to develop a defensible rationale for making curricular and instructional decisions concerning the substance of instruction, techniques of instruction, and evaluation practices as unique to the social studies classroom in grades five through 12. Prerequisite: A grade of “C” or better in ED 318 or consent of instructor. Spring semester, odd-numbered years.

ED 346 Teaching Science in the Secondary School 2 Cr

This course will examine the techniques and materials used in teaching the physical and biological sciences at the secondary level. Prerequisite: A grade of “C” or better in ED 318 or consent of instructor. Spring semester, even-numbered years.

ED 350 Middle School Teaching 3 Cr

This course looks at the sociological, psychological, historical, and philosophical foundations of middle schools. In addition, middle school program, organization, planning, curriculum, and evaluation will be explored. Emphasis will be placed on developing an interdisciplinary unit of study at the middle school level. Prerequisites: ED/PSY 229 and junior/senior status. Fall semester, even-numbered years.

ED/ENLE 365 Young Adult Literature 3 Cr

A study of literature written for young adults. Students will read, listen to and evaluate a wide variety of literature published for or enjoyed by young adult readers, including traditional folk tales, myths, and legends; fantasy and realistic fiction; biography and autobiography; and poetry. Students will also study techniques for teaching and using literature in the 5-12 classroom. Prerequisites: ENWR 102 and ENLE 200. Spring semester, odd-numbered years.

ED 403-404 Internship 5 Cr

A half-day, two-semester field experience program for qualified senior students. The internship will be consecutive, beginning the fall semester of the senior year and ending with the spring semester of the senior year. Due to scheduling of course work, the first semester's internship is in the morning hours, while the second semester's field experience is completed in the afternoon. Prerequisite: ED 318 or ED 325, and acceptance to student teaching. Offered annually.

ED 405 Education Seminar 1 Cr

A one-hour discussion of issues directly related to the professional concerns of the classroom teacher. This seminar is required of all individuals who will apply for teacher certification upon termination of a preservice field experience. Successful completion of the seminar will fulfill the comprehensive examination requirement for majors in elementary education and social science for secondary education. Prerequisite: Concurrent enrollment in ED 403 or ED 404 or ED 408 or ED 410, or consent of instructor. Those approved for student teaching outside the Helena area take ED 405 in the semester prior to their student teaching. Each semester.

ED 407 Organization & Administration of the Reading Program 2 Cr

This course develops skills for organizing, managing, and evaluating reading programs for all children (K-12) and presents methods for promoting staff, administration, and community support for reading programs. Prerequisite: Concurrent enrollment in ED 403, ED 404, ED 408 or ED 410. Each semester.

the secondary curriculum. Prerequisite: A grade of “C” or better in ED 318 or consent of instructor. Fall semester, odd-numbered years.

ENGR: Engineering

Department of Mathematics, Engineering, and Computer Science

ENGR 104 Engineering Graphics & CAD Applications 3 Cr

An introduction to modern computer drafting and engineering design using a CAD (computer aided design) software system. Fundamental concepts of technical drawing in two and three dimensions including orthographic projections, isometric projections, three-dimensional and solids modeling, and rendering. Spring semester.

ENGR 105 Introduction to Engineering 1 Cr

A broad-brush overview of the various aspects of engineering with emphasis on civil engineering and other areas of engineering. After a brief exposure to licensing, ethics and engineering societies, we will jump into the design and construction of bridges made entirely of manila folder material. There will be several guest speakers to introduce students to other areas of engineering like mechanical and chemical. Students will be led through a reverse engineering activity by determining how a simple coffee maker works and the physical processes involved. One or two field trips will take students to various locations in and near Helena to look at engineering in action. Then students will learn about surveying, its role in engineering, and conduct field exercises with a level survey and a resource-grade GPS (global positioning system) unit. Students will learn to work in teams to reach a common goal. Fall semester.

ENGR/PHYS 155 Robotics and Experimental Physics 3 Cr

Learn how to build and control simple robotic devices, and along the way you will learn the fundamentals of logic and control common to all computer programming languages. We will perform numerous discovery exercises in the laboratory, to introduce and practice experimental methods and mathematical modeling useful for physics. Two 2 hour laboratories per week. Prerequisites: Mathematics at the level of high-school pre-calculus (i.e., algebra, trigonometry, and elementary functions) will be used throughout this course, but calculus is not a prerequisite; high-school physics is recommended but not required. Fulfills the CORE requirement for a laboratory course in the natural sciences. Fall semester.

ENGR 202 Water Distribution Systems 1 Cr

An introduction to water distribution theory and design practice. A project-oriented course that includes water supply, storage, distribution, and computer analysis of water distribution networks. Spring semester.

ENGR 205 Civil Engineering Materials and Testing 2 Cr

The purpose of this course is for students to learn the properties and behaviors of various construction materials that are commonly used in civil engineering projects. Steel, concrete, wood, soil, asphalt, geo-synthetics, pipes, and other materials are studied and tested. In addition, students learn some of the standardized testing procedures for these construction materials. Fall semester.

ENGR 300 Field Experience 1 Cr

Pending curriculum committee approval

ENGR 302 Engineering Mechanics I: Statics 3 Cr

Equilibrium of bodies under the action of forces. Force systems and resultants; equilibrium of mechanical systems; trusses, frames, and machines; centroids and centers of mass; shear and moments in beams; hydrostatics; friction; and virtual work. Introduction to mechanics of solids and computer analysis of structures, as time permits. Emphasis on solving practical engineering problems in complete, documented style. Prerequisite: Grade of "C" or better in PHYS 205 or MA 233. Spring semester.

ENGR 303 Engineering Mechanics II: Solids 3 Cr

An introduction to the mechanics of deformable solids. Topics covered include stress, strain, rotation-of-axes transformations, constitutive relations, equilibrium, compatibility requirements, stability, and deformation of structural elements. Uni-axial, torsion, bending, and shear loads on and deformations of prismatic bars are also studied together with Euler buckling of slender columns. Three credits of lecture. Prerequisites: Grades of "C" or better in ENGR 302, MA 131, and either MA 232 or MA 141. Fall semester.

ENGR 304 Engineering Mechanics III: Dynamics 3 Cr

Motions of bodies under the action of forces; kinematics and kinetics of particles, systems of particles, and rigid bodies; work-energy and impulse-momentum; area and mass moments of inertia. Emphasis on solving practical engineering problems in complete, documented style. Prerequisites: Grade of "C" or better in ENGR 302. Fall semester.

ENGR/PHYS 305 Electronics and Circuit Analysis I 4 Cr

An introductory survey of the behavior of electrical circuits. Review of current, voltage, and passive circuit elements (resistors, capacitors, and inductors). Kirchhoff's Laws, network theorems, and basic network analysis. General characteristics of amplifiers and electronic instrumentation.

Introduction to operational amplifiers and active elements (transistors). Laplace transform analysis of transient (switching) response, and complex phasor analysis of sinusoidal steady-state response. Three hours lecture and one 2-hour laboratory per week, in which students build and test circuits and learn how to use typical circuit simulation software (PSPICE). Prerequisites: Grades of “C” or better in PHYS 206, MA 131, MA 233, and either MA 232 or MA 141. Fall semester.

ENGR /PHYS 306 Electronics and Circuit Analysis II 4 Cr

A continuation of ENGR/PHYS 305. Systematic node-voltage and mesh-current methods of circuit analysis. Network transfer functions and frequency spectra. Mutual inductance and transformers. Diode circuits and the behavior of single-transistor amplifiers using field-effect or bipolar-junction transistors. Analysis and design of digital logic circuits. Principles of operation and interfacing of typical laboratory instruments. Three hours lecture and one 2-hour laboratory per week. Prerequisite: Grade of “C” or better in ENGR/PHYS 305. Offered spring semesters if warranted by sufficient demand.

ENGR 307 Fluid Mechanics 3 Cr

A first course in fluid mechanics for engineering majors. Topics covered include fluid properties, fluid statics, fluid motion, pressure variations in fluid flows, momentum principles, energy principles, dimensional analysis and similitude, surface resistance, flow in conduits, flow measurements, drag, and lift. Two and one-half credits of lecture and one-half credit of laboratory. Prerequisites: Grades of “C” or better in ENGR 302, MA 131 and either MA 232 or MA 141. Fulfills Writing Intensive requirement. Fall semester.

ENGR 308 Thermodynamics 3 Cr

A practical introduction to thermodynamics for engineering students. Fundamental state variables are defined (e.g., temperature, pressure, energy, enthalpy, entropy, etc.), and the three laws of thermodynamics are extensively discussed and illustrated. Applications include power systems, gas turbines, and refrigerators. Three hours lecture per week. Prerequisites: Grades of “C” or better in PHYS 205-206, MA 131, MA 233, and either MA 232 or MA 141. Spring semester.

ENGR 309 Geotechnical Engineering 3.5 Cr

An introduction to geotechnical engineering. Topics covered include an introduction to geology and the classifications of soils, and rocks, and geologic structures. Soil exploration, testing, and classifications are introduced, and soil characteristics and mechanical properties such as compressibility and compaction, permeability and seepage, and stresses in soil structures are also studied. Three credits of lecture and one half credit of lab. Prerequisites: Grades of “C” or better in ENGR 303 and ENGR 307. Spring semester.

ENGR 310 Structures I**3 Cr**

This is the first in a series of 3 courses in structural analysis and design. The primary objective of this course is to introduce the principles and methods of analysis for trusses, beams, and frames so that students develop the understanding and the skills necessary to analyze and design statically determinate as well as statically indeterminate structures. While emphasis is on modern computer methods of analysis, elementary methods are also studied so students gain an understanding and “feel” for the behavior of structures. Prerequisites: Grade of “C” or better in ENGR 303. Spring Semester.

ENGR 311 Matrix Methods for Structures**1 Cr**

This course introduces students to matrix methods for analyzing determinate and indeterminate plane truss and plane frame structures, and how these methods are implemented on a computer. The programming architecture used in modern structural analysis programs is presented. This includes: 1) Input of the geometry of the structure, material properties of members, and loads; 2) assembly of the system equations to be solved; 3) solving the system equations for basic unknowns; 4) recovering values of interest from the values for the basic unknowns; and 5) generating output of the results. Students work with the instructor to develop programs to analyze a resistive electrical circuit network, a plane truss, and a plane frame. The programs are tested using problems that have solutions available to test the programs. Prerequisite: A grade of “C” or better in ENGR 303. Spring semester.

ENGR 313 Hydrology**3 Cr**

This course focuses primarily on the basic principles of the hydrologic cycle such as precipitation, hydrologic abstractions, catchment properties, groundwater flow, and the relationships between precipitation, abstractions, and runoff. A brief portion of the course deals with the measurement of various components of the hydrologic cycle. The engineering applications of basic hydrologic principles are studied. The purpose of this course is to introduce the fundamentals of hydrologic science, which are used to solve typical engineering problems. Prerequisites: Grades of “C” or better in MA 131 or MA 121-122, or permission of instructor. Fall semester.

ENGR 315 Transportation Engineering I**2 Cr**

This course covers vehicle characteristics, geometric design of highways, earthwork calculations, pavement design, networks, and statistical applications in transportation. Two class hours per week. Prerequisite: Proficiency in high school algebra and trigonometry. Fall semester

ENGR 323 Water Quality 2 Cr

This course teaches sampling methods, analytical techniques, and principles associated with environmental engineering applications. Topics include designing a sampling, groundwater and surface water sampling, field methods, carbonate equilibrium, isotope applications, pathogens in public water, and groundwater and surface-water contamination issues. Students will be guided through these topics with homework problems, field excursions, assigned readings, handouts, guest speakers, and exams. Prerequisites: Grades of “C” or better in CH 111, BI 102, and either MA 131 or MA 121-122. Fall semester every other year at the discretion of the department.

ENGR 324 Air Quality 2 Cr

This course will provide engineering graduates with sufficient background and tools to understand the principle issues associated with air quality. They will gain an understanding of the science of air pollution and the pollutants of concern, including greenhouse gases, and their chemistry. Students will understand the structure and why laws were formed and needed to regulate the air industry. Students will have experience with air-quality monitoring and the equipment used. Students interested in air quality will be able to be trainable in air quality methods and evaluations. Prerequisites: MA 131, and either MA 232 or MA 141, and junior or higher standing. Spring semester.

ENGR 325 Hydrogeology 3 Cr

This course is a basic junior-level hydrogeology course with fundamentals as the primary focus. Students taking the course will be prepared to work in industry and solve problems associated with groundwater resources, environmental clean-up, restoration, and protection of water rights. An emphasis is placed on applications. For this reason the course is ideally suited to professionals who work in the Helena area, such as personnel at DEQ, DNRC, and other state agencies. Topics include groundwater flow and hydraulic head, aquifer tests and analysis, including slug testing. Water-quality applications are emphasized. Class activities include weekly homework problems, lectures, applied problems, exams, and a design project. Prerequisites: Junior standing or consent of the instructor. Fall semester.

ENGR 326 Energy and the Environment 3 Cr

This course will look at the role that energy plays in our modern world. We will learn about the physics of energy so that students can calculate the energy content of a variety of systems, such as: gasoline, other fossil fuels, nuclear, solar, wind, bio mass and so on. Applications of the energy schemes in our lives will then be explored. We will discuss the global use and needs of energy and the environmental problems that have resulted from energy development and how we can improve our community and the world. Pre-requisites: MA 121-122 or MA 131 and sophomore standing. Spring semester. Fulfills Global Diversity requirement.

ENGR 327 Land and Stream Restoration 3 Cr

This course strives to provide a knowledge and understanding of the current land and stream restoration practices. To achieve this objective, students participate in field excursions, study earth moving methods and equipment, analyze soil erosion processes, design hydrologic control structures, and study revegetation and stream restoration methods. Prerequisites: Junior or higher standing or consent of the instructor. Fall semester every other year at the discretion of the department.

ENGR/HS 329 Public Health and the Environment 3 Cr

This course provides student with an introduction to an overview of the key areas and principles of environmental health. Students will gain an understanding of 1) the interaction between Individuals, communities, and the environment, 2) the impacts of various environmental agents on the health of the public, and 3) specific applications of environmental health and environmental engineering. Topics to be covered include environmental policy and regulation, agents of environmental disease, and practices for water quality, air quality, food safety and waste disposal. Prerequisite: Sophomore or higher standing or consent of instructor. Fall semester.

**ENGR 395 Spanning the Ages: The European 3 Cr
History of Structures from Mycenaean Greece
through the Industrial Revolution**

This a 16 day study abroad to trace the history of structural design in Europe from the time of the Mycenaean civilization in Greece (~1600 BC) through the Industrial Revolution (~1850 AD) to include the Golden Age of Greece, the Roman Empire, the Middle Ages, and the Renaissance. The course will also study the civilizations and cultures that persisted during each era of structural advancement through the period of study. Art, government structures, social structures, and the economics of Western European civilizations and their interconnections with advancement of structural designs are also studied, together with the rise and fall of several empires and cultures in Western Europe. During the study abroad trip, students visit four major European cities (Athens, Rome, Paris, and London), as well as less urban areas in Italy (Florence) and in the United Kingdom (Wales). Students will see Western Europe in its modern contexts of art, culture, and social structures. The importance of various structures in the contexts of the history and modern circumstances in Europe are also studied. Students will also be guided in developing their international travel skills. The course will consist of 4 pre-trip preparation classes in April, the study abroad trip, and the follow-up submission of a travel and study journal together with an exploration and discovery paper. There are no prerequisites for this course other than good academic standing. The course is for 3 credits. Course to be offered pending sufficient demand. Prerequisite: Good academic standing and consent of the instructor.

ENGR 401 Hydraulics 3 Cr

Hydraulic engineering is the application of fluid mechanic principles to deal with collection, storage, conveyance, distribution, control, regulation, measurement, and use of water. This course will focus primarily on analysis and design of pipelines, pumps, and open channel flow systems. The course will also have a design project to provide an opportunity to apply the information in a real engineering situation. Three class hours per week. Prerequisite: Grade of “C” or better in ENGR 307. Fall semester.

ENGR 402 Environmental Engineering 3 Cr

This course focuses on environmental problems, including their causes, the scientific background needed to understand them, and the methods used to solve them. The fundamental principles of environmental engineering, including sources of water and air pollution, water and wastewater treatment, solid and hazardous waste management, and regulatory issues are presented. Three class hours per week. Prerequisites: Grades of “C” or better in CH 111, BI 102, and either MA 131 or MA 121-122. Spring semester.

ENGR 403 Structures II Steel Design 3 Cr

The purpose of this course is to learn the philosophies and methods of AISC Load and Resistance Factor Design (LRFD) and AISC Allowable Stress Design (ASD) of steel structures. Emphasis is on the determination of loads and load distribution, and the design of structural components (i.e., tension members, compression members, beams, and beam-columns) and their connections, in accordance with the AISC Design Specification and the AISC Manual of Steel Construction. The function and behavior of simple frame structures is also introduced and each student works on a team to complete a design project. Three hours of class per week. Prerequisite: Grade of “C” or better in ENGR 303. Fall semester.

ENGR 405 Water and Wastewater 4 Cr

This course focuses on the fundamental principles for analysis and design of water processing, water distribution, wastewater collection, wastewater treatment, and sludge processing systems. Three class hours and 2 lab hours per week. Prerequisites: Grades of “C” or better in ENGR 313 and ENGR 401. Spring semester.

**ENGR 406 Structures III
Reinforced Concrete Design 2 Cr**

The purpose of this course is to learn the philosophy and methods of ACI strength design of reinforced concrete structures. Emphasis is the design of concrete structural elements including beams, one-way slabs, and columns. The student works on a team to complete a simple design project. There are two class hours per week. Prerequisite: Grade of “C” or better in ENGR 303. Spring semester.

ENGR 409 Transportation Engineering II 3 Cr

This course covers the basics of traffic engineering, traffic control, human characteristics as they relate to transportation, engineering transportation standards, planning, public policy, and contemporary and future transportation issues. Three class hours per week. Prerequisite: Grade of “C” or better in ENGR 315 or permission of instructor. Fall semester.

ENGR 411 Senior Design Project I 2 Cr

This course requires the students, working in teams, to take an actual engineering project from the initial proposal stage through the preliminary design phase. Students will conduct the necessary activities and prepare the various documents needed to complete the preliminary design. One class hour per week. Prerequisite: Senior standing or consent of instructor. Fall semester.

ENGR 412 Senior Design Project II 2 Cr

A continuation of ENGR 411, the design process will continue from the preliminary phase to the completion of a conceptual design of the project. The students, working in teams, will prepare design criteria, calculations, and representative engineering drawings of the project's major components. A list and general description of the many details and other miscellaneous activities required to complete the project will also be prepared. Finally, general cost estimates will be computed. Two class hours per week. Prerequisite: Grade of “C” or better in ENGR 411. Spring semester.

ENGR 424 Groundwater Flow Modeling 3 Cr

This course provides a hands-on experience in converting hydrogeologic data, using GIS-like tools, into a simulated groundwater-flow system, using state-of-the-art software. This course presents sufficient theory and allows practical application in the lab to correctly conceptualize, construct, and calibrate groundwater-flow models. This start-to-finish experience will allow the participant to perform applications in industry. Prerequisites: ENGR 325 or consent of the instructor. Spring semester.

**ENGR 444 Computational Methods for
Engineering Mechanics 4 Cr**

This course gives a general introduction to numerical solution techniques for ordinary and partial differential equations. Most examples are applications in structural mechanics; however, the techniques are generally applicable to all areas of engineering. The first part of the course is devoted to solving ordinary differential equations by approximate methods including finite differences, direct variational methods, weighted residuals, and energy based approximations both global and local (finite element) approximating functions. In the second part of the course, the preceding techniques are extended to obtain approximate solutions for partial differential equations

for mixed boundary and initial boundary value problems. Prerequisite: A grade of “C” or better in MA 342. Spring semester.

ENLE: English Language, Criticism, & Education

Department of Languages and Literature

ENLE 200 Literary Studies 3 Cr

Required of all majors and minors in English, this course acquaints students with literature as both an academic discipline and an art by developing the analytical and critical skills required for more sophisticated readings of literary works. By studying the literary techniques of exemplary authors, students also discover ways in which attentive reading might stimulate and guide their own writing. Along with introducing students to the vocabulary and methods of reading literary works from psychoanalytic, feminist, historicist, reader-response, and other critical perspectives, the course provides training and practice in writing literary exposition. Does not satisfy CORE. Prerequisite: ENWR 102. Fall Semester.

ENLE 332 English Grammar 3 Cr

This course provides a comprehensive introduction to English grammar. It begins with a definition of grammar and then moves on to a discussion of prescriptive and descriptive ideas about grammar, grammatical prototypes, and several kinds of grammatical analysis—the traditional Reed-Kellogg diagramming and phrase structure trees. Topics include parts of the simple sentence, word classes, phrase and clause structure, sentence types, aspect, mood, voice, and the grammatical aspects of prose style. Prerequisites: ENWR 102 and ENLE 200. Fall semester, even-numbered years.

ENLE 333 Introduction to the English Language 3 Cr

The study of the origins, development and linguistic structures of Indo-European languages as cultural phenomena. Special attention is devoted to the linguistic, semantic and cultural history of the English language as it has evolved from an obscure Germanic tongue to a prominent world language. Topics include the design features of language, linguistic variation, phonology, morphology, syntax, lexis, semantics, pragmatics, and the major historical forms of English. Prerequisite: ENWR 102 and ENLE 200. ENLE 332 is strongly recommended before taking this course. The ENLE 200 prerequisite is waived for TESOL majors of junior and senior status. Spring semester.

ENLE/ED 365 Young Adult Literature **3 Cr**

A study of literature written for young adults. Students will read, listen to and evaluate a wide variety of literature published for or enjoyed by young adult readers, including traditional folk tales, myths, and legends; fantasy and realistic fiction; biography and autobiography; and poetry. Students will also study techniques for teaching and using literature in the 5-12 classroom. Prerequisites: ENWR 102 and ENLE 200. Spring semester, odd-numbered years.

ENLE 404 Literary Criticism **3 Cr**

A study of the theory and practice of literary criticism. Students will learn about and apply a variety of theories, such as formalist, psychoanalytic, structuralist, feminist, deconstructionist, reader-response, historicist, and post-colonial. Prerequisites: ENWR 102 and ENLE 200. Fall semester, odd-numbered years.

ENLE/ED 411 Teaching English on the Secondary Level **3 Cr**

A study of the theories and methods for teaching the communication arts in the secondary schools with special emphasis on teaching literature and composition, as well as contemporary issues within the profession. Prerequisite: a grade of “C” or better in ED 318. Fall semester, odd-numbered years.

ENLE 425 Studies in Rhetoric and Composition **3 Cr**

Especially recommended for students preparing for high school teaching or graduate studies, this course surveys theories and practices of writing instruction. Includes the study of rhetoricians and educators such as Plato, Aristotle, Cicero, Quintillian, George Campbell, Kenneth Burke, Stephen Toulmin, Chaim Perelman, Mina Shaughnessy, Peter Elbow, and Patricia Bizzell. Prerequisite: Two advanced writing courses or consent of instructor. Offered at the discretion of the department.

ENLT: Literature

Department of Languages and Literature

ENLT 215 Introduction to Literature **3 Cr**

This course will introduce students to the basic reading and analytical skills needed to understand and appreciate literature. Students will become familiar with reading different literary genres (prose, poetry, and drama) and learn to use basic terms and techniques of literary analysis. They will develop multiple interpretations and responses to literary texts and support their interpretation and responses with textual evidence, both in discussions and writing. Also, they will discover how texts communicate cultural values and ideas through a variety of approaches to the reading and appreciation

of literature. Offerings each semester range from an overview of literature through conventional genres to exploration of a limited historical period or topic in literature. Prerequisite: ENWR 102. Each semester.

ENLT 303 Medieval English Literature 3 Cr

A study of literature written in Britain during the Old English period (8th century to 1066) and Middle English period (1066 to 1485), key periods in the formation of English language and culture. Principal genres include epic and lyric poetry, romance, tale, and drama. Representative works include the epic *Beowulf*, the mystery and morality plays, Chaucer's *Canterbury Tales*, Margery Kempe's autobiography, and Arthurian romances. Prerequisite: ENWR 102 and ENLE 200.

ENLT 306 Classic Texts and Contemporary 3 Cr
Revisions

A study of the contemporary trend of revisionary fiction. This course explores a number of paired texts—one in the pair has been traditionally identified as a classic text in English literature and the other is a 20th century revision. Examples of texts include the Brother Grimm's fairy tales and Carter's *The Bloody Chamber*, Defoe's *Robinson Crusoe* and Coetzee's *Foe*, Bronte's *Jane Eyre* and Rhy's *Wide Sargasso Sea*. Prerequisite: ENWR 102. Offered at the discretion of the department.

ENLT 323 Renaissance English Literature 3 Cr

A study of literature written in Britain during the 16th and 17th centuries, which accompanied the spread of humanism, an emergent nationalism, and the civil strife of the latter period. Principle genres include drama and poetry. Representative authors include Sir Thomas More, Edmund Spenser, Sir Philip Sidney, Christopher Marlowe, William Shakespeare, Amelia Lanier, the Metaphysical and Cavalier poets, Lady Mary Wroth, and John Milton. Prerequisites: ENWR 102 and ENLE 200.

ENLT 334 World Literature 3 Cr

Critical and comparative study of selected representative literary works from African, Arabic, Latin American, and Oriental literature. Prerequisite: ENWR 102. Fulfills Global Diversity requirement.

ENLT 343 Restoration and 18th Century 3 Cr
British Literature

A study of literature written in Britain from the late 17th to the late 18th century, emerging in conjunction with the rise of rationalist philosophy, experimental science, industrialization, and empire. Primary emphasis is on the rise of the British novel and on the emergence of satire as a key literary mode of the period. Other principal genres include drama, poetry, and nonfiction prose. Representative authors include William Congreve, Aphra Behn, Daniel Defoe, Samuel Richardson, Henry Fielding, Fanny Burney,

Jonathan Swift, Alexander Pope, John Dryden, and Samuel Johnson.
Prerequisites: ENWR 102 and ENLE 200.

ENLT 363 19th Century British Literature: 3 Cr
The Romantics

A study of literature written in Britain from 1780 to 1830, which both celebrated and challenged the social, political and economic changes that accompanied industrialization and the American and French revolutions. Students read prose, poetry and novels by authors such as Mary Wollstonecraft, William Blake, William Wordsworth, Charlotte Smith, Jane Austen, Mary Shelley, Felicia Hemans, and John Keats. Prerequisites: ENWR 102 and ENLE 200.

ENLT 367 19th Century British Literature: 3 Cr
The Victorians

The study of literature written in Britain from 1830-1900, which expresses the hopes and anxieties prompted by sweeping social and economic change. Representative works include novels by the Brontes, Dickens, Eliot, Hardy, Wilde; non-fiction prose by Carlyle and Mill; poetry by Tennyson, the Brownings and the Rosettis. Prerequisites: ENWR 102 and ENLE 200.

ENLT 373 19th Century American Literature 3 Cr

A study of major currents of nineteenth-century literature of the United States, from the antebellum period, through the Civil War, to the very beginnings of the twentieth century. The course may explore any of the following literary movements: the Romantic movement, including Transcendentalist writers and philosophers (e.g., Ralph Waldo Emerson and Henry David Thoreau), as well as writers of the Romance fiction (such as Nathaniel Hawthorne and Herman Melville); mid-century domestic fiction (including such writers as Louisa May Alcott and Harriet Beecher Stowe); slave narratives (Harriet Jacobs and Fredrick Douglas, among others); and American Realism, including major proponents of realism at the end of the century, such as Mark Twain, William Dean Howells, and Henry James, so-called "local color writers," such as Sarah Orne Jewett and Mary Wilkins Freeman, and turn-of-the-century naturalist writers such as Frank Norris and Theodore Dreiser. Prerequisites: ENWR 102 and ENLE 200.

ENLT 383 20th Century British Literature 3 Cr

A study of British literature written in the 20th century, shaped by the critical shifts in thought and literary technique associated with modernism and postmodernism. Each movement, developing in the wake of a World War, is characterized by a major break with literary tradition. Principal genres include poetry, drama, novels, short fiction and the essay. Representative authors include William Butler Yeats, T. S. Eliot, Joseph Conrad, James Joyce, Virginia Woolf, D. H. Lawrence, George Bernard Shaw, Samuel

Beckett, Doris Lessing, Seamus Heaney, Iris Murdoch, Tom Stoppard, and Caryl Churchill. Prerequisites: ENWR 102 and ENLE 200. Fulfills Writing Intensive requirement.

ENLT 393 Jazz Age and the Harlem Renaissance 3 Cr

A study of early twentieth-century American literature (called “modernism”), from World War I through the 1930s. The course explores the work of white modernist writers (many of whom were part of the expatriate community in Paris during the period) alongside that of the African American writers of the same period who lived in the United States and participated in the movement known as the Harlem Renaissance. Among the writers studied may be Ernest Hemingway, F. Scott Fitzgerald, Langston Hughes, T.S. Eliot, H.D. William Faulkner, Zora Neale Hurston, Claude McKay, Nella Larson, and W.E.B Du Bois. Prerequisite: ENWR 102. Fulfills National Diversity requirement.

ENLT 397 20th Century American Literature 3 Cr

A study of American literature from the beginning of the Second World War (1939) to the present. Particular focus is given to anti-establishment literature protesting the cultural conformity of the 1950s, the counterculture writers of the 1960s and early 70s and the post-modern writers of the 1980s and 90s. Includes representative literary movements such as the Agrarian writers, Beat writers, the confessional poets, the Vietnam writers, and a wide variety of ethnic writers producing literature in traditional and experimental forms. Representative authors include Allen Ginsberg, Jack Kerouac, Eudora Welty, Marianne Moore, Robert Penn Warren, Flannery O'Connor, Robert Lowell, Tennessee Williams, Gwendolyn Brooks, Sylvia Plath, Theodore Roethke, Arthur Miller, Tim O'Brien, Nikki Giovanni, Alice Walker, Adrienne Rich, Toni Morrison, N. Scott Momaday, Edward Albee, David Mamet and Maria Irene Fornes. Prerequisites: ENWR 102 and ENLE 200.

ENLT 410 Women's Literature 3 Cr

A study of literature written by women, exploring what it means when women become the center of their own stories. The subtitle of the course will help define the focus: The course may focus on writings by British women, American women, women from any ethnic and/or national group, or a combination of any of the above. The course may span historical periods or focus on one century or specific period. Feminist literary and cultural theory may be an added focus. Writers may include: Jane Austen, Edith Wharton, Kate Chopin, Virginia Woolf, Adrienne Rich, Maxine Hong Kingston, Toni Morrison, Louise Erdrich. Prerequisite: ENWR 102 and ENLE 200 or consent of instructor. Fulfills National Diversity requirement.

ENLT 411 African American Literature 3 Cr

A study of the history of African American literature. The course begins with early writings by slaves (these may include Phillis Wheatley, Frederick Douglass, and Harriet Jacobs); moves through the nineteenth century to study the Harlem Renaissance writers of the early twentieth century (including W.E.B. Du Bois, Langston Hughes, and Zora Neale Hurston); continues into the twentieth century to investigate post-World War II works (by such writers as Ralph Ellison, Lorraine Hansbury, and Gwendolyn Brooks); and ends with investigating contemporary African American texts (these may include novels by Toni Morrison and movies directed by Spike Lee). Prerequisites: ENWR 102 and ENLE 200 or consent of instructor. Fulfills National Diversity requirement.

ENLT 412 Native American Authors 3 Cr

A study of literature written by American Indian authors, beginning with the cultural traditions and influences within oral literature, then moving through the late eighteenth and nineteenth centuries. This exploration continues through the works of the twentieth century, surveying poetry, fiction, and non-fiction by authors such as N. Scott Momaday, Gerald Vizenor, Wendy Rose, Paula Gunn Allen, Leslie Marmon Silko, Luci Tapahonso, Louis Owens, Sherman Alexie, Louise Erdrich, and Montana American Indian authors D'Arcy McNickle and James Welch. Prerequisite: ENWR 102. Fulfills National Diversity requirement.

ENLT 416 Myth in Literature 3 Cr

This course is designed to introduce students to the study of mythology as a major source of meaning in literature. It begins with a comprehensive definition of myth and moves on to explore its characteristic features, the functions it serves in different societies, and the major archetypal myths that human societies, ancient and modern, have developed—creation myths, the hero/heroine myth, the quest myth, the initiation myth, myths of paradise and the underworld, and so on in Greece, the Middle East, Japan, Egypt, the Americas, Africa, Northern Europe, and the Pacific Islands. Representative works studied include *The Orestia*, *The Odyssey*, Native American folktales, *The Mabinogi*, *The Ramayana*, *The Poetic Edda*, *Amaterasu*, Central American myths, and African folktales. Prerequisites: ENWR 102 and ENLE 200. Fulfills Global Diversity requirement.

ENLT 423 Shakespeare 3 Cr

A study of the dramatic and poetic art of William Shakespeare. Plays from both the Elizabethan and Jacobean periods will be selected to illustrate the development of the author's style and theatrical conventions, with representation from the histories, the comedies, the Roman plays, the tragedies, the problem plays, and the late romances. Students will develop their critical faculties by applying a variety of recent approaches to

Shakespearean scholarship. Prerequisites: ENWR 102 and ENLE 200. The ENLE 200 requirement is waived for Performing Arts majors and minors of junior or senior status.

ENWR: English Writing

Department of Languages and Literature

ENWR 101 College Composition I 3 Cr

Covers the basic elements of writing—grammar, punctuation, sentence structure, paragraphs; also concerned with audience, voice, and techniques for generating and organizing ideas into an essay, as well as introduction to the library. Score on national exams determines placement. No pass/fail. Does not satisfy Core. Each semester.

ENWR 102 College Composition II 4 Cr

A preparation for students to write within the larger academic community. Students study conventions of effective writing for various types of academic essays, including research papers. Includes instruction in online and library research. Placement determined by score on national exams or passing grade in ENWR 101. No pass/fail. A required Core course. Each semester.

ENWR 264 Introduction to Creative Writing 3 Cr

After preliminary instruction in the basic elements and techniques of creative writing, students create original works of poetry and fiction and polish them in workshops with other members of the class. The course is open to those who have not had a poetry or fiction writing course in college. Prerequisite: ENWR 102. Fulfills Writing Intensive requirement. Each semester.

ENWR 301 Business Writing 3 Cr

The study and practice of writing for business and administrative settings. The student learns to write various kinds of messages (informational, bad news, persuasive, difficult situations, sales/solicitation) and to use various formats (memos, letters, reports). Students also work collaboratively on group writing assignments. Prerequisite: ENWR 102 or consent of instructor. Fulfills Writing Intensive requirement. Fall semester, odd-numbered years.

ENWR 302 Expository Writing 3 Cr

The study and practice of advanced exposition, including creative non-fiction genres and argumentation. Students read professional writers and critique classmates' drafts. The course emphasizes techniques for revising and polishing expository prose. Prerequisite: ENWR 102 or consent of instructor. Fulfills Writing Intensive requirement. Spring semester.

ENWR 303 Grant Writing 3 Cr

This course provides students with knowledge and skills in the grant writing process. Through a combination of readings, lectures, assignments and a full written grant proposal, students will gain knowledge and experience in the major elements of grant writing, including grant sources, grant proposals, timelines, budgets, informed consent forms, the review process and grant management. Prerequisite: ENWR 102 or consent of Instructor. Spring semester.

ENWR 305 Technical Writing 3 Cr

The study and practice of writing for the sciences and technology. Introduction to the practice of writing functional prose to produce technical definitions, process analyses, descriptions of mechanisms, technical proposals, laboratory reports, field reports and formal research reports. Prerequisite: ENWR 102 or consent of instructor. Fulfills Writing Intensive requirement. Each semester.

ENWR/CO 306 Writing for the Print Media 3 Cr

Students learn basic elements of journalistic writing for the print media, including news reporting, feature writing, and column writing. Course introduces study of libel law, observation of community media, and production of one issue of the school newspaper. Prerequisite: ENWR 102 or consent of instructor. Fulfills Writing Intensive requirement. Spring semester.

ENWR 337/347 Creative Writing Genres and Modes 3 Cr

In-depth study and practice of a major genre or mode of contemporary writing, such as drama, memoir, or nature writing. Topic selected by the instructor. Prerequisite: ENWR 102 or consent of the instructor. Nature Writing and Memoir are 337; Playwriting and Imaginative Writing are 347. May fulfill Writing Intensive requirement. Spring semester, odd-numbered years.

ENWR 363 Literary Translation 3 Cr

Literary Translation is a literature and creative writing course designed to help you improve your understanding of Spanish literature while you translate Latin American literary works into English and polish your translations through workshops. The course provides instruction in the structures and nuances of the work of one contemporary Latin American writer (usually a poet) together with workshops in the translation of literary works from Spanish to English. Our goal will be to produce publishable-quality translations of previously untranslated works of literature. Prerequisites: SP 102 and ENWR 264 or consent of the instructor.

ENWR 451 Career Internship 3 Cr

Designed in conjunction with an English major's curriculum the internship offers "on-the-job" training for a career in such fields as public relations, journalism, communications, public information, or social services

administration. The student works under supervision in an appropriate business or private, state or federal agency in the Helena community to gain practical experience in written communication. A minimum of nine (9) hours experience per week over the semester is required. Prerequisite: Two advanced writing courses and junior or senior status.

ENWR 461 Advanced Creative Writing 1-3 Cr

Advanced Creative Writing is a weekly meeting of experienced writers of poetry and fiction (and other genres) for the purpose of honing their skills through a semester of extensive writing and rigorous workshops with other advanced student writers. Students who take the course for fewer than three credits are given reduced submission requirements, but must still attend and participate in all workshop meetings. Since the course is a workshop, the content varies from year to year. Prerequisite: ENWR 264 or consent of instructor. Course is repeatable. Fulfills Writing Intensive requirement. Spring semester.

ENWR 498 Capstone Seminar 3 Cr

The English Capstone Seminar is a writing course in which advanced English majors practice professional writing and presentation skills and aid one another in the further development of these skills. The course is required for all English majors who are in the last fall semester of study before graduation. Members of the class plan the Carroll College Literary Festival, held on campus in November; they propose, organize, and coordinate sessions on subjects of interest in literature, writing, and English Education, and they issue calls for papers to English majors and other interested parties for presentation at the literary festival. Students then spend the semester writing senior projects, regularly submitting drafts to intensive workshops by the other members of the class. They present portions of their final project at the literary festival. Prerequisite: ENLE 200. Fulfills Writing Intensive requirement. Fall semester.

ES: Environmental Studies

Department of Life and Environmental Sciences

ES 121 Environmental Science 4 Cr

An introductory course focusing on the scientific analysis of environmental issues. Using core concepts from physics, chemistry, biology and earth science, students will exam key issues associated with sustaining biodiversity, natural resources, environmental health, and human societies. Topics will include ecological principles; land, water and energy use; epidemiology and toxicology; air, water and solid waste pollution; ecological economics; and environmental policy, law and planning. The course includes a laboratory and fulfills the CORE requirement for Natural Sciences. Required

for Environmental Studies: Environmental Policy and Project Management majors. Open to all Carroll students. Fall semester, odd-numbered years.

ES 201 Environmental Practicum 1 Cr

A practical exploration of an environmental issue on the Carroll College campus, or encompassing the campus and the local community, through class analysis of the issue and concrete engagement with its resolution. The course may be taken for credit of to three times in different semesters, with an exploration of at least two different topics/projects.

ES 495 Environmental Studies Seminar 3 Cr

An analysis of selected environment-related writings and a discussion of selected environmental themes with presentations by students and faculty and invited lectures as available. Required of all Environmental Studies majors and minors in their junior or senior year. Spring semester, odd-numbered years.

ES 496 Internship 1-3 Cr

A one-semester focus on an environmental issue explored through a working association with a federal or state agency, a private enterprise, a community group, or a non-profit organization.

ES 498 Environmental Studies Research 3 Cr
Paper or Research Project

A senior year research paper or research project, in lieu of an honors thesis, focused on a specific environmental issue; the paper or project should provide evidence of scholarship in and integration of scientific, social scientific, and humanities analyses of or perspectives on the issue; presented to the department faculty and student peers.

FR: French

Department of Languages and Literature

A student with high school French should consult with the instructor for placement in courses and see page 22 for Language Placement Guidelines.

FR 101-102 Elementary French I and II 6 Cr

A beginning course in French with emphasis on speaking with attention to reading and writing as well. Three (3) class periods and one supervised conversation alternate weeks. Prerequisite: None for FR 101; FR 101 or equivalent for FR 102. Offered annually. Fulfills Global Diversity requirement.

FR 203-204 Intermediate French 6 Cr
Reading of contemporary texts with conversation and composition. Directed toward the development of a speaking, writing, and reading knowledge of French. Three (3) class periods and one supervised conversation alternate weeks. Prerequisites: FR 102 or equivalent for 203; FR 203 or equivalent for FR 204. Offered annually. Fulfills Global Diversity requirement.

FR 301 Littérature francophone de l'Afrique Francophone et des Antilles Françaises 3 Cr
A study of representative written passages from various authors of Francophone Africa and the French Antilles. Analysis of various readings in both discussions and compositions. The course also covers the arts, history, and present political situation of the countries studied (Morocco, Algeria, Tunisia, Niger, Mali, Senegal, Burkina-Faso, Martinique, and Guadeloupe). Satisfies Core literature. Fulfills Global Diversity requirement and Writing Intensive requirement. An allied class of the minor in Latin American Studies.

FR 302 French Literature through the 18th Century 3 Cr
A study of representative oral and written passages from various authors of French literature from the Middle Ages through the 18th century. Analysis of the readings and listening programs in both discussions and compositions. The course also covers the arts and the history of that period. Satisfies Core literature. Fulfills Global Diversity and Writing Intensive requirement.

FR 303-304 French Grammar 6 Cr
For students needing to consolidate and extend their knowledge of French grammar and to develop their ability to use this knowledge in speech and writing. Courses run in sequence. Prerequisite: FR 204 or equivalent. Offered annually.

FR 401-402 French Lit. of the 19th & 20th Centuries 6 Cr
A study of representative oral and written passages from various French authors of the 19th century (FR 401) and the 20th century (FR 402). Analysis of readings and listening programs in discussions and compositions. The course also covers the arts and history of that period. Prerequisite: FR 204 or equivalent. Satisfies Core literature. Fulfills Global Diversity and Writing Intensive requirement.

FR 403 Le Français en Action 3 Cr
A study of representative oral and written passages from French radio, Internet, and television programs, interviews of contemporary French singers and politicians, songs, and analysis of contemporary French films. Discussions of current French issues based on several French sources. Prerequisite: FR 204 or equivalent. Fulfills Global Diversity and Writing Intensive requirement.

FR 404 **Le Conte Français** **3 Cr**

A study of representative short stories from the various periods of French literature. The course offers an analysis of the readings in both discussions and composition in order to develop a facility in reading, speaking, and writing. Prerequisite: FR 204 or equivalent. Satisfies CORE literature. Fulfills Global Diversity and Writing Intensive requirement.

GIS: Geographic Information Systems

Department of Mathematics, Engineering, and Computer Science

GIS 110 **Introduction to GIS** **3 Cr**
(Geographic Information Systems)

This course will cover the principles and application of Geographic Information Systems. Topics covered include spatial data models, obtaining and creating spatial data, GPS, GIS databases, spatial analysis, raster analysis and cartographic modeling. The emphasis is on hands on use of GIS software and data. No prerequisites. Offered each semester.

GIS 220 **GIS Databases** **2 Cr**

This course will cover the principles of spatial database design as well as the Integration of various spatial and non-spatial data formats into GIS databases. The course will focus on using current GIS technologies and trends in spatial data management design, create and manage GIS databases. Topics to be covered include GIS and relational database design as well as Integration of disparate data sources such as CAD, GPS and surveying data. Prerequisites: GIS 110 or equivalent experience. Offered each semester.

GIS 221 **Remote Data Acquisition and Management** **2 Cr**

GIS 221 covers the acquisition, management, and use of remote sensing data. The course will focus on satellite based raster data but will also address data acquisition and use of airplane, unmanned aerial vehicles, and ground based sensors. Topics will include: remote sensing platforms, remote sensing data acquisition, multi-spectral and hyper-spectral sensors, and ortho-registration. Prerequisites: GIS 110 and GIS 220 or equivalent experience. Offered spring semester, even-numbered years.

GIS 315 **Spatial Analysis** **2 Cr**

GIS 315 will bring together concepts from previous GIS courses by practical application of methods and procedures used in GIS. The focus will be on using real world project examples and exercises to provide advanced instruction on GIS analytical models and techniques and prepare students to be able to complete professional level GIS projects from start to finish. Automated model development is also covered. Prerequisites: GIS 110 and GIS 220 or equivalent experience. Fall semester.

GIS 316 Raster Analysis 2 Cr
This course will give students experience in application and issues surrounding using raster GIS data such as the raster structure (its advantages and limitations), appropriate data and procedures, surface modeling and 3D datasets. Integration of remote sensing data into raster GIS datasets will also be covered. Other topics will include: vector to raster conversion, resampling, raster modeling/map algebra, interpolation and digital terrain modeling and analysis. Prerequisites: GIS 110 and GIS 220 or equivalent experience. Spring semester, odd-numbered years.

GIS 430 GIS Project 3 Cr
The GIS Senior Project course demonstrates the student's ability to apply their knowledge and expertise in geospatial science and technologies to a problem in their major or area of interest. This course may be taken in conjunction with a Senior Thesis, Senior Project, Honors Thesis or other Project based class in a major with the consent of both instructors. The GIS Senior Project should address a moderately complex issue that is appropriate for detailed investigation using geospatial techniques. Prerequisites: GIS 110 and GIS 220 or equivalent experience. Spring semester.

GK: Ancient Greek

Department of Languages and Literature

A student with high school Greek or other background in ancient Greek should consult with the instructor for appropriate placement in courses.

GK 201-202 Introductory Greek 6 Cr
The ancient Greeks have never ceased speaking to those who will listen. This introductory course and its intermediate sequel aim to help students acquire as quickly and efficiently as possible the requisite linguistic knowledge, skills, and habits to enable them to engage the likes of Herodotus, Plato, Homer, Thucydides, Luke, and Paul on their own terms, in their own tongue. Utilizing both a continuous, culturally rich narrative, reflective of Greek syntax and style, as well as authentic extracts from ancient and biblical authors, this fascinating transcultural exercise in communication across time will afford opportunities to compare and contrast aspects of language and life, and invite exploration into areas of personal interest. Fulfills Global Diversity requirement. Offered at the discretion of the department.

GK 301-302 Intermediate Greek 6 Cr
Continuing the *modus operandi* of GK 201-202, this course builds upon the fundamentals of morphology, syntax, vocabulary acquisition, and word-formation principles, with increasing emphasis upon elements of style and how to approach a wide variety of authentic texts. This includes exposure to dialectical variations between the Attic, Ionic, and Koine (NT) dialects.

Prerequisite: GK 201-202. Fulfills Global Diversity requirement. Offered at the discretion of the department.

HI: History

Department of History

HI 101-102 History of Western Civilization 6 Cr

This course integrates social, political, and cultural history, acknowledging the important contributions of women and men from all strata of society—including the nobility, religious leaders, rural peasants, urban dwellers, merchants, and others. The first half of the History of Western Civilization begins with our first human ancestors and ends with the Age of Exploration in the fifteenth and sixteenth centuries. More than simply the grand narrative of the History of Western Civilization, this course places Western Civilization within the much larger context of the global history of which it was a part. Required for all history majors. Offered annually in the fall (HI 101) and the spring (HI 102).

HI 121-122 History of the United States 6 Cr

An introductory survey of the American experience from the Age of Exploration to the present, with emphasis on those national traits which continue to influence American attitudes and actions. Required of all history majors. Offered annually in the fall (HI 121) and the spring (HI 122). HI 121 fulfills the National Diversity requirement.

HI 204 Medieval History 3 Cr

This semester we will look at Medieval Europe from the collapse of the Western Roman Empire (c. 410) to the arrival of the plague in 1348. Against the backdrop of daily life in Medieval Europe, we will consider a broad range of ideas and texts from the philosophy of Boethius to the Letters of St. Catherine of Siena; and from courtly romance to the Crusades. Far more than just the Dark Ages, our consideration of Medieval Europe includes monks on the trail of a murderer, kings and their subjects, and even mythical heroes such as King Arthur and Robin Hood (and of course, Maid Marion). Fall semester, even-numbered years.

HI 205 Nineteenth Century Europe 3 Cr

This course covers the history of Modern Europe from 1789 to the decade before World War I, organized around political, social, and economic developments and conflicts. As we explore the ways nineteenth-century Europeans grappled with the creation of the modern world, the course will address several specific themes, including the tension between liberty and control in modernizing states, new belief systems (ideologies), migrations, imperialism, reform movements, and cultural developments. Fall semester, odd-numbered years.

HI 224 **History of the American West** **3 Cr**

A topical study of the American West from the late 18th through the 20th centuries. Special emphasis on the myths and symbolism of the West, and on the West's impact on the nation's attitudes and values. Fall semester, even-numbered years.

HI 231 **Montana and the West** **3 Cr**

An introductory survey of Montana's past and its importance in the development of the West, from the period of exploration to the present. Fall semester, odd-numbered years.

HI 239 **History of the Ancient Mediterranean** **3 Cr**

The history of the Mediterranean is a survey of ancient civilizations around the Mediterranean basin, specifically Greece, Rome and the Near East to the rise of Islam in the seventh century AD. Consideration will also be given to Ancient Egypt and Mediterranean connections to the Silk Road. The course focuses on the cultural interactions and exchanges that took place around the Mediterranean: material, cultural, religious and social; the importance of merchants and trade networks; and the Mediterranean Sea as a space both connected and conflicted. Spring semester, even-numbered years.

HI 241 **History of the Modern Middle East** **3 Cr**

For purposes of this class, the modern Middle East is defined as 1914–present, territorially and politically stretching from Egypt to Iran, including Israel/Palestine, the Arabian Peninsula, and Turkey. As time allows, we will consider North Africa as a region with cultural, linguistic, and religious ties to the Middle East but also very different, as well as Afghanistan, and Pakistan. This course carefully considers how history, culture, politics, economics, and geography, as well as all three Abrahamic faiths—Judaism, Christianity, and Islam—shaped the region's past, are inextricably tied to its present, and help us think about what the future might hold. This class also addresses matters of gender, violence, terrorism, and the chances for a lasting peace. Finally, colonialism and imperialism continue to resonate throughout the Middle East, making it necessary to exam the roles of such countries as Britain, France, Russia, and the United States. Spring semester, odd-numbered years. Fulfills Global Diversity requirement.

HI 242 **An Elusive Peace, Study Abroad
in Israel/Palestine and Jordan** **1 Cr**

This study abroad course is designed to introduce students to the history, culture, politics, and religions of Israel/Palestine and Jordan, a region uniquely shaped by a past and a present that includes three faiths all worshipping the same God, membership in the same linguistic family, and foreign intervention by Romans then crusaders, and finally Europe and the US. Despite these commonalities, and a desire on the part of many who are working daily for peace, this part of the world is also torn by animosities.

Offering students an opportunity to see first-hand the region's rich history, vibrant cultures, and passionate attachment to faith and to the land, this program provides a better understanding of the role played by centuries of history in the region's volatile present and its uncertain future. Prerequisites: HI 241 or 3 pre-departure meetings or permission of the instructor. Offered summer, odd-numbered years.

HI 251 **Introduction to East Asia** **3 Cr**
A survey of Chinese, Japanese, and Korean culture and history, with emphasis on the 19th and 20th centuries. Fall semester, even-numbered years. Fulfills Global Diversity requirement.

HI 271 **History of Modern Latin America** **3 Cr**
A survey of the major trends in the political, social, economic and intellectual development of Latin America since independence. The primary focus will be on the histories of Mexico, Cuba, Brazil and Argentina, although examples from across the region will be studied. Offered at the discretion of the department. Fulfills Global Diversity requirement.

HI 291 **Modern African History** **3 Cr**
A survey of Sub-Saharan African history from the eighteenth to the twenty-first centuries with an emphasis on formal colonization, colonialism, decolonization, and post-colonial developments. Fall semester, even-numbered years. Fulfills the Global Diversity requirement.

HI 303 **Renaissance History** **3 Cr**
Our thematic consideration of the Renaissance begins in Italy slightly before a deadly round of plague in 1348, and ends c. 1600, as we follow its spread across Europe. Rather than confining the Renaissance to a particular set of dates, we will consider the people and forces that shaped this tumultuous time, from popes and kings, to condottieri, artists, and humanists. Through texts and images, students will discover a dynamic time of great art; new ideas; busy mercantile piazzas, bloody vendettas; encounters with new peoples and places; religious turmoil; warfare; love; and political upheaval. Fall semester, odd-numbered years. Fulfills writing intensive requirement.

HI 304 **The Reformation and Age of Exploration** **3 Cr**
Beginning in the last decades of the fifteenth century, Europe experienced two calls for religious reform, and entered an age of active exploration. The first part of the course considers the complex political, economic, social, and cultural milieu in which religious differences arose. The second part examines European exploration to the Americas, around the Mediterranean, India, and elsewhere. Spring semester, even-numbered years.

HI 307 The Cold War 3 Cr

This course will examine the history of the Cold War between the United States and Soviet Union, from its origins during and after World War II to the collapse of the Soviet Union in 1991. The political, ideological, economic, and strategic aspects of the conflict will all be closely examined. While much of the focus will be on the diplomatic tensions between the superpowers that brought the world to the brink of nuclear war, the various impacts of the Cold War on Europe, Asia, and the rest of the globe will also be explored, helping to uncover the ways in which the Cold War's legacy continues to shape our world today. Spring semester, odd-numbered years. Fulfills Writing Intensive requirement.

HI 309 Gender History 3 Cr

While feminism, masculinity, and gender as fields of study within the discipline of History are relative newcomers, complex and varied interactions among people have existed since our first human ancestors. Beginning with a short introduction to the science of sex and gender we consider the possibility that while there may be two chromosomal sexes, constructs of gender are more complex and nuanced. Throughout the semester we will consider the many ways in which notions of women, men and gender are shaped by a broad range of forces including history, culture, religion, and place, as well as how gender norms and expectations have shaped the world and its peoples. Utilizing a wide variety sources including scholarly texts, art, literature, social media, and film, we will together consider questions of feminism and masculinity, the body and sexuality, marriage, faith, and much more as not only integral to a better understanding of history, but also part of conversations currently taking place among people all over the world. Spring semester, even-numbered years.

HI 312 History of Ireland 3 Cr

This course begins with the first settlers to Ireland over 9,000 years ago, and ends in the present. Under consideration will be the rich diversity that has shaped Irish history including the Celts, Christianity, the native Irish, English settlers, Protestantism, famine, music, sports, literature, the Irish Republican Brotherhood/Army, the division of Ireland, and much more. Fall semester, even-numbered years.

HI 314 History of Modern France 3 Cr

A history of France since 1715, with emphasis on the political, cultural and social debates that have shaped the country since that time. Spring semester, even-numbered years. Fulfills Writing Intensive requirement.

HI 316 History of Modern Germany 3 Cr

A history of Germany from 1648 to the present, with an emphasis on the nineteenth and twentieth centuries and the questions of political unity,

militarism and economic development. Fulfills Writing Intensive requirement. Offered at the discretion of the department.

HI 317 Interwar Europe 1919–1939 3 Cr

A wide ranging study of Europe between World War I and World War II, 1919–1939. Special emphasis is placed upon political, intellectual, social cultural, economic and military developments during a critical phase of modern European history. Offered at the discretion of the department.

HI 322 Civil War and Reconstruction 3 Cr

An investigation of the ideas, personalities, and events of the critical years between 1830-1890. Includes an examination of abolitionists, sectionalism, civil rights, and military action. Spring semester, even-numbered years.

HI 323 The United States since the 1970s 3 Cr

A critical examination of the political, social, and economic forces that have shaped the United States since the 1970s. Themes will include the interplay between political polarization, economic stagnation, and social inequality at home, as well as the evolution of America's global role as the world's only superpower. Placing current events in their historical context will be a major aspect of the course. Spring semester, odd-numbered years.

HI 352 American–East Asian Relations 3 Cr

This course will explore the four major wars fought by the United States in Asia in the modern era in the larger context of America's changing role in the world as it rose to superpower status: the Philippine-American War, the Pacific War against Japan, the Korean War, and the Vietnam War. Examining each of these conflicts will help students appreciate the ways in which both the United States and Asia have changed since the turn of the twentieth century. Spring semester, odd-numbered years.

HI 382 World War II 3 Cr

This course will allow students to examine the period of the Second World War in considerable depth. The origins of the war and subsequent diplomacy, the military dimension of the conflict, the Holocaust, and the impact of the war away from the front lines will all be themes of the course. The diversity of experience between 1939-1945 is striking. This course does not attempt to be a survey, but rather will seek to give students the opportunity to examine some of the most significant and controversial issues of the period. Fall semester, even-numbered years.

HI 411 The Holocaust 3 Cr

An examination of the destruction of European Jewry within Nazi-dominated Europe. The origins of, development of and response to the Holocaust will be assessed using a variety of resources. Offered at the discretion of the department.

HI 421-422 American Diplomatic History 6 Cr

An analytical survey of major developments and trends in United States diplomacy from the American Revolution to the present. Fall semester, odd-numbered years, and spring semester, even-numbered years.

HI 486 Readings and Conference 1-3 Cr

An informal seminar course with readings and reports in selected periods of history not covered in other classes offered by the history department or other departments on campus. Prerequisite: Consent of the department chairperson. Offered by arrangement with the instructor.

HI 493 Historical Research Practicum 3 Cr

A practical research course conducted at the Montana Historical Society. Designed to familiarize research-oriented students with research, methodology, and historical materials. Prerequisite: Junior standing and consent of the instructor. Offered each semester on an arranged basis. This course may be taken more than once.

HI 494 Historiography 3 Cr

A formal seminar which surveys theories and literature of history as seen in the work of a variety of historians. Emphasis will be on methodological and topical approaches. Required for all history majors. Recommended for spring semester of the junior year. Fulfills Writing Intensive requirement. Offered annually in the spring semester.

HI 495 Research Seminar in History 3 Cr

A formal seminar in which the students research, write, and evaluate major papers based on primary and secondary source materials. This course also serves as a preparatory seminar for students in the history major and related fields who are writing senior theses in history. Offered annually in the fall semester.

HNR: Honors Scholars Program

Interdepartmental

The following courses are required for students accepted and enrolled in Carroll's Honors Scholars Program. This sequence of five seminars explores the origins and evolution of the Western intellectual tradition. Reading for the ideas, concepts, and relationships in each of the historical periods helps prepare students for journaling, seminar discussions, essays, and final projects. Service learning and cultural events bring important external dimensions to each part of the sequence.

HNR 150 Classical Greek and Roman Thought 3 Cr

The Honors Scholars seminar series begins by the examination of the origins of philosophical speculations in the Greek and Roman worlds. Idealism and realism is explored through the dialogues, plays, and epics penned from 500 BC to 500 AD, which provide the basis for Western Thought. Spring semester of freshman year.

HNR 250 Judeo-Christian and Medieval Thought 3 Cr

The Honors Scholars seminar series continues with this overview of the origins and themes held within the Hebrew and Christian Scriptures. These origins and themes are then projected through the medieval period, 500 AD - 1500 AD, in treatises and in literature, including Old and Middle English epics and lyric poetry. Fall semester of sophomore year. Fulfills Writing Intensive requirement.

HNR 251 Renaissance Thought 3 Cr

The Honors Scholars seminar series continues with this overview of the flowering of the aesthetic sense, the rediscovery of classical thought, and the beginnings of the scientific revolution, via art, literature, and social theory, 1450 AD–1600 AD. Spring semester of sophomore year.

HNR 350 Restoration and Enlightenment Thought 3 Cr

The Honors Scholars seminar series continues by weaving the rise of the scientific revolution with the leading social philosophies of the 17th and 18th centuries, including empiricism, rationalism, and idealism, including the roles of satire, farce, and drama in literature. Fall semester of junior year.

HNR 351 Honors Scholars Service Learning 1 Cr

This course integrates the Honors Scholars Program's emphasis on *caritas* (social responsibility through involvement off campus) with its focus on the Great Books and critical thinking. Students in this course commit to serving two hours each week with a Title I school to help students with their reading and critical thinking skills. This course also includes weekly written reflections and weekly class meetings to share experiences and their relationship to the Honors Scholars Program. Prerequisite: HNR 150, HNR 250, HNR 251, HNR 350. Spring semester of the junior year.

HNR 450 Modern Thought 3 Cr

The Honors Scholars seminar series continues with an examination of the romantic period of the early 19th century and extends into more recent theories and discourse revolving around self and society, including social and cultural developments through the 19th and 20th centuries through contemporary literature and science. Spring semester of senior year.

HNR 495 Honors Thesis Seminar 1 Cr
A seminar, taken spring semester of the Junior year, in which students hone their research and critical thinking skills while addressing common problems with thesis-writing; share their work-in-progress; and explore the interdisciplinary implications of their thesis. Spring semester of junior year.

HNR 499 Honors Thesis
In order to graduate as Honors Scholars, students are required to complete an Honors Thesis.

HPE: Health & Physical Education

Department of Education: Health, Physical, and Teacher

HPE 101-102 Physical Education Activities 1 Cr Each
These courses will emphasize a variety of individual, dual, and group fitness activities for health and wellness. These courses are offered on a pass/fail grading system. A maximum of two 101-102 credits may be counted toward graduation credits.

HPE 103 Foundations of Health and Physical Education 3 Cr
A foundations course designed to acquaint the student with the philosophy, history, current trends, and the future role of health and physical education. The focus of this course is on researching careers with a health and physical degree. Spring semester.

HPE 109 Techniques of Basic Skills in Physical Education 3 Cr
An introduction to basic motor skill development and its sequential application to specific movement patterns, including locomotor, non-locomotor, manipulative, and movement exploration. Included in this basic skill class is the teaching of knowledge and skills appropriate for the elementary health and physical education curriculum. The student will learn how to select developmentally appropriate games and activities for elementary school children. Each semester.

HPE 135 Introduction to Wellness 3 Cr
An overview of the many facets of a healthy life-style; investigates the importance of responsibility for one's own health and well-being; teaches the necessary skills to establish a life-style that promotes wellness. Fall semester.

HPE 200 Field Experience in HPE 1-3 Cr
Health and Physical Education majors with a concentration in sport management will consult with the director for an appropriate field placement.

During the semester, students will be required to spend three (3) hours per week per credit in the placement. Prerequisite: HPE 103 and sophomore status. May not be taken concurrently with HPE 103. Each semester.

HPE 201 Outdoor Emergency Care 4 Cr

Outdoor Emergency Care (OEC) was developed under the guidance of the National Ski Patrol (NSP) to train individuals to provide initial care to skiers who became injured while skiing. The program has since expanded to include not only training for ski patrollers, but for those who wish to provide emergency care to injured persons in a variety of outdoor conditions and recreational activities. This is part one (fall portion) of an annual two-part course with both a fall and a spring portion. Fall semester.

HPE 202 Ski Patrol 2 Cr

Riders and skiers often become injured in the outdoors and need medical intervention, rescue, and transport for survival. In this course, students who already become certified as Outdoor Emergency Technicians through the National Ski Patrol will learn how to extricate, rescue, and transport injured persons in a winter snow sports environment. Students will learn to ski with a loaded and unloaded toboggan, evacuate chair lifts, and improve ski and boarding skills. This is part two (spring portion) of an annual two-part course with both a fall portion and a spring portion. Spring semester.

HPE 216 Methods of Teaching Health 3 Cr

A study of the principles, methods of teaching, materials, and resources needed to teach health education in an educational setting. Spring semester, even-numbered years.

HPE 234 Sports Nutrition and Conditioning 3 Cr

This course introduces the student to the study of the nutritional needs of physically active people. It explores fluid needs for exercise and guidelines to maintain optimal hydration, and it will describe weight management guidelines for health, physical fitness, and athletic performance. Students will learn to evaluate sports nutrition information, nutritional supplements, and ergogenic aids, as well as recognize signs of eating disorders and ways to prevent such problems. This course will also explore the fundamentals and special considerations of physical training and exercise. Fall semester.

HPE 301-302 Methods and Techniques of Teaching 6 Cr
Fall/Spring Activities

This course provides the knowledge, theory and practical application of physical education within the secondary school setting. Students will learn about the various components of a secondary education and the methods and techniques used to teach and evaluate those components. Students will learn about various components of a well-rounded curriculum used in secondary physical education classes. They will demonstrate methods

and techniques used to teach and evaluate those components taught in a secondary physical education class. Students will learn how to design and implement course lesson plans, set up appropriate skill practice sessions and evaluate cognitive knowledge of activities taught in the fall/winter and spring. HPE 301 is offered fall semester, even-numbered years. HPE 302 is offered spring semester, odd-numbered years. Prerequisite: ED 102, HPE 109, and junior/senior status or consent of instructor.

HPE 314 Physical Education–Elementary School 3 Cr

This course provides the knowledge, theory, and some practical applications of physical education within the Elementary school setting. Students will learn about the various components of an elementary physical education program and will learn how to develop a year-long elementary physical education curriculum. Students will learn games and activities appropriate to the developmental level of elementary children, health promotion concepts, teaching methodology, evaluation techniques, and the importance of physical education as an integral part of general education. Prerequisite: HPE 109 and junior/senior standing. Each semester.

HPE 325 Applied Anatomical Kinesiology 3 Cr

Course includes the study of the anatomical locations, insertions, and actions of the major skeletal muscles, the structure and function of the major joints of the body, and a review of the skeleton. It will emphasize basic myology and osteology and their relationship to the science of body movement. Prerequisite: BI 102 or BI 171/172 or BI 201/202 and junior/senior status. Fall semester.

HPE 350 Responding to Emergencies 3 Cr

This course provides a unique common sense approach that enables a person to provide appropriate emergency first aid care. The course stresses the basic steps to follow in an emergency while waiting for more highly trained personnel to arrive on the scene. Students who successfully meet the requirements of the American Red Cross will become certified in first-aid and CPR/AED. Prerequisite: Junior/senior status. Spring semester.

HPE 402 Prevention and Treatment of Athletic Injuries 3 Cr

Includes the study of physical conditioning, bandaging and taping, physiotherapy and hydrotherapy, and diet in relation to athletics and physical education. Prevention of injuries, emergency first aid and rehabilitative methods, and training room procedures are covered. Spring semester, even-numbered years.

HPE 405 HPE Seminar 1 Cr

The purpose of this seminar is to provide health and physical education majors with information that will assist them in preparing for professional life. The HPE Seminar is to be taken spring semester of the junior year.

Prerequisite: HPE 200 and enrolled in HPE major. Spring semester. Fulfills a Writing Intensive requirement.

HPE 410 Organization, Administration, and 3 Cr
Assessment of Sport Management Program

The study of methods of organization and means of administration of health and physical education programs. Prerequisite: Junior/senior status. Spring semester, even-numbered years.

HPE 413 Exercise Physiology & Human 3 Cr
Performance Testing

The study of basic physiological functions of the body and their response to exercise. Topics include muscle structure and function, responses and adaptations to exercise, energy metabolism, effects of exercise and training on body composition, aerobic and anaerobic fitness, and nutrition and other aids to performance. Prerequisites: BI 102 or BI 201/202 and junior/senior status. Cannot be taken pass/fail. Spring semester.

HPE 415 Internship 1–6 Cr

Health and physical education majors with a sport management concentration will complete an internship in an appropriate setting with the approval of the HPE Internship Director. During the semester, students will be required to spend three hours per week per credit in the internship setting. Prerequisites: Senior standing, HPE 200 and 405, and application to the HPE Internship Program Director. Each semester and summer.

HS: Health Sciences

Department of Health Sciences

HS 198 Introduction to Health Sciences 2 Cr

This course presents a multi-disciplinary look at topics in the health sciences. With rotating faculty and other community experts, students will explore a range of issues that affect health at all levels. Students who are anticipating careers in health and medical fields, those who are considering graduate health studies, as well as students who want to help improve health and wellness in their communities and beyond will find this an engaging introduction to the field of health sciences. Spring semester.

HS 230 Introduction to Epidemiology 3 Cr

This introductory course covers foundational concepts through study design for epidemiologic investigations of infectious and chronic diseases. Evaluation of screening programs and health services research will also be discussed. Problems presented in class will provide students with the opportunity for gaining skills in descriptive and analytic epidemiology and

will include outbreak investigations, the natural history of infectious diseases, validity of clinical tests, and statistical methodology used for differing types of epidemiologic studies. Prerequisite: Completion of MA 207; good quantitative skills and some biologic background are also strongly recommended. Fall and spring semester.

HS 303 Public Health Nutrition 3 Cr

This course focuses on the main concepts of nutritional health from a public health perspective. Students will learn about health promotion and disease prevention via nutritional issues, as well as community based approaches to nutritional health and disease prevention. This course addresses private and governmental health care providers and food assistance programs; nutritional interventions and response for vulnerable and special populations; the complex links between health, social, and economic factors with regard to nutrition; and best practice delivery of nutritional information and services. Fall and spring semester.

HS 307 Evidence Based Research Methods 3 Cr
in Health Sciences (WI)

HS 307 is an introduction to and exploration of basic scientific research processes, including theory, databases, evaluation of sources, and evidence-based practice. Students will complete a systematic literature review as part of the course requirements. Prerequisite: Completion of MA 207 and HS230. Fall and spring semesters. Fulfills a Writing Intensive requirement.

HS 329 Public Health and the Environment 3 Cr

This course provides students with an introduction to and overview of the key areas and principles of environmental health. Students will gain an understanding of 1) the interaction between individuals, communities, and the environment, 2) the impacts of various environmental agents on the health of the public, and 3) specific applications of environmental health and environmental engineering. Topics to be covered include environmental policy and regulation, agents of environmental disease, and practices for water quality, air quality, food safety and waste disposal. Fall semester

HS 335 Health Policy, Management and Issues: 3 Cr
National and Global Perspectives (ND, GD)

This course addresses key topics in global health. Students will gain additional awareness of the biological and social aspects of major global health issues and diseases. General areas of emphasis are chronic and infectious diseases, nutrition, and environmental health. Within these areas populations at risk, health policies, and programs designed to reduce health inequalities will be analyzed. Students will also become proficient in public/global health vocabulary, basic methods used to assess global health, and explore resources for further understanding emerging health issues.

Prerequisite: MA 207 and HS 230. Fall and spring semester. Fulfills National Diversity or Global Diversity requirement; but cannot be used for both.

HS/PH 405 Senior Seminar (WI) 1 Cr

The purpose of this seminar is to provide senior level public health and health sciences majors information that will assist them in preparing for professional life. It serves as a writing forum for the preparation of professional portfolios and provides discussion of problems and experiences that arise during the internship. Each semester. Students planning for graduate school should plan to take this course during fall semester. Prerequisites: Senior standing. Fulfills Writing Intensive requirement.

HS 415 Internship 1-6 Cr

Health Sciences or Public Health students will complete an internship in an appropriate setting. During the semester, students will be required to spend 3–18 hours per week in their internship site. Prerequisites: Junior or Senior standing. For more information, please see program web page. Planning for internships must occur during the semester prior to participating in an internship. Each semester.

IR: International Relations

Department of Political Science and International Relations

IR 486 Readings and Conference 1-3 Cr

An informal seminar with selected readings and reports on particular aspects of international relations. Offered by arrangement. Prerequisite: Consent of program director and Vice President for Academic Affairs.

IR 492 Internship in International Relations 6 Cr

Students participate as interns at relevant organizations and agencies arranged in consultation with the director of Carroll's International Relations program. Only 6 internship credits may be applied to the International Relations major. IR 492 is recommended for students of sophomore standing, at minimum. This course may be taken more than once.

IR 495/PO 494 Research Seminar in International Relations 3 Cr

A formal seminar in which students concentrate on researching, writing, and evaluating major papers in international relations based on both primary and secondary source materials. Required for all international relations majors. Prerequisite: Senior standing. Fall semester. Fulfills Writing Intensive requirement.

IR 499 Honors Thesis 1-3 Cr
In order to graduate with honors in international relations, a student is required to complete an honors thesis.

LA: Latin

Department of Languages and Literature

A student with high school Latin should consult with the instructor for placement in courses.

LA 101-102 Introductory Latin 6 Cr
This course is designed to give students an introduction to Latin and some experience translating Latin authors. Latin grammar is presented in a way that is understandable to students and at the same time preserves what is best in the long tradition of classical scholarship. Class material reflects Roman thought, history, philosophy, and includes the most famous quotations and excerpts of the best Latin writers and thinkers. Fulfills Global Diversity requirement.

LA 203-204 Intermediate Latin 6 Cr
This course builds on the fundamentals of the introductory class and develops proficiency in translating and understanding Latin and classical culture. Selected authors include Cicero, Horace, Pliny, Nepos, Livy, Vergil, Catullus, Martial, et al. Prerequisite: LA 101-102. Fulfills Global Diversity requirement.

LAS: Liberal Arts Studies

Interdepartmental

LAS 101 Alpha Seminar 3 Cr
This course is to be taken during a student's first semester at Carroll College. Its purpose is to introduce students to the distinctive practices and values of a Catholic liberal arts education. The course revolves around an interdisciplinary project that incorporates instruction and practice in critical reading, writing and discussion. It also provides a forum for students to discuss co-curricular issues and opportunities at Carroll. The instructor of the Alpha Seminar serves as the initial academic advisor for the students in his or her class. A required Core course. Normally students will not be allowed to withdraw from this class.

LAS 105 College Success 1 Cr
This course is designed to give students practical tips and strategies to help them succeed in college. The focus of this class is on personal

responsibility, learning styles, organization techniques, effective studying methods, time management and use of college resources. Offered every semester.

LAS 185 Career Exploration for Freshman and 1 Cr
Sophomore Students

This course helps students who are unclear about their educational goals and future career plans to identify their career related interests and values and to develop their personal decision-making style. With a better understanding of self and a vision for one's personal future, students will learn how to pursue their career-related interests and apply them to the reality of the changing job market of the 21st century.

LAS 206 Perspectives on Gender 3 Cr

Perspectives on Gender takes an interdisciplinary look at males and females in society. With rotating faculty from various departments, we will explore how various academic disciplines address gender issues. Topics covered may include: the history of the women's movement; the biological basis of gender distinctions; feminists ethics; gender representations in the media; feminist literary theory; gender and religion; issues of gender in the business world; issues of gender in science; gender issues in children's literature. Fulfills National Diversity requirement. Prerequisite: Sophomore standing. Spring semester.

LAS 485 Job Search Boot Camp 1 Cr

This course is designed for juniors who want to plan ahead and for seniors ready to launch their professional careers. Students will learn the necessary career management skills to effectively identify and compete for professional career opportunities. Activities covered in the course include principles, methods, and practice in achieving career goals with emphasis on: exploration of career opportunities in one's field, job market trends, identification of strengths, resume development, cover letter composition, mastering behavioral-style interviewing, salary and benefits negotiations, effective networking strategies, budgeting and personal finance issues, professional image, and the use of technology in achieving career goals. Students will also learn how to apply successful job search techniques to the reality of the changing job market of the 21st century.

LAS 495 Senior Experience: A Sense of Place 1 Cr

The Senior Experience is a unique opportunity for Carroll students entering their fourth year of college to reflect on where they have been and where they are going. The format of the Experience takes advantage of the spectacular location of the College in Western Montana: Students take a bus to a retreat site off campus on Thursday of Orientation week, where they spend two nights with other students and faculty. During the Experience, students engage with

various faculty members in multi-disciplinary activities, all centering around the idea of this place: Carroll College, Helena, Montana, the Western United States. For example, students might create art that reflects their journeys to and in this place and, then, later in the day, they might take a walk to learn about local plants and then hear poetry about the natural world. The exact activities and involved faculty change each year. With such a multi-disciplinary approach, the Senior Experience acts as a capstone for the students' Core courses, central to each Carroll student's education. Senior standing required; offered at the discretion of the department.

LL: Linguistics

Department of Languages and Literature

LL 220 Introduction to Linguistics (GD, ND) 3 Cr

An introductory course in the basic concepts and methodology of linguistics (phonetics and phonology, morphology, syntax, semantics, pragmatics, sociolinguistics, and psycholinguistics). May be used for National Diversity or Global Diversity requirement.

LL 400 Theories and Methods of Learning and Teaching Language 3 Cr

Students will study critically the principal and alternative approaches in teaching and learning a second language and the linguistic, learning, and language acquisition theories upon which the approaches are based; discuss the nature of language, the constructive learning process, tacit versus propositional knowledge, the necessary and sufficient conditions for learning language, and education for humanization; and view and analyze videos and beginning language classes. Prerequisites: LL 220 recommended. Spring semester, odd-numbered years.

MA: Mathematics

Department of Mathematics, Engineering, and Computer Science

MA 105 Introduction to Contemporary Mathematical Applications 3 Cr

A course for students with varied mathematical interests and backgrounds. Stresses applications of contemporary mathematics in modern society. Topics include management science, statistics, social choice, patterns, population sizes, and computers. Emphasizes conceptual understanding and appreciation. This course satisfies the Carroll College Core Curriculum for mathematics, but not as a statistics requirement. Prerequisite: Intermediate Algebra. Spring semester. Not currently offered.

MA 112 Precalculus: Functions and Graphs 3 Cr

A comprehensive study of elementary functions to prepare students for a college course in calculus. Topics include a review of intermediate algebra including the solution of equations and inequalities, and an in-depth look at functions, inverse functions, their graphs, symmetries, asymptotes, intercepts, and transformations. Linear, polynomial, rational, radical, exponential, logarithmic, and trigonometric functions are studied, and graphing calculators are used extensively. Prerequisite: Mathematics preparation at least through Intermediate Algebra. Spring semester.

MA 117 Difference Equations and Linear Algebra 3 Cr

Introductory college mathematics course in finite difference equations and linear algebra. Topics include sequences, differences, linear and nonlinear difference equations, systems of difference equations, numerical solutions of linear and nonlinear equations, and analytical techniques for solving linear systems using linear algebra. Applications from many fields are studied and the role of mathematical modeling is a central focus. Formal computer labs are a part of the course each week, with spreadsheets being the primary software employed. This course satisfies a Carroll College Core Curriculum for all students and the mathematics requirement for business majors. Prerequisite: three years of high school mathematics through Intermediate Algebra. Each semester.

MA 121 Differential Calculus 3 Cr

This is the first of a two-semester, six-credit calculus sequence. We begin the first semester by reviewing functions from several perspectives (symbolic, numeric, and graphic). For most of the course we study differential calculus, emphasizing how we can use calculus to understand real-world problems such as police radar detection, laying an oil pipeline around a swamp, and understanding motion. We use computers and calculators extensively, and we also focus on learning how to explain mathematics verbally and in writing. The sequence MA 121-MA 122 is considered to be equivalent to MA 131. Prerequisite: Four years of high school mathematics including precalculus.

MA 122 Integral Calculus 3 Cr

This is the second of a two-semester, six-credit calculus sequence. In this course we study topics in integral calculus, emphasizing how we can use calculus to understand real-world problems such as fluid pumping and lifting, how rain catchers are used in city drain systems, and how a compound bow fires an arrow. We use computers and calculators extensively, and we also focus on learning how to explain mathematics verbally and in writing. The sequence MA 121-MA 122 is considered to be equivalent to MA 131. Prerequisite: A grade of "C" or better in MA 121.

MA 131 Calculus of Single Variable Functions 4 Cr

This course covers all aspects of single-variable calculus including derivatives, anti-derivatives, definite integrals, and the fundamental theorem of calculus. We highlight how we can use calculus to understand real-world problems such as laying an oil pipeline around a swamp, fluid pumping and lifting, and how rain catchers are used in city drain systems. We use computers and calculators extensively, meeting in the computer lab once each week. We also focus on learning how to explain mathematics verbally and in writing. This is the same material that is covered in MA 121-122, except this is an accelerated course that does not review precalculus material. Prerequisite: Previous calculus experience or strong precalculus background. Fall semester.

MA 141 Introduction to Mathematical Modeling 4 Cr

This course is an introduction to sequences, difference equations, differential calculus, differential equations, and linear algebra. Specific topics include analytical and numerical solutions to difference equations and first-order and second-order linear differential equations, phase line analysis, stability of equilibrium, matrix equations, and eigenvalues and eigenvectors. There is a heavy emphasis on mathematical modeling and applications. Computers and calculators are used extensively. Written and verbal communication skills in mathematics are also developed. Prerequisite: High school mathematics through pre-calculus. Each semester.

MA 201 Mathematics for Elementary Education I 3 Cr

A course primarily for prospective elementary teachers, designed to give a background in logic, set theory, the set of integers and their properties, the system of rational numbers, and real numbers as an extension of the rationals. Prerequisite: Intermediate Algebra. Fall semester.

MA 202 Mathematics for Elementary Education II 3 Cr

An extension of MA 201 into geometry and measurement, functions and their graphs, and a brief introduction to probability and statistics. Special emphasis will be given to the development of skills in problem-solving and to applications. Prerequisite: MA 201. Spring semester.

MA 207 Elementary Statistics 3 Cr

The basic concepts used in statistics such as measures of central tendency, variation, and probability distributions, and statistical inference are stressed. Applications are made in the social, communication, health, biological, and physical sciences. This course does not count toward a major or minor in mathematics, nor does it count toward the math requirement for biology majors. Prerequisites: Intermediate Algebra. Each semester.

MA 232 Differential Equations & Linear Algebra 4 Cr

This course is an introduction to difference equations, differential equations, and linear algebra. Specific topics include analytical and numerical solutions to difference equations and first-order linear differential equations, phase line analysis, stability of equilibrium, matrix equations and eigenvalues. We emphasize how this mathematics can be used on many real-world problems such as how to predict the spread of a disease, how a home mortgage works, and how to understand the growth of animal populations. We use computers and calculators extensively, meeting in the computer lab once each week. We also focus on learning how to explain mathematics verbally and in writing. Prerequisite: A grade of “C” or better in MA 131 or in MA 122. Spring semester.

MA 233 Multivariable Calculus 4 Cr

In this course we study multivariable and vector calculus including vectors, parametric equations, surfaces, partial differentiation, multiple integrals, and vector calculus. The big spotlight in this course is using these ideas to understand things like force fields, the flow of water, and magnetic fields. Once a week we meet in the computer lab to use the power of computers to focus on the visual aspects of these concepts to gain insight into more complex situations. We also focus on learning how to explain mathematics verbally and in writing. Prerequisite: A grade of “C” or better in MA 131 or in MA 122. Fall semester.

MA 306 Real Analysis 3 Cr

Why does calculus work? In this course, we study real numbers, sequences, and functions, in order to develop the logical foundations for calculus. What does it mean to say that a function has a particular limit? What does it mean for a function to be continuous? We learn to create the mathematical proofs that make up the logical structure behind the limits, derivatives, infinite series, and integrals of calculus. Prerequisite: Grade of “C” or better in MA 232. Spring semester.

MA 314 Probability and Statistics for Engineers 2 Cr

This course is a calculus-based introduction to the topics in probability and statistics that are necessary in engineering. Topics to be covered include the normal, binomial, and Poisson distributions, hypothesis tests, and confidence intervals. Particular attention will be given to applications in the sciences and engineering. Note: this course is identical to the first 10 weeks of MA 315. Students may not receive credit for both MA 314 and MA 315. Prerequisite: A grade of “C” or better in MA 131 or in MA 122. Each semester.

MA 315 Probability and Statistics 3 Cr

This course provides a calculus-based introduction to probability and statistics. After a brief introduction to probability, this course will focus on statistics with a strong emphasis on experimental design. Topics to be covered include the normal, binomial, and Poisson distributions, hypothesis tests, confidence intervals, ANOVA, design of experiments, and least squares regression. Particular attention will be given to applications in the sciences and engineering. Prerequisite: A grade of “C” or better in MA 131 or in MA 122. Each semester.

MA 328 Modern Applications of Discrete Mathematics 3 Cr

A look at some actual applications of discrete mathematics that emphasize such unifying themes as mathematical reasoning, algorithmic thinking, modeling, combinatorial analysis, the kinds of structures used in discrete mathematics, and the use of technology. Possible topics include cryptography, primes and factoring, computer passwords, networking problems, shortest paths, scheduling problems, building circuits, modeling computation, and correctness of algorithms. Three one-hour class periods with a substantial computing component illustrating the technology and the ideas studied. Prerequisite: Grades of “C” or better in MA 131 or MA 121-122. Fall semester.

MA 334 Advanced Differential Equations & Linear Algebra 4 Cr

In this course, we focus on both systems of differential equations, with special attention given to modeling, linearization, and equilibrium analysis; as well as the mathematical language of systems—linear algebra, especially transformations and vector spaces. We will motivate the material through applications such as population models, structural, and electrical systems, and linear algebra applications such as 3-D imaging, Markov processes, and Leslie matrices. Technology will again play a major role in this course, as we will have frequent computer demonstrations in class and weekly computer labs to explore the quantitative aspects of these topics. You will have the opportunity to explore topics beyond the textbook on a series of group projects throughout the semester. Prerequisite: A grade of “C” or better in MA 232 or MA 141 with MA 131. Spring semester.

MA 342 Applied Numerical Methods and Analysis 3 Cr

This course is an introduction to numerical methods and MATLAB programming. We focus not just on how numerical methods work, but when they are appropriate, where they fail, and how to interpret their results. Specific topics vary by instructor but will be chosen from roundoff and truncation errors, root-finding methods, numerical methods for linear algebra, least squares regression methods, interpolation, numerical integration and differentiation, and numerical algorithms for solving ordinary and partial

differential equations. Students will also learn to write functions in MATLAB using “if” statements as well as “for” and “while” loops. Prerequisite: A grade of C or better in MA 334 or taken concurrently with MA 334. Spring semester. Fulfills Writing Intensive requirement.

MA 366 Junior Seminar 1 Cr

This is a one-credit, pass/fail, seminar-style course. There will be three main segments: select a faculty director for either an honors thesis or a senior project and write a research proposal, write a resume and research job opportunities, and write a graduate school essay and research graduate school opportunities. The overall goal of this course is to prepare students for their senior year and beyond. This course should be taken in the spring of the year before intended graduation (typically in the spring of the junior year). Spring semester annually.

MA 401 Abstract Algebra and Modern Geometry 3 Cr

This course covers the traditional topics from abstract algebra, including groups, rings, integral domains, fields, and homomorphic and isomorphic relationships, as well as standard topics from geometry, including axiomatic systems in both Euclidean and Non-Euclidean geometrics and transformational geometry with vectors and matrices. The focus for the class is the contemporary applications of the concepts presented, together with the weaving together of geometric and algebraic themes. Linear algebra is the integrating theme. Prerequisites: Grade of “C” or better in MA 306. Fall semester.

MA 403 Introduction to Modern Cryptography 4 Cr

This course is intended to be an introduction to the essential core areas of modern cryptography. We begin with a look at historical cryptography and then move into more modern concepts. Mathematical background is provided as needed and informal descriptions of the cryptosystems along with more precise pseudo-code descriptions are given. Algorithms and systems will be illustrated with many examples, and their mathematical underpinnings carefully explained. Because of the heavy use of mathematics made in this course (number theory, discrete mathematics, probability, linear algebra and probably some calculus), this course is cross-listed and may be taken either for mathematics or computer science credit. The course is lab-based with each lab illustrating cryptosystems and concepts studied in class. Prerequisites: Grades of “C” or better in MA 131 or MA 122 and MA 328. Fall semester when demand is sufficient.

MA 406 Complex Analysis 3 Cr

This course covers the calculus of functions of a single complex variable. We will follow the traditional development of calculus of a single real variable, but we will discover the beauty that naturally arises when allowing the

domains and ranges of functions to be subsets of the complex numbers. The topics covered are: complex numbers, limits, differentiation, Cauchy-Riemann equations, harmonic functions, elementary functions, conformal mapping, contour integrals, Cauchy integral representation, power series, and residues. Attention will be given to theoretical, computational, geometric, and applied problems. As such, students will be expected to prove theorems and to use a variety of tools (including MATLAB) to solve problems. Student will have the opportunity to explore topics beyond the textbook on at least one research project. Prerequisites: A grade of “C” or better in MA 233.

MA 421 Mathematical Optimization, 3 Cr
Applications, and Analysis

This course is a project-based exploration of topics in optimization and simulation. Topics include linear, integer, and nonlinear programming, and stochastic processes. We explore the modeling, algorithmic and heuristic solution approaches to, and sensitivity analysis of problems such as the Knapsack problem, Traveling Salesman problem, and the sports team ranking problem. Computers and technology will again play an important role as we investigate both the implementation and the theoretical basis of solution techniques. This course will bring together topics from single and multivariable calculus, linear algebra, and probability. Prerequisite: Grade of “C” or better in MA 334. Recommended prerequisite or concurrent enrollment in MA 315 or MA 318. Fall semester.

MA 422 Senior Project 3 Cr

In this course, each student will complete an independent research project in mathematics under the direction of a faculty member who will serve as the project director. The student and the project director will work together to select a topic that is of interest to the student, and at the end of the project the student will complete a written report of the work involved.

MA 471 History Seminar in Mathematics 1 Cr

This course in the history of mathematics is intended to give students an insight into some of the great masterpieces of mathematics, as seen in their historical contexts. Developing an understanding of the individuals who were the creators of mathematics helps one better appreciate their creations. Required course for mathematics secondary-education majors. Offered when demand is sufficient.

MLAS: Minor in Latin American Studies

Interdepartmental

MLAS 200 Gateway Course in Latin American Studies 3 Cr

This beginning course is required for the minor in Latin American studies (MLAS) and introduces students to a variety of academic disciplines and professional careers pertaining to Latin America. It is taught by the co-director of MLAS in collaboration with the participating Latin American studies faculty, and consists of readings, discussion, films, lectures and interviews with members of the Hispanic community of the northwestern United States. Fall semester, odd-numbered years. Immersion field trip over fall break.

MLAS 495 Capstone Seminar in Latin American Studies 1 Cr

This upper-division course is required for minors in Latin American studies. It is intended to help students: 1) consolidate their work in Latin American studies, 2) reach a higher level of critical perspective regarding Latin American affairs, and 3) complete final research papers concerning Latin American. Prerequisites include the successful completion of MLAS 200, SP 204, and 9 semester credits in residence at Carroll College in MLAS concentration or allied courses, or the instructor's permission to enroll in the course. Spring semester, odd-numbered years.

MSL: Military Science (ROTC)

Department of Military Science

The following MSL courses count as elective courses toward the graduation requirement of 122 credits for a bachelor of arts degree (66 credits for an associate of arts degree): MSL 101, 102, 201, 202, 301, 302, 401 and 402. MSL 315 may count as a HPE activity credit, with a limit of 2 credits counting toward the graduation requirement. Other MSL courses do not count toward either graduation requirement.

MSL 101 American Defense Establishment 3 Cr

Introduces students to issues and competencies that are central to a commissioned officer's responsibilities. Establishes framework for understanding officership, leadership, Army values and "life skills" such as physical fitness, time management, communications theory and practice (written and oral), and interpersonal relationships. These initial lessons form the building blocks of progressive lessons in values, fitness, leadership, and officership. Fall semester.

- MSL 102 Basic Leadership 3 Cr**
 Establishes foundation of basic leadership fundamentals such as problem solving, communications, briefings and effective writing, goal setting, techniques for improving listening and speaking skills and an introduction to counseling. Provides students with a basic understanding of situational leadership as it applies to the military and how the basic concepts and practices relate to individuals and organizations. Spring semester.
- MSL 201 Individual Leadership Studies 3 Cr**
 Students identify successful leadership characteristics through observation of others and self through experiential learning exercises. Students record observed traits (good and bad) in a dimensional leadership journal and discuss observations in small group settings. Fall semester.
- MSL 202 Leadership and Teamwork 3 Cr**
 Study examines how to build successful teams, various methods for influencing action, effective communication in setting and achieving goals, the importance of timing the decision, creativity in the problem solving process, and obtaining team buy-in through immediate feedback. Practical exercises with upper-division ROTC students. Spring semester.
- MSL 203 Ranger Challenge 2 Cr**
 Practical hands-on training in rappelling, rope bridges, land navigation, marksmanship, and physical conditioning. A team selected from this class will represent Carroll College in the Big Sky Task Force Ranger Challenge Competition. Fall semester
- MSL 204 Leadership Practicum 1 Cr**
 Intensive supervised study in applied leadership and management development in an organizational setting. Prerequisite: Consent of the instructor.
- MSL 301 Leadership and Problem Solving 3 Cr**
 Students conduct self-assessment of leadership style, develop personal fitness regimen, and learn to plan and conduct individual/small unit tactical training while testing reasoning and problem-solving techniques. Students receive direct feedback on leadership abilities. Corequisite: MS 303. Restricted to contracted Military Science students. Fall semester.
- MSL 302 Leadership and Ethics 3 Cr**
 Examines the role communications, values, and ethics play in effective leadership. Topics include ethical decision-making, consideration of others, spirituality in the military, and survey Army leadership doctrine. The leader's role in planning, directing and coordinating the efforts of individuals and small groups in tactical missions. Corequisite: MS 303. Restricted to contracted Military Science students. Spring semester.

MSL 303 Leadership Laboratory 1 Cr
Practical application of skills learned in the classroom. Restricted to contracted Military Science students. Fall and spring semester.

MSL 315 Drill and Conditioning 1 Cr
This course prepares students and cadets for the physical challenge of leading soldiers and familiarizes students with Army physical fitness standards and training. Students participate in physical training to improve muscular strength & endurance, cardio respiratory endurance, core stability, flexibility, and body composition (fat versus lean body mass). Individual progress is measured by assessments throughout the semester. Required each semester for ROTC students. Fall and spring semester.

MSL 401 Leadership and Management 3 Cr
Develops student proficiency in planning and executing complex operations, functioning as a member of a staff, and mentoring subordinates. Students explore training management, methods of effective staff collaboration, and developmental counseling techniques. The application of leadership principles and techniques involved in leading young men and women in today's Army. Restricted to contracted Military Science students. Fall semester.

MSL 402 Officership and Ethics in the U.S. Army 3 Cr
Study includes case study analysis of military law and practical exercises on establishing an ethical command climate. Students must complete a semester long Senior Leadership Project that requires them to plan, organize, collaborate, analyze, and demonstrate their leadership skills. Understanding of the ethical components of the Uniform Code of Military Justice and civil rights legislation. Restricted to contracted Military Science students. Spring semester.

MSL 403 Advanced Leadership Practicum 1 Cr
Study and internship in military tactics, leadership and organizational behavior. Supervised by Active Duty military officers. Prerequisite: Consent of instructor. Restricted to contracted Military Science students. Fall semester.

MSL 404 Advanced Leadership Practicum 1 Cr
Study and internship in military tactics, leadership and organizational behavior. Supervised by Active Duty military officers. Prerequisite: Consent of instructor. Restricted to contracted Military Science students. Spring semester.

MUS: Music

Department of Fine Arts

MUS 109 Keyboard Musicianship I 3 Cr

Introduction to music reading and keyboard playing. Emphasis on the elements of music through the study of keyboard technique and performance, solo and ensemble repertoire, music theory, harmonization, and transposition. No previous musical background is required. Each semester.

MUS 119 Sight Singing and Aural Skills 3 Cr

An introduction to aural skills with an emphasis on sight singing, rhythmic and melodic identification, analysis of melody, and simple part-singing designed for aural development. Materials will focus on rhythm and meter, intervals, diatonic and chromatic melodies, and use of solfege. This course emphasizes the aural component of musicianship and is highly recommended for anyone interested in music performance of all kinds. No previous musical background is required. Fall semester.

MUS 125 Voice I 3 Cr

Voice I explores the vocal process and prepares the student for performance of vocal solos. Emphasis is on the individual's voice, posture, breathing, vocalizing, resonance, acoustics, and care of the voice. Students develop basic music reading and writing skills and are introduced to the International Phonetic Alphabet. Normal classes consist of lecture, vocal warm-ups, group singing and individual solo presentations. Students will prepare and present solo vocal selections drawn from Folk, Classical, and Broadway repertoire. Evaluation is by both written and singing exams. Open to all students. Each semester.

MUS 129 Carroll College Choir 1 Cr

The ensemble performs a diverse repertoire for SATB choir. Each semester, the choir normally presents one major concert, sings one or two masses at the Cathedral of St Helena, takes a two or three day tour, and performs for special events on and off campus. Each semester.

MUS 131-132 Pep Band No Credits

Pep band is open to interested instrumentalists. Rehearsals are once a week for 2 hours and performances include home sporting events and other activities. Repertoire includes mainly contemporary rock and pop material. Each semester.

MUS 165 American Popular Music 3 Cr

An examination of the development and use of all types of popular music in the United States. Special emphasis on sources of music, music and race, music and technology, and the music industry. Of primary interest is the

study of music in relation to its historical and social context. Includes guided listening to recordings and video clips. No previous musical background is required. Fall semester.

MUS 199 Music Practicum 1-2 Cr

Students can earn credit for participating as musicians in local musical productions, concerts or performing arts organizations (such as the Helena Symphony) under the guidance of qualified music directors. Participation in Carroll College music ensembles is not eligible for Music Practicum credit; see separate listings for those courses. A minimum of thirty (30) hours of participation is required for each hour of credit. Evaluation is conducted by music faculty in consultation with the music director. Pass/fail grading only. Prerequisite: Interview and/or audition with music faculty. Each semester. Does not satisfy Core Fine Arts requirements.

MUS 209 Keyboard Musicianship II 3 Cr

Further development of musicianship, with emphasis on keyboard repertoire, harmonization, accompanying, score reading, analysis of diatonic and chromatic materials, transpositions of instruments, composition and improvisation. Topics include further study in meter and rhythm, scales, intervals, triads and seventh chords, chord inversion, non-chord tones, phrase structure and form, and jazz scales and chords. Prerequisite: MUS 109 or consent of instructor. Spring semester, even-numbered years.

MUS 212 Composition 3 Cr

This course explores elements of music composition, including rhythm, melody, harmony and form. Focus is on the application of these elements through individual and group composition projects and performances in class. Prerequisites: Basic music reading skills. Recommended: MUS 109 or MUS 119 or equivalent. Spring semester, odd-numbered years.

MUS 229 Chamber Choir 1 Cr

Chamber Choir is the premier mixed-voice vocal ensemble on campus. Admission to the group is by competitive audition, and membership is normally limited to sixteen singers. The Chamber Choir is committed to the highest musical and artistic standards in presenting a wide variety of music. Each semester, the choir normally presents one major concert, sings one or two masses at the Cathedral of St. Helena, takes a two or three day tour, and performs for special events on and off campus. Prerequisite: Audition with instructor. Each semester.

MUS 231-232 Jazz Band 1 Cr

Jazz Band is open to instrumentalists by audition only, and students must register for the course in order to participate. Repertoire includes diverse styles such as swing, blues, Latin, and standards. There is also work with improvisation and jazz theory. Rehearsals are twice per week, and 2-3

performances are scheduled on campus each semester, plus occasional performances off campus. Each semester. May be repeated.

MUS 261 Music Appreciation 3 Cr

An introduction to the fine-art music tradition of Western civilization. Intended to acquaint the listener and non-musician with the basic repertoire of concert music through a survey of significant compositions and innovations from each major style period. Emphasis on guided listening; concert attendance required. No background in music is required. Spring semester.

MUS 399 Music Projects 1-3 Cr

An opportunity for qualified music students to participate in musical productions or performing arts organizations, in roles with a significant amount of responsibility and leadership. Projects may include activities related to music such as performance, directing, research, or internship. Prerequisite: At least twelve (12) credits of college-level music courses and consent of the music faculty following extensive interviews. Offered each semester by prior arrangement. Does not satisfy Fine Arts Core Fine Arts requirements.

MUS 475 Applied Music 1-3 Cr

Private study on an instrument or in voice with a local private teacher approved by the music faculty. Students must have prior music study on the instrument/voice. Students are personally responsible for financial arrangements with the private teacher. Evaluation is conducted by music faculty in consultation with the private teacher at the end of each semester. Pass/fail grading only. May be repeated each semester. Does not satisfy Core Fine Arts requirements.

NU: Nursing

Department of Nursing

NU 201 Fundamentals and Health Promotion 4 Cr
3 lecture, 1 lab/clinical

The purpose of this course is to apply the nursing process while learning fundamental nursing skills. Emphasis is given to health promotion and the aging adult who is otherwise healthy. Nursing procedures are practiced in the laboratory and in the community with emphasis given to health promotion and the aging adult. Prerequisite: Admission to Nursing major. Fall semester.

NU 202 Assessment and Health Promotion 4 Cr
3 lecture, 1 lab

The purpose of this course is the acquisition of health assessment principles and techniques for the professional nurse. Focus is on the development

of the therapeutic relationships and the use of general and specialized assessment skills as a basis for clinical decision-making. This course includes three hours of theory, and a two hour and 50 minute clinical lab weekly. It is expected students will spend extra lab time on their own practicing their newly taught skills to become proficient. There is a clinical outrotation requiring student pairs to make guided home visits with an older adult community member throughout the semester. Prerequisite: Admission to Nursing major. Fall semester.

NU 208 Applied Nutrition for Health and Healthcare 3 Cr

This course is designed for students of the health care professions and covers the major classes of nutrients and their main functions, the role nutrition plays across the lifespan, the relationship between nutrition and disease, and nutritional therapies for diseases. The focus of this course is critically applying nutritional knowledge to personal, individual, and population health, including diverse and vulnerable people within various health care settings and the community. Students will examine community, national, and global nutritional issues with an emphasis on social, political, economic, and environmental factors. Prerequisites: CH 101 or CH 111 or concurrent CH 102 or CH 112. Fall and spring semesters.

NU 301 Care of the Childbearing Family 4.5 Cr
3 lecture, 1.5 clinical

This course introduces the student to family health nursing theory and nursing practice with emphasis on the childbearing family and well-child. Nursing care of the childbearing family from conception, to pregnancy, through childbirth and the postpartum period, including care of the newborn and pediatric client is presented within the context of a family-centered, developmental approach. The concepts of family structure, functions, values, culture, and spirituality are explored and applied to health promotion interventions for the childbearing family. Prerequisites: NU 201, NU 202. Fall and spring semesters.

NU 302 Psychosocial Health 4.5 Cr
3 lecture, 1.5 clinical

This course explores selected psychosocial concepts and theories basic to nursing practice. The use of self as a therapeutic agent is emphasized in the promotion of psychosocial health. Students develop strategies of intervention based on the nursing process, nursing theories and research. Clinical experience is provided within an inpatient psychiatric treatment facility. Prerequisites: NU 201, NU 202. Fall and spring semesters.

NU 304 Illness Across the Lifespan I 4 Cr
3 lecture, 1 lab

Utilizes applications of the nursing process and human response to illness, diseases, and disorders in providing nursing care throughout the lifespan. Assessment of the physiological, psychological, sociocultural, and spiritual factors influencing existing or potential health problems provide direction for nursing care. This course includes a weekly two hour and 50 minute laboratory experience in applying the nursing process and teaching/learning process in providing the theory, application and practice in performing nursing procedures that student nurses will be required to do at the junior level of nursing. Student learning focuses on the mastery of core scientific principles that underlie all skills, thus preparing the student nurse to incorporate current and future technological skills into other nursing responsibilities, and apply skills in diverse context of health care delivery. Prerequisite: NU 301, NU 302, NU 308. Spring semester.

NU 305 Clinical Nursing Care I 4 Cr
clinical

Utilizes the nursing process as students apply their knowledge to adult patients in the clinical settings. It is the study and care of patients with adaptive and maladaptive responses to internal and external stimuli/stressors that interfere with optimal wellness. Prerequisites: NU 301, NU 302, NU 308. Spring semester.

NU 307 Evidence-Based Practice Research Methods 3 Cr
1 lecture, 2 workshop

NU 307 is an introduction and exploration into the basic understanding of the processes of theory, research, database evaluation and evidence-based practice in nursing. The focus is on the use of evidence-based practice within a context of caring to provide the highest quality patient care. Prerequisites: Concurrent NU 301 or NU 302, MA 207. Fall semester. Fulfills Writing Intensive requirement.

NU 308 Pathophysiology and Pharmacology 3 Cr

The study of underlying structural and functional changes in body physiology that result from disease or injury and result in alteration in total body function in adults and children. The mechanisms and clinical manifestations associated with various diseases are explained according to body systems. The interrelationships of factors that contribute to increased morbidity and disease are discussed. Objective and subjective perspectives are studied that take into account the complex interactions among body, mind, and spirit. Basic pharmacological principles are studied to create an understanding of how drugs affect human beings across the lifespan. Application of the nursing process to drug therapy is identified. Specific categories of drugs and their therapeutic effects and potential toxicities are examined in

conjunction with disease processes. Prerequisites: BI 201, BI 202, BI 214; concurrent: NU 301, NU 302. Fall semester.

NU 404 Illness Across the Lifespan II 4 Cr
3 lecture, 1 lab

Utilizes the nursing process and management of pathophysiological problems for providing care to ill persons across the lifespan with acute and chronic conditions. Assessment of physiological, psychological, sociocultural, and spiritual factors that influence existing or potential health problems is considered including palliative care. Prerequisites: Completion of 300-level nursing courses. Fall semester.

NU 406 Nursing Leadership and Management 3 Cr

This course explores the relationship between management and leadership processes and practice as well as the issues which impact the delivery of health care. The student will consider and practice the skills needed by nurse managers and leaders to effectively assess, design, coordinate, direct and evaluate the delivery of quality health care. Prerequisites: Completion of 300-level nursing courses. Fall semester.

NU 413 Clinical Nursing Care II 4 Cr
clinical

NU 413 is the clinical experience accompanying NU 404 Illness Across the Life Span II and NU 406 Nursing Leadership and Management. Utilizing the nursing process, the student cares for clients in a variety of settings. The emphasis is to maximize quality of life and maintain optimal level of functioning. The concepts of critical thinking, problem solving, decision-making, and priority setting are emphasized utilizing the nursing process as the foundation. Collaboration, communication, delegation, and patient teaching are incorporated into the total care of the client/family. Students will also observe and participate in a critical access hospital/clinic/LTC in the lab to explore the unique role of rural nursing. Students will also participate in a series of instructor guided modules related to the professional nursing skills necessary to become a professional practicing nurse. Prerequisite: Completion of 300-level nursing courses. Fall semester.

NU 414 Community Health Nursing 4 Cr
3 lecture, 1 clinical

The student will apply all previously gained knowledge from course work toward the baccalaureate in nursing to working with individuals, families, and communities and other aggregates. The concept of community health nursing being a blend of nursing and public health science is central to the course. The epidemiological process is introduced as the unifying concept for the wide range of programs and services found in community health. The nursing process is applied in providing services to the community as client.

Beginning skills in assessing health needs of communities in order to identify high-risk groups are practiced. Coordination with other disciplines to provide disease prevention, health promotion, and protection interventions is stressed. The impact of the external environment on the health of individuals, families, and aggregates is emphasized. The student examines the role of the nurse as an advocate for health care policy to ensure the health of populations. Prerequisites: completion of 300-level nursing courses, NU 404, NU 413. Spring semester. Fulfills National Diversity requirement.

NU 417 **Capstone Clinical** **3.5 Cr**
clinical

The Capstone Clinical is designed to assist students in the integration of the competencies essential for the practice of professional nursing. During the semester, the student will progress from a structured supervised framework of practice to a framework where the student becomes able to have general supervision from the faculty and agency preceptors. The clinical site will be dependent upon the student's needs based upon the joint analysis of the student and faculty prior to the placement and availability of clinical sites. Prerequisites: Completion of 300-level nursing courses. Spring semester (offered in the fall at the discretion of the department).

NU 427 **Comprehensive Nursing Review** **3 Cr**

This course is intended to assist the student's own preparation for their NCLEX examination and is a comprehensive review of the nursing content. Students will be expected to retain accountability and responsibility for their personal NCLEX preparation plan and for the completion of their preparation plan. The course will utilize on-line computerized resources, information from multiple published written NCLEX review resources, as well as NCLEX review DVD resources. Prerequisites: completion of 300-level nursing courses, NU 413, or concurrent NU 414, NU 417. Spring semester. There is an additional fee for this course.

PH: Public Health

Department of Health Sciences

PH 200 **Field Experience** **1-3 Cr**

Public Health majors will be assigned a field placement in an appropriate setting. During the semester, students will be required to spend three hours per week per credit in the assigned setting. Prerequisites: sophomore status and the student's proposal for placement must have been approved. Every semester.

PH 330 Public Health Promotion and Methods (ND, GD) 3 Cr

The course includes the history, evolution, and current status of health programs and services in the United States. It also presents the philosophical perspectives of various health disciplines and the paradigms of health education, health promotion, and community health in contemporary society. Prerequisite: HS 198 or consent of instructor. Fall semester. Service Learning course. Fulfills either National Diversity or Global Diversity requirement; but cannot be used for both.

PH 333 Public Health Theories and Practice 3 Cr

The purpose of this course will be to expose students to aspects of program planning, implementation, and evaluation of health programs. The models for program planning, the planning process, assessing needs, measurement, interventions, and community organizing and community building, and allocation of resources will be discussed. Spring semester.

PH/HS 405 Senior Seminar (WI) 1 Cr

The purpose of this seminar is to provide senior level public health majors information that will assist them in preparing for professional life. It serves as a writing forum for the preparation of professional portfolios and provides discussion of problems and experiences that arise during the internship. Students planning to attend graduate school should try to take this course during fall semester. Each semester. Prerequisite: Senior standing. Fulfills Writing Intensive requirement.

PH 410 Management of Health Promotion Programs 3 Cr

This course is the study of methods of managing health promotion programs, including budgeting, performance appraisals, job descriptions, program models, managing employees, marketing and effective meetings. Fall semester.

PH 415 Internship 1-6 Cr

Community Health students will complete an internship in an appropriate setting. During the semester, students will be required to spend 9-18 hours per week at their internship site. Prerequisites: Junior or senior standing. Applications for internships must be submitted by March 1 of the preceding year. Each semester.

PHIL: Philosophy

Department of Philosophy

All 100 and 200 level philosophy courses may be taken in any order, and any one of them will satisfy Core requirements. 100 level courses are usually more general introductory courses, while 200 level courses focus on some specific area or topic of philosophy. All philosophy courses numbered 300

or above have a prerequisite of one previous philosophy course or consent of the instructor.

PHIL 101 Perspectives in Philosophy 3 Cr
An introduction to philosophical thinking and writing with a focus on important philosophers and classical philosophical questions. Course readings are humanities-oriented literature from various historical periods. Though PHIL 101 is open to all students, the content is directed to those who have little or no acquaintance with philosophy. Offered annually.

PHIL 107 Ethics 3 Cr
An introduction to moral theories and an analysis of the moral concepts of goodness, right, and obligation, and the ways in which they operate in society, religion, and law. These concepts will be further enhanced in classroom discussions of contemporary moral issues. Offered annually.

PHIL 113 Formal Logic 3 Cr
The analysis of arguments and the rules which determine valid from fallacious reasoning. Mathematical notation is introduced as a part of course content. Subject matter is particularly useful to students majoring in computer science and political science (pre-law interests). Not recommended as a second core course after PHIL 114 Critical Thinking. Offered annually.

PHIL 114 Critical Thinking 3 Cr
A study of the informal logic of the use of language in everyday contexts. The course emphasizes factors such as ambiguity, generalization, and analogy operating in common argument situations. Not recommended as a second core course after PHIL 113 Formal Logic. Offered annually.

PHIL 121 Philosophy of Human Being 3 Cr
An introduction to philosophy through a consideration of what constitutes humanity. The course examines such features as the existence of a soul, the nature of human knowing, and the possibility of human freedom. Subject matter is particularly useful to students in biology, psychology and the social sciences. Offered annually.

PHIL 131 Philosophy and Film 3 Cr
An introduction to philosophy through feature films. Philosophical issues such as the nature of personal identity, question of fate, the nature of right and wrong, are introduced and films analyzed that illustrate, develop, or even pose philosophical objections to, these issues. Course includes viewing of the films chosen. Course content is directed to those who have little or no acquaintance with philosophy and is a good choice for Core. Course will be offered every two years, in the fall semester.

PHIL 200 Ancient Philosophy 3 Cr

An examination of the origins of philosophical speculation in Western culture. Special emphasis is given to the writings of Plato and Aristotle, the cultural setting for these writings, and their continued effect on Western civilization. PHIL 151 is the initial course in the History of Philosophy sequence. Offered annually.

PHIL 202 Medieval Philosophy 3 Cr

An examination of philosophical thought from early Christian times through the late Middle Ages and Renaissance. Special emphasis is given to the period's neo-Platonic and neo-Aristotelian synthesis. Some acquaintance with Plato and Aristotle's work is advised. PHIL 202 is the second course in the History of Philosophy sequence. Spring semester.

PHIL 203 Islam: Philosophy and Culture 3 Cr

A survey of the Islamic faith and its expression in a variety of cultures around the world. Because Islam is reality-defining for its adherents, the religion is examined by reviewing its philosophy, theology, history, and social dimension. Fulfills Global Diversity requirement. Each semester.

PHIL 206 Environmental Ethics 3 Cr

An ethical examination of human responsibilities and obligations to the environment and other species. The course includes a consideration of different environmental perspectives as well as applications to local issues like land use, wilderness protection, and food resources. Spring semester, even-numbered years.

PHIL 207 Business Ethics 3 Cr

The ethical investigation of business, business life, and their relationship to the good life. Course content includes an analysis of economic justice, corporate and personal responsibility, employee and consumer rights, and the meaning of work. Case studies give students practice in making rationally defensible moral judgments in accord with sound moral principles. Fall semester.

PHIL 208 Bioethics 3 Cr

An examination of moral issues that arise in medicine and related fields. Course topics include the right to life, forgoing medical treatment, informed consent, confidentiality, medical experimentation, and reproductive control. Case studies give students practice in making rationally defensible moral judgments in accord with sound moral principles. Spring semester.

PHIL 216 Philosophy of God and Religion 3 Cr

An exploration of the philosophical reflection on God and other topics key to religious thinking and practice. Course material includes arguments for and against the existence of God, the relation between theology and

philosophy, the problem of evil, and the nature of religious experience. This course would be of special interest to students in theology. Spring semester, even-numbered years.

PHIL 223 Asian Philosophy 3 Cr

An historical overview of the principal philosophies of Eastern cultures including Hinduism, Buddhism, Confucianism, and Taoism. Class lectures include an analysis of the philosophical status of Eastern thought. Fall semester, even-numbered years. May fulfill Global Diversity requirement.

PHIL 252 Philosophy and History of Science 3 Cr

An exploration of the philosophical aspects of science and its methods. Central to this study is the influence of modern scientific inquiry on other disciplines, society, and religion. Spring semester, odd-numbered years.

PHIL 255 Philosophy of Art and Beauty 3 Cr

An analysis of concepts used in discussions of art and beauty and the application of this analysis to a variety of art forms. Class discussions develop the student's skills in art criticism and aesthetic recognition. Fall semester, odd-numbered years.

PHIL 256 Social and Political Philosophy 3 Cr

A critical review of theories of political, social, and economic organization that have shaped Western social and political thinking in the 19th and 20th centuries. The philosophical underpinnings of "political theory" will be explored through a close examination of historical events and the relationship between theory and practice. Spring semester. May fulfill Writing Intensive requirement.

PHIL 261 Philosophy and Gender 3 Cr

An investigation of main concepts and key issues at the heart of gender-feminist studies. Particular attention is devoted to the examination of major theories, their specific contribution, their critique, and the broad spectrum of perspectives at stake. Prerequisite: Previous philosophy course or consent of instructor. Fall semester, odd-numbered years.

PHIL 303 Modern Philosophy 3 Cr

A study of the philosophical movements known as British empiricism, Continental rationalism, and German idealism. Course material will be developed by reviewing a selection of writings from the leading philosophers of the period. PHIL 303 is the third course in the History of Philosophy sequence. Prerequisite: Previous philosophy course or consent of instructor. Fall semester, odd-numbered years.

PHIL 304 Contemporary Philosophy 3 Cr

An investigation of recent traditions and problems within philosophy. Class discussion explores the expression of these traditions and problems in contemporary philosophical literature that deals with culture and society. PHIL 304 is the fourth course in the History of Philosophy sequence. Prerequisite: Previous philosophy course or consent of instructor. Spring semester, even-numbered years.

PHIL 310 Metaphysics 3 Cr

A critical consideration of metaphysical thinking and an attempt to speak about the nature of reality, of “being as being,” and about the various categories of being. Prerequisite: Previous philosophy course or consent of instructor. Spring semester, odd-numbered years.

PHIL 313 Epistemology 3 Cr

Discussion of standard questions in the theory of knowledge. Course content explores such topics as the distinction of knowledge from belief, the sources of knowledge, the justification of knowledge claims, and the nature of evidence and truth. Prerequisite: Previous philosophy course or consent of instructor. Fall semester, even-numbered years.

PHIL 315 20th Century European Philosophy 3 Cr

An investigation of the most salient movements in philosophy that have developed in 20th century Europe. These include: Existentialism, Phenomenology, Hermeneutics, Structuralism, Post-Structuralism and Critical theory. Prerequisite: previous philosophy course or consent of instructor. Fall semester, even-numbered years.

PHIL 324 Ethical Theory 3 Cr

An intensive exploration of enduring theoretical issues in ethics such as relative and absolute moral laws, subjective and objective components of moral knowledge, the relation of facts in nature to human values, and the place of reason in ethical decisions. Prerequisite: Previous philosophy course or consent of instructor. Spring semester, even-numbered years. Fulfills Writing Intensive requirement.

PHIL 495 Philosophy Seminar 3 Cr

In a seminar setting, a discussion of pre-selected philosophical issues or important texts (seminar topics change from year to year). Required of all philosophy majors and minors, but open to any student who had a previous philosophy course and who has obtained the permission of the Philosophy Department. Prerequisite: Previous philosophy course or consent of instructor. Fall semester, odd-numbered years.

PHIL 496 Ethical Issues in Contemporary Media 3 Cr
In a seminar setting, a discussion of the ethics implicit in various modern media, including specific media presentations of ethical issues. Seminar conversation focuses on a clarification of the philosophical implications of these issues and possible resolutions based on recognized ethical theories. Required for Ethics and Values majors and minors, but open to any student who had a previous philosophy course and who has obtained permission to enroll from the class instructor. Fall semester, even-numbered years.

PHYS: Physics

Department of Chemistry and Physics

PHYS 103 Physical Science 4 Cr
One-semester course designed to meet the physical science requirement for elementary education or the science requirement for the Core. Topics will include mechanics, heat, electricity, magnetism, sound, and light. Additional topics may include chemistry, fluids, nuclear physics, or astronomy. Three one-hour lectures and one 2-hour laboratory per week. Prerequisite: none. Equivalent of high school algebra recommended. Offered fall semester if warranted by sufficient demand. Lab fee required. Not currently offered.

PHYS 104 Astronomy 3 Cr
An introduction to astronomy for the non-science major. This course satisfies the Core requirement for a lab course in natural sciences. The course begins with an historical development of astronomy and a qualitative account of relevant principles of science. Topics include the tools of astronomy, the solar system, stars and stellar evolution, the Milky Way, extragalactic astronomy, cosmology, and life in the universe. Two one-hour lectures and one two-hour laboratory per week. Spring semester.

PHYS 155 Robotics and Experimental Physics 3 Cr
Learn how to build and control simple robotic devices, and along the way you will learn the fundamentals of logic and control common to all computer programming languages. We will perform numerous discovery exercises in the laboratory, to introduce and practice experimental methods and mathematical modeling useful for physics. Two 2-hour laboratories per week. Prerequisites: Mathematics at the level of high-school pre-calculus (i.e., algebra, trigonometry, and elementary functions) will be used throughout this course, but calculus is not a prerequisite; high-school physics is recommended but not required. Fulfills the Core requirement for a laboratory course in the natural sciences. Fall semester.

PHYS 160 Einstein's Physics 3 Cr

Is it possible to travel faster than the speed of light? Could time travel become a reality? Would it be possible to create a teleporter? Do wormholes exist? Is antimatter real? To answer these questions we will explore the key ideas of relativity and quantum mechanics, and the famous experiments that led to the discovery of these ideas. We will study the relative nature of time, wave/particle duality, and the uncertainty principle in detail. Two one-hour lectures and one 2-hour laboratory per week. Prerequisites: Mathematics at the level of high-school pre-calculus (i.e., algebra, trigonometry, and elementary functions) will be used throughout this course, but calculus is not a prerequisite; high-school physics is recommended but not required. Fulfills the Core requirement for a laboratory course in the natural sciences. Spring semester.

PHYS 201 Physics I: Mechanics, Wave Motion, & Sound 4 Cr

An introductory algebra-based physics course, with emphasis on the principles of physics, for health sciences majors. Topics include classical mechanics, oscillatory (wave) motion, sound, and the behavior of solids and fluids. Three hours lecture and one 2-hour laboratory per week. Prerequisites: Proficiency in high school algebra and trigonometry or MA 112. Students must pass prerequisites with a grade of "C" or better to enroll in PHYS 201. Fall semester.

PHYS 202 Physics II: Thermodynamics, Electricity and Magnetism, Optics, and Modern Physics 4 Cr

A continuation of PHYS 201. Topics include thermal physics, electrical and magnetic phenomena, simple electrical circuits, optics, and quantum physics. Three hours lecture and one 2-hour laboratory per week. Prerequisite: PHYS 201. Students must pass prerequisites with a grade of "C" or better to enroll in PHYS 202. Spring semester.

PHYS 205 Physics Using Calculus I: Mechanics 4 Cr

An introductory calculus-based physics course for physics, chemistry, and engineering majors. Topics include statics, kinematics, and dynamics of particles and rigid bodies, work and energy, conservation of energy and momentum (linear and angular), harmonic motion. Three hours lecture and one 2-hour laboratory per week. Prerequisite: MA 122 or MA 131 required, high school physics recommended. Students must pass prerequisites with a grade of "C" or better to enroll in PHYS 205. Fall semester.

PHYS 206 Physics Using Calculus II: Electricity and Magnetism 4 Cr

A continuation of PHYS 205. Topics include electrostatics and Gauss' Law, dielectrics, DC circuits, electromotive force, magnetic field and magnetic properties of matter. Three hours lecture and one 2-hour laboratory per

week. Prerequisite: PHYS 205 required, high school physics recommended. Students must pass PHYS 205 with a grade of “C” or better to enroll in PHYS 206. Spring semester.

PHYS/ENGR 305 Electronics and Circuit Analysis I 4 Cr

An introductory survey of the behavior of electrical circuits. Review of current, voltage, and passive circuit elements (resistors, capacitors, and inductors). Kirchhoff's Laws, network theorems, and basic network analysis. General characteristics of amplifiers and electronic instrumentation. Introduction to operational amplifiers and active elements (transistors). Laplace transform analysis of transient (switching) response, and complex phasor analysis of sinusoidal steady-state response. Three hours lecture and one 2-hour laboratory per week, in which students build and test circuits and learn how to use typical circuit simulation software (PSPICE). Prerequisites: Grades of “C” or better in PHYS 202 or PHYS 206, MA 141, and MA 233. Fall semester.

PHYS/ENGR 306 Electronics and Circuit Analysis II 4 Cr

A continuation of PHYS/ENGR 305. Systematic node-voltage and mesh-current methods of circuit analysis. Network transfer functions and frequency spectra. Mutual inductance and transformers. Diode circuits and the behavior of single-transistor amplifiers using field-effect or bipolar-junction transistors. Analysis and design of digital logic circuits. Principles of operation and interfacing of typical laboratory instruments. Three hours lecture and one 2-hour laboratory per week. Prerequisite: Grade of “C” or better in PHYS/ENGR 305. Offered spring semesters if warranted by sufficient demand.

PHYS 321 Geometrical Optics 1 Cr

A survey of geometrical optics, including lenses, ray-tracing, analysis of simple optical instruments (microscopes, telescopes) and an introduction to interference phenomena. This course consists of the first five weeks of PHYS 323. Two 75-minute periods per week, one of which may be used for laboratory exercises. Prerequisites: Grades of “C” or better in PHYS 206, MA 141, and MA 233. Fall semester, even-numbered years.

PHYS 323 Optics and Electromagnetic Radiation 3 Cr

A survey of geometrical and physical optics, including the behavior of electromagnetic radiation across the spectrum. Topics include the dual wave/particle nature of radiation, lenses and ray-tracing, analysis of simple optical instruments (microscopes, telescopes), interference and diffraction phenomena, lasers and holography. Two 75-minute periods per week, one of which may be used for laboratory exercises. Prerequisites: Grades of “C” or better in PHYS 206, MA 141, and MA 233. Fall semester, even-numbered years.

PHYS 331 Computational Physics 3 Cr

A study of mathematical techniques and numerical computing methods used to solve problems of interest in physics. Topics include numerical solution of selected ordinary and partial differential equations (e.g., the wave equation, Laplace's equation, Schrödinger's equation), Monte Carlo simulations, and chaotic dynamics. Three hours lecture per week. Prerequisite: Grades of "C" or better in PHYS 160, PHYS 206, MA 233, MA 334 and MA 342. Fall semester, even-numbered years.

PHYS 340 Mechanics* 3 Cr

An intermediate course in classical mechanics. General treatment of the motion of particles in two and three dimensions, using Cartesian and polar coordinate systems. Static equilibrium of systems is studied, as is the central-force problem and rigid-body rotation, including the inertia tensor. Introduction to the Lagrangian and Hamiltonian formulations of mechanics. Three hours lecture per week. Prerequisite: Grades of "C" or better in PHYS 331. Spring semester, odd-numbered years.

PHYS 342 Thermal Physics 3 Cr

An introduction to classical thermodynamics and statistical descriptions of many-particle systems. For the first five weeks of this course, students attend ENGR 308 (taught in the same time slot) to receive an introduction to thermodynamics: definition of the fundamental state variables (temperature, pressure, energy, enthalpy, entropy) and formulation of the three laws of thermodynamics. Subsequent topics include diffusion and the random-walk problem, characterization of statistical ensembles and the meaning of equilibrium, partition functions, free energies, and entropy. The Maxwell-Boltzmann distribution for classical systems is contrasted with the Bose-Einstein and Fermi-Dirac distributions of quantum-mechanical systems. Three hours lecture per week. Prerequisite: Grades of "C" or better in PHYS 160, PHYS 206, MA 233 and MA 334. Spring semester, even-numbered years.

PHYS 345 Electromagnetism 3 Cr

An intermediate course utilizing vector calculus to study electrostatic and magnetostatic fields, both in vacuum and in matter. The relation between electrostatic and magnetostatic fields under relativistic transformations is studied, as are electrodynamics and Maxwell's Equations, and the generation and propagation of electromagnetic radiation. Three hours lecture per week. Prerequisite: Grades of "C" or better in PHYS 160, PHYS 206, MA 233 and MA 334. Fall semester, odd-numbered years.

PHYS 346 Quantum Mechanics* 3 Cr

An introduction to the use of wave functions, and their probabilistic interpretation, to characterize particles. Solutions of Schrödinger's wave equation

are studied in one dimension (particle in a box, harmonic oscillator) and three dimensions (hydrogen atom). Operator methods and perturbation techniques are also introduced. Additional topics may include multi-electron atoms and/or an introduction to solid-state physics. Three hours lecture per week. Prerequisite: Grades of “C” or better in PHYS 160, PHYS 206, MA 233 and MA 334. Spring semester, odd-numbered years.

PHYS 452 Advanced Physics Lab* 3 Cr

A laboratory course intended to introduce students to computer-controlled experimentation. A few classic experiments of physics will be performed; others will be discussed from an experimental viewpoint. Emphasis is placed on proper experimental technique and written presentation of results. Two 2-hour laboratories per week. Prerequisite: Grades of “C” or better in PHYS 160, PHYS 305, PHYS 323, MA 315 and MA 334. Fulfills Writing Intensive requirement. Spring semester.

PM: Pastoral Ministry

Department of Theology

PM 110 PM/Theological Foundations 3 Cr

Description: course develops students' capacity to think theologically about issues in church life and culture. The course begins with the development of the religious imagination, which facilitates empathy and invites students to think in non-traditional ways about the connection between religion and culture. The course continues with a survey of the Bible and its various narrative lines. The course concludes with an examination of the ways in which individuals construct their own identity and place as laity within church life and thought.

PM 111 PM/History of Christianity 3 Cr

Description: course surveys the history of Christianity from the period after the close of the New Testament to Vatican II. The survey focuses on the development of Christianity principally within western Europe and then in the American experience. Among a variety of topics, students are introduced to the debate over in Americanism in Catholic circles during the nineteenth and early twentieth centuries. Also, the survey focuses on the impact of various historical events on the development of Christian worship practices, especially its sacramental and liturgical practices.

PM 210 PM/Survey of Christian Ethics 3 Cr

Description: course surveys the two major fields of Christian ethics: fundamental and social. Fundamental ethics is concerned with the development and orientation of human life towards eudaimonia, a Greek concept loosely understood as “happiness.” Social ethics is concerned with the structures

of human life and society that constrict or facilitate a community's development and orientation towards eudaimonia. The course then examines one aspect in which these fields of ethics converge: marriage and family life. Students consider the extent to which marriage and families are key components of social life while also serving as the training ground in virtue for each individual.

PM 211 PM/Philosophy and Christianity 3 Cr

Description: course explores philosophical questions that have emerged at various points in history from the Christian tradition: what is God, what is truth, and what is human life about? The course is expressly concerned with epistemology. Students will be introduced to key philosophers and key philosophical texts from late antiquity, the medieval period and from modern Europe.

PMGT: Project Management

Department of Business, Accounting, and Economics

PMGT 210 Project Planning, Scheduling, and Estimating 3 Cr

This course will focus on the techniques used to plan, schedule and estimate project work. Using project planning, scheduling tools and simulation exercises, students will experience creating and managing project schedules. Students will be required to solve planning challenges in the role of project manager using scope definition and planning techniques designed to create accurate estimates and schedules that ensure successful outcomes. Fall semester, odd-numbered years.

**PMGT 220 Project Risk Management, Monitoring
and Control 3 Cr**

This course will focus on the principles and practice of managing and controlling project risk and cost. Using case studies and team activities, students will gain valuable skills in risk analysis, cost estimating, scope control and project performance monitoring for completing projects within their planned scope, cost and schedule. Students will learn to use qualitative and quantitative risk analysis techniques to identify risks, determine impact and plan responses. Types of risk that commonly impact projects will be examined. Cost control and monitoring techniques will also be emphasized. Spring semester, even-numbered years.

**PMGT 310 Project Leadership: Leading Change
and The Essential Elements of Success 3 Cr**

This course is designed to help the student set realistic objectives, create strategies to overcome resistance, and implement for success. Students will learn how to gain buy-in and motivate others to change as well as identify

stressors, modify negative patterns, and manage conflict and challenging situations. Through the use of hands-on exercises and case studies the student centers on the importance and types of project requirements, how to partner with stakeholders and use teamwork in the requirements gathering process, how to identify requirements-related project start-up issues, the essential elements of communicating requirements, and being agile. Students will work individually and in teams using case studies from actual projects to apply the techniques and practices discussed in the class. Fall semester, even-numbered years.

PO: Political Science

Department of Political Science and International Relations

PO 100 Justice and the Just Society: 3 Cr
Introduction to Politics

This course constitutes an introduction to the fundamental questions of political inquiry—What is justice? How ought we to live our lives? What is the best regime?—through a detailed study of books written by thinkers who offer very different answers to these questions. This course is required for all political science majors and minors. Fall semester.

PO 102 Introduction to Comparative Politics 3 Cr (GD)

This course introduces students to government and politics outside the United States. The workings of different forms of government will be studied in a variety of countries each year. This course is required of all political science majors and minors. Spring semester.

PO 104 American National Government 3 Cr

An introduction to the institutions of American national government. The focus will be on the presidency, congress, courts, and the system of federalism. The class will also probe national elections, political parties, interest groups, and concepts of “checks and balances” and “separation of powers.” This course is required for all political science majors and minors. Fall semester.

PO 115 International Relations 3 Cr (GD)

An introduction to world politics covering the problems of war and peace, power politics, global economic issues, human rights, diplomacy, and recent crises. A prime objective is to develop students’ capacity to critically analyze international behavior. This course is required for all political science majors and minors. Spring semester.

PO 119 City Politics 3 Cr (ND)

A study of urban problems and municipal government in the U.S. The class will involve historical analysis of cities and a contemporary examination of urban politics and the urban problems of race and economic development. Fall semester, even-numbered years.

PO 201 Introduction to the Legal Profession 1 Cr

This course is an introduction to various aspects of the legal profession combined with LSAT preparation. The course features lectures by attorneys, law clerks, and judges, supplemented by films and field trips. PO 201 is recommended for those with sophomore standing, at minimum. Pass/fail only. Spring semester.

PO 205 Early Modern Political Thought 3 Cr (WI)

This course is an examination of the political thinkers from the Renaissance to the Enlightenment through detailed study of selected writings of Machiavelli, Bacon, Descartes, Hobbes, Locke, and selected writings of the American Founders. The goal of this course is to gain a better understanding of the intellectual roots of modern politics and to examine early modern opinions concerning human nature, good governance, and justice within and among nations. Particular attention will be devoted to the dominant ideology of the modern world, liberalism. Fall semester, odd-numbered years.

PO 210 Introduction to Constitutional Law 3 Cr

This general survey course is an introduction to some of the key Supreme Court decisions in the development of constitutional law in the United States. Through analysis and briefing of cases, students will be able to develop their thinking and writing skills while they learn how constitutional doctrine emerges and changes in areas such as separation of powers, federalism and civil liberties as the ongoing struggle to interpret the meaning of our Constitution continues. Spring semester, even-numbered years.

PO 216 American Political Thought 3 Cr

This introductory course surveys the central issues of American political thought from the founding of the Republic to the present. The focus will be on selected critical periods in American history characterized by heightened conflict over America's operative ideals, including revolutionary America and the struggle over the Constitution, the Civil War, Depression and New Deal, and the Vietnam era. Fall semester, even-numbered years.

PO 222 U.S. Foreign Policy 3 Cr

An examination of the changing international perspectives, policy instruments, and processes of decision making underlying American foreign policy since 1945. Major objectives of the course include an appreciation of the complexity of interests that shape foreign policy and the development

of an analytical capacity to evaluate the ways in which U.S. power has been projected abroad. Fall semester.

PO 225 Politics and Film 3 Cr

This course examines the portrayal of American politics and culture in film. We will evaluate how films address themes in American politics, comparative politics and international relations. We will also evaluate how films depict American culture and values, and how American culture can be influenced by film. Students will be expected to demonstrate their understanding of the role of film in politics and culture through examinations, written assignments and active participation in classroom discussions. Summer session, only as scheduled.

PO 230 Montana State Politics 3 Cr

An introductory analysis of Montana state politics and political institutions. The course will explore federalism, Montana political history, and contemporary policy issues. Spring semester, odd-numbered years.

PO 244 Contemporary Global Issues 3 Cr

Contemporary global problems affecting people's identity and dignity, the global marketplace, ecopolitics, and violent conflict will be critically examined. Developing an ability to understand and apply differing perspectives on global issues will be an underlying objective throughout this course. Fall semester, odd-numbered years.

PO 250 Topics in American Politics 3 Cr

An introduction to the major public policy issues in American politics. Course examines the creation and definition of public issues as well as the formulation of public policy solutions. The problems and issues examined will reflect dominant national concerns. Spring semester.

PO 306 Political Research Methods 3 Cr

This course is about how we study politics by various methods of gathering information and analyzing it. Course material is designed particularly for students of political science, international relations, and public administration who wish to develop basic research and policy analysis skills. Much of the course will deal with the use of quantitative methods for analyzing political problems. Recommended prerequisite: MA 207. Recommended for juniors. Fall semester, odd-numbered years.

PO 310 Selected Topics in Public Policy 3 Cr

This course explores substantive policy issues challenging the American electorate. Students will analyze and evaluate the political implications of debates concerning major issues such as social welfare, taxation, cultural, defense, and trade policies. After an overview of the study of public policy including issues and themes such as agenda setting, the boundaries

between the government and private sector, implementation, a discussion of institutional actors, and the role of race, class, and gender the course will then have students apply these analytic frameworks to a selected substantive policy area. Fall semester, odd-numbered years.

PO 312 Elections, Political Parties, and Public Opinion 3 Cr

An exploration of U.S. elections, political parties, and public opinion and their contribution to the democratic process. The course will specifically examine the origins of individual political opinions. Fall semester, even-numbered years.

PO 315 Congress and the Presidency 3 Cr

An examination of the structure and the powers of the U.S. Senate, House of Representatives, and the Presidency. Attention will be given to exploring the historical evolution of both institutions, changes in the power and function of the two branches, the role of public opinion and elections, and congressional-executive relations. Spring semester, even-numbered years.

PO 324 Topics in Comparative Politics of Industrialized Countries 3 Cr

This course is an upper-division seminar in comparative politics. The course may be arranged thematically (e.g., a comparative study of constitutions, a survey of the development of the European Union, or a comparison of countries' relations with indigenous peoples), or may be a detailed study of a country or countries (e.g., a study of Canadian politics or a comparison of the political development and institutions of China and Russia). Previous lower division study of politics is helpful, but not required. Fall semester, odd-numbered years.

PO 328 The Developing World 3 Cr (GD)

A critical examination of social, political, and economic problems associated with development in the Global South. Students will analyze various ideas and trends in the field and assess the strengths and weaknesses of competing models of development. Fall semester, even numbered years.

PO 330 Topics in Political Theory 3 Cr

This upper-division discussion seminar focuses on perennial, basic concepts in political theory, such as justice, democracy, liberty, or community as examined through the writings of selected ancient, modern, and contemporary theorists. The seminar has also been organized thematically (e.g., utopian political thought, green political thought, modernity and postmodernity). Previous lower division study of political ideas is helpful but not required. Fall semester, even-numbered years.

PO 331 Classical Political Thought 3 Cr

This course is a survey of ancient political philosophy through detailed study of selected writings of Plato, Xenophon, Aristotle, Thucydides and others. The goal of this course is to gain a better understanding of the classical alternatives to our way of thinking about politics, justice, and the proper ends of human life. Particular attention will be devoted to the thought of Plato and the character of Socrates. Previous lower division study of political ideas is helpful, but not required. Offered spring semester, even-numbered years.

PO 332 Late Modern Political Thought 3 Cr

This course is a survey of the political thinkers from the French Revolution to the twentieth century through detailed study of selected writings of Rousseau, Hegel, Marx, Mill, Nietzsche, and contemporary authors. The goal of this course is to gain a better understanding of the intellectual debates that have arisen among liberals, as well as the prominent alternatives to liberalism that exist. Previous lower division study of political ideas is helpful, but not required. Offered spring semester, odd-numbered years.

PO 342 War and Peace 3 Cr

Presents a critical examination of contending conceptions of international security, the policy making process as it relates to the formulation of national security priorities, and the role of weapons and force in foreign policy. In short, we will examine age-old questions pertaining to war and peace in the contemporary world. Spring semester, even numbered years.

PO 348 International Negotiation Simulation 3 Cr (GD)

The first part of this course prepares students for participation in an inter-collegiate simulation involving negotiations on various international issues by studying how foreign policy is formulated in different countries, reviewing general principles of international relations, analyzing competing negotiation strategies, and researching contemporary issues of global concern. The last part of the course involves student participation in an international negotiation simulation with other collegiate teams via computer networks. Spring semester, odd-numbered years.

PO 380 Moot Court Team 1-3 Cr

The course will focus on the preparation of an appellate legal brief to a mock United States Supreme Court analyzing constitutional law. Students will be challenged to read and analyze key United States Supreme Court cases and trained to orally argue before a panel of judges while responding to the panel's questions. Instructor permission required to enroll. Moot Court Team is strongly recommended for students who are interested in attending law school. Only 3 credits of Moot Court may be applied to the political science major. Fall semester.

PO 411 Political Internship Program Variable Cr
Students participate as interns at various levels of state and local government. They develop work and study details of this internship experience by close and continual consultation with their political science advisor. Only 6 internship credits may be applied to the political science major. PO 411 is recommended for students of sophomore standing, at minimum. This course may be taken more than once.

PO 417 Legal Internship Program Variable Cr
Practical work experience in a professional legal environment. Students keep a daily journal of their experiences and arrange further study and paper requirements with the pre-law advisor. Only 6 internship credits may be applied to the political science major. PO 417 is recommended for students of sophomore standing, at minimum. This course may be taken more than once.

PO 494/IR 495 Research Seminar in Political Science 3 Cr (WI)
A formal seminar in which students concentrate on researching, writing, and evaluating major papers in Political Science based on both primary and secondary source materials. Strongly recommended for Political Science majors who are writing an honors thesis or planning to attend graduate school. Fall semester.

PO 495 Senior Seminar 3 Cr (WI)
An informal seminar course with selected readings and student research and presentations. This course is required of all political science majors and minors. Senior standing required. Spring semester.

PSY: Psychology

Department of Psychology

PSY 105 General Psychology 3 Cr
An introduction to the principles of behavior through an analysis of the explanatory concepts, research methodologies, and contemporary issues in psychology. This is a survey course and is team-taught, thus exposing students to all areas of expertise within the Department. Each semester.

PSY 200 Emotional Intelligence and Personal/ Professional Success 3 Cr
Emotional intelligence refers to the dimension of intelligence that is responsible for our ability to manage ourselves and our relationships with others. Research suggests that the skills involved with high emotional intelligence are primary for career success, and it separates performers from those who do not succeed. This course introduces students to theories of emotional

intelligence, exposes them to research supporting the concept, and gives them tools to assess and develop their own emotional intelligence. Spring semester.

PSY 202 Learning and Cognition 3 Cr

Learning is a relatively permanent change in behavior and mental associations due to experience. Numerous principles and theories about learning have been proposed in order to better understand why animals, especially humans, behave the way they do. Research in learning has resulted in the development of behavioral techniques that are useful in many allied fields including behavioral neuroscience, psychopharmacology and behavioral medicine. Cognition, on the other hand, is the study of mental operations that support acquisition and use of knowledge. The study of learning and cognition is an integral sub discipline within the field of psychology and anthrozoology. This course serves as an introduction to the multifaceted processes involved in learning at all levels of complexity. Students will learn fundamental information required for canine training classes and information that will prove useful for all animal training. Prerequisite: PSY 105 or ANZ 107 or consent of instructor. Spring semester.

PSY 203 Developmental Psychology 3 Cr

An examination of the human life cycle with a focus on the behavioral processes and major influences unique to each stage of development. Each semester.

PSY/SO 216 Social Psychology 3 Cr

An introduction to and an analysis of social interaction, including the social aspects of personality, social attitudes, group behavior, and the influences of social institutions on individual behavior. Prerequisite: PSY 105, SO 101, or consent of instructor. Fall semester. Fulfills National Diversity requirement.

PSY 222 History and Systems in Psychology 3 Cr

A study of the major influences of philosophy and physiology on the development of modern psychology. The purpose of this course is to provide students with an education in the roots of psychology and an appreciation for the contributions of the great schools of thought. Prerequisite: PSY 105. Spring semester.

PSY 227 Child Psychology 3 Cr

A developmental approach to the cognitive, physical, and psycho-social aspects of school-aged children. Each semester.

PSY 228 Adolescent Psychology 3 Cr

A developmental approach to the cognitive, physical, and psycho-social aspects of adolescence. Each semester.

PSY/ED 229 Educational Psychology 3 Cr

A study of the psychological theories and principles that affect teaching and learning in educational environments. The focus of this course is on the theories and methods associated with the process of learning as well as the application of this knowledge in a variety of classroom environments. Prerequisite: PSY 105, PSY 227, or PSY 228, or a PSY course approved by the instructor. Each semester.

PSY 304 Theories and Practice in Counseling Psychology 3 Cr

This course is designed to introduce students to the theoretical models, research findings, and practical techniques of counseling and psychotherapy. Intended for students who plan to become counselors. Prerequisite: PSY 105 and junior status. Spring semester.

PSY 305 Junior Seminar 1 Cr

This course meets once per week to discuss issues of importance to those pursuing a career in psychology or related discipline. Topics will include career exploration, preparations for the GRE, APA writing style, graduate studies and schools, thesis projects, internships, and more. Psychology students are required to attend and participate. Fall semester.

PSY 306 Abnormal Psychology 3 Cr

An empirically oriented analysis of contemporary as well as historical approaches to defining, explaining, and changing maladaptive human behavior. This course focuses on those behavior patterns that impede people from leading happy, meaningful, and productive lives. Prerequisite: PSY 105. Fall semester.

PSY 307 Learning 3 Cr

The course thoroughly covers principles and theories involved in the complex learning process. Practical information for improving both teaching and learning also are covered. The course exposes students to both behaviorists and cognitive theorists. All students conduct learning experiments during class and provide interpretation of results. Fall semester.

PSY 308 Health Psychology 3 Cr

This course will provide an overview of the emerging field of health psychology and its contributions to our health care systems. Biopsychological approaches to health also will be examined. Course content will emphasize human behaviors that contribute to illness and those that facilitate health and well-being. Excellent elective course for those majoring in nursing or studies in pre-medicine. Fall semester.

PSY 309 Research Methods 4 Cr

This course provides skill training in descriptive, experimental and quasi-experimental research methodologies. Descriptive methodologies and data analyses include distributions, normative data analysis and correlations. Experimental and quasi-experimental methodologies include data analyses involving t-tests, one-way analysis of variance and two-way analysis of variance for factorial designs. Emphasis is placed on being able to determine the correct methodology and data analysis for a given research question. In addition to developing critical analytical skills students are required to complete a research project and submit it written in APA style. Prerequisites: Junior status, psychology or anthrozoology major and MA 207. Fulfills Writing Intensive requirement. Fall semester.

PSY 310 Human Sexuality 3 Cr

Human Sexuality is a course that investigates scientifically the ways in which people experience and express themselves as sexual beings. This course will examine human sexuality from a biopsychosocial perspective. We will consider the biological, psychological, and social factors that influence sexual behaviors, attitudes, and values. We will gain an understanding of the diversity of sexual behaviors and lifestyles, particularly focusing on human sexuality in the United States. Students will enhance their critical thinking skills through the investigation of scientific evidence for each of the topics covered. Finally, this course requires openness and respect of diverse perspectives to enable students to explore and develop their unique views about human sexuality. Prerequisite: PSY 105 and junior or senior status. Fall semester.

PSY 311 Theories of Personality 3 Cr

This course explores the major theories of personality in terms of philosophy, science, and application. Students will become acquainted with a wide variety of theoretical approaches from the well known to the less well known. Prerequisite: PSY 105. Spring semester.

PSY 314 Cognitive Psychology 3 Cr

This new course offering provides an introduction to the study of mental processes and discusses how the cognitive perspective has shaped modern psychology. Both behavioral and neuropsychological approaches to theory will be explored. The course includes such topics as the history of cognition, an introduction to cognitive neuroscience, attention, perception, language processing, memory, decision making, and consciousness. Students will review and replicate classical and contemporary cognitive psychology experiments. Students will also augment their critical thinking skills through the critique of experimental methodology and the application of scientific reasoning to common cognitive problems. Prerequisite: PSY 105. Offered spring semester annually.

PSY 320 Clinical Issues with 3 Cr
Children and Adolescents

This course is designed to expose students to the fundamental issues encountered in the treatment of behavior problems and mental illness in children and adolescents. The course will emphasize methods for facilitating healthy change and will include relevant theory and research in the field. Lecture will cover topics ranging from child protective services interface to the use of psychotropic medications. Spring semester. Prerequisites: PSY 203, PSY 227 or PSY 228.

PSY 388 General Psychology Teaching Assistantship 1 Cr

The teaching assistantship course provides students with a unique opportunity to apply the skills acquired in their psychology course work and specifically the learning course in a real world setting. Students teach faculty developed, experientially based, curriculum in small group settings to General Psychology students. Students also engage in discussions of teaching pedagogy, and explore learning principles as they apply to college level course work. Students may earn a total of two credits in two separate semesters. Prerequisites: PSY 105, PSY 307, and junior status. Spring semester.

PSY 414 Physiological Psychology 4 Cr

This course is the first half of a year-long course in biopsychology. The course is concerned with the history of the field; structure and function of neurons, neural communication, neuroanatomy; and research methods. A laboratory section includes films, computer simulations, and sheep brain dissection. Prerequisite: Psychology or anthrozoology major or consent of instructor. Fall semester.

PSY 416 Brain and Behavior 4 Cr

Building on information learned in PSY 414, students study the physiological basis of reproductive, emotional, stress, communicative, and ingestive behavior. Students also examine the biological aspects of mental disorders, such as anxiety, schizophrenia, autism, and addiction. This course is excellent preparation for graduate studies in psychology, medicine, or allied health fields. The laboratory section includes short projects in stress, films, field trips, and computer-guided learning tasks. Prerequisite: PSY 414. Spring semester.

PSY 425 Psychology Internship

A program that provides upper-division psychology students with professionally supervised practical experience in the application of psychological principles and techniques in the areas of counseling, teaching, research, and community health. Prerequisites: Junior or senior status and consent of the Psychology Department. Each semester.

PSY 486 Independent Research in Psychology 1–3 Cr

This is an individualized instruction course through which a student engages in advanced research on a topic chosen in conjunction with a psychology department faculty member. Weekly conferences with the supervising faculty member are required. Credits are variable. Prerequisite: Instructor permission required. Each semester.

SA: Education Abroad

Interdepartmental

SA 250 Cross-Cultural Immersion through Service-Learning 1–6 Cr (variable)

This course provides students an opportunity to experience and understand cross-cultural differences and intersections by engaging in a service placement in a local community organization. Students will serve in their placement a minimum of 45 hours for every credit enrolled, actively participate in group discussion meetings and complete an ELAP portfolio. In addition to the experience at the host organization, SA 250 will be delivered primarily in a field-experience format with face-to-face and digital interactions and discussion on alternate weeks (i.e., group discussion week 1 and journal entry week 2). The planned individual reflections and submission of weekly logs of hours will be submitted in a digital format. Group Discussions may occur in a face-to-face or digital format. Students' responsibilities at their placement will vary and are dependent upon their relevant experience, language proficiency (when applicable) and academic background. Prerequisite: Must be accepted and placed by ISA. Offered each semester.

**SA 275, 375, 385, 395 Education Abroad
Variable Cr with permission only**

Recognizing the value of a global experience, and in the spirit of cross-cultural inquiry, Education Abroad offers students the opportunity to interact within the cultural milieu of another country, or countries, through a variety of programs. For a complete list of education abroad opportunities, please see the Education Abroad section of this catalogue.

Coordinated by the Education Abroad Office, faculty-led programs developed according to academic area of expertise, or through demonstrated significant personal/professional knowledge and experience within the country, or countries, to be visited. Specific academic requirements for credit within faculty-led program generally include pre-program readings and meetings with the faculty director(s) involved, a journal chronicling the experience, and a final academic paper. Individual academic departments offering course credit for Education Abroad experiences will specify additional requirements and protocols. Course may be repeated for credit with approval of departments involved. BA 395, HI 242, An Elusive Peace, Study

Abroad to the Middle East (Israel, the Palestinian Territories, and Jordan), summer semester, odd-numbered years and ENGR 395, Spanning the Ages (Europe) fulfill Global Diversity requirement.

Students studying on a semester-long program will register for 12 credits in the appropriate course number. For the most up to date information regarding education abroad offerings, please visit Borromeo Hall, room 107 or contact us at sackeret@carroll.edu.

SO: Sociology

Department of Sociology & Anthropology

SO 101 Introduction to Sociology 3 Cr

Survey of the basic concepts and methods with an emphasis on sociology as a mode of analysis. Introduces the student to a sociological way of thinking to better understand one's self and others. This study of behavior utilizes materials drawn from contemporary American society. Each semester.

SO 200 Social Problems 3 Cr

An in-depth examination and discussion of selected American social problems, including poverty, sexism, racism, family violence, and health issues. Recommendations for alleviation of the problems with a social justice viewpoint. Prerequisite: SO 101. Fulfills National Diversity requirement. Fall semester.

SO/AN 204 Cultural Anthropology 3 Cr

This course will introduce students to culture as a framework for understanding similarities and differences in behavior and values in human societies. The class will look at communities and cultures from around the globe to give a cross-cultural understanding of human behavior. Fulfills Global Diversity requirement. Fall semester, even-numbered years.

SO/AN 208 The Family 3 Cr

Anthropological and sociological investigation of the marriage and family institutions in various cultures and their influences upon both individuals and social organizations. Analysis of family communications; one's choices in relationships; parenting; life transitions; and roles of gender, property, power, and love in marriage and family. Prerequisite: SO 101 or consent of instructor. Fulfills National Diversity requirement. Fall semester, odd-numbered years.

SO 215 Contemporary Issues in Rural and Urban Sociology 3 Cr

This course examines sociological processes in the urbanization of societies. Problems concerning both rural and urban life will be covered, as

well as efforts to build community from the local level to that of the “global village”. The conflicting interests that farmers, ranchers, environmentalists, developers, urban planners, business, government and other groups have in these issues are presented and analyzed. Prerequisite: SO 101. Fulfills National Diversity requirement. Fall semester, even-numbered years.

SO/PSY 216 Social Psychology 3 Cr

An introduction to and an analysis of social interaction, including the social aspects of personality, social attitudes, group behavior, and the influences of social institutions on individual behavior. Prerequisite: PSY 105 or SO 101. Fall semester.

SO/AN 218 Introduction to Native American Studies 3 Cr

This course covers a broad range of prehistoric, historic, and cultural issues pertaining to American Indians. The course will cover diversity among tribes including political organization, social organization, economics, subsistence, and current issues. Every semester. Fulfills National Diversity requirement.

SO 220 Sociology of Sport 3 Cr

This course examines sports in American society. It helps the student to understand the reciprocal influences between sports and our culture, including social values, education, socialization, deviance, minority and female athletes, and the mass media and money. Sports is placed within the context of social institutions including the family, politics, economics, religion, etc. The course is designed to be a part of the student’s development of a healthy, analytic view of sports and leisure that will facilitate longevity and good health. Field experiences and observations will be included. Fall semester, even-numbered years.

SO 225 Sociology of Gender 3 Cr

While there are biological differences between the sexes, in this course we will explore the social aspects of gender from a sociological perspective. From this view, gender is treated as separate from sex, because gender is the study of differing social expectations for people according to their sex. We will examine how gender is defined, constructed, and reinforced within society, and how all this relates to gender identities and gender inequality. With a critical eye on gender’s social construction, we will address issues of gender acquisition and explore the interactions between gender and other socially-constructed categories such as race/ethnicity and class as well as social institutions. Prerequisites: SO 101, PSY 105, or CO 101. Fall semester, odd-numbered years.

SO 230 Social Movements and Collective Action 3 Cr

When groups want to affect social change but even traditional democratic means (lobbying, voting, etc.) have failed, what are their options? How

effective are these options in different circumstances? When has a social movement or form of collective action been successful? Would you say the environmental movement has been successful? The women's movement? The simplicity movement? In this course, we will explore why social movements and collective action are so common, even in democratic states, as a means for redressing grievances. We will look at the origins, circumstances, consequences, and competing theories of riots, crazes, panics, reforms and revolutionary movements. This is a course for anyone interested in how significant, systematic social change happens, or doesn't happen. Prerequisite: SO 101. Spring semester, odd-numbered years.

SO 231 Demography* 3 Cr

This course is concerned with population studies and the effects of population growth, loss, morbidity, and mortality on society. The age distribution within a society has important implications for social, economic, and political planning. In order to plan for the future we have to understand why some populations are growing while others are shrinking and what happens to societies as their patterns of birth, death, or migration change. Are we in the midst of a population explosion? Is the growing size of the senior population going to break the economy? These are all questions that will be explored. Prerequisite: SO 101. Fall semester, even-numbered years.

SO 245 Physical Anthropology 3 Cr

Physical anthropology is the study of the biocultural diversity in humans. The interaction between culture and biology produces a variety of human adaptations that are traced through the following venues: primate fossil records, primate and human behavior, and human biological variation. Spring semester, odd-numbered years.

SO 262 Alcoholism, Drug Abuse, and 3 Cr
Dependent Behavior

A holistic approach with a particularly sociological emphasis regarding the use and abuse of alcohol, other psychoactive drugs, and dependency behaviors, e.g. gambling and sexual addiction. Upon completion of the course, students will understand problems of addiction, methods of prevention and control, theories of causation, and the disease concept. They will know various treatment methods. Prerequisite: SO 101. Fall semester, odd-numbered years.

SO 291 Social Gerontology 3 Cr

This course presents the many (physical, social, family, emotional, public policy, and other) dimensions of aging within the context of current sociological, gerontological, and other social theories. Empirical facts on aging include a background on social science research methods used to gain such knowledge. This course includes guest lectures by community professionals

working in gerontological fields, as well as elderly individuals. Prerequisite: SO 101. Fall semester, odd-numbered years.

SO 309 **Crime and Criminology** **3 Cr**
A survey of findings, myths, and perspectives on crime. A wide variety of types of crime are studied, including violent, white collar, sex, corporate, and organized crime. Theories regarding crime and proposed solutions to crime are examined. Prerequisite: SO 101. Fulfills National Diversity requirement. Fall semester, even-numbered years.

SO 312 **Juvenile Delinquency and
Deviant Behavior** **3 Cr**
Course emphasizes juvenile delinquency and the juvenile justice system; includes theories on juvenile delinquency, mental illness, drug abuse, and sexual deviance; and examines the role of institutions and various treatment methods. Strongly recommended for those interested in careers in law, probation, parole, human services, or social work. Prerequisite: SO 101 or consent of instructor. Fulfills National Diversity requirement. Spring semester, odd-numbered years.

SO 314 **Sociology of Law** **3 Cr**
Examination of social processes involved in enacting legislation, law enforcement, and judicial decisions along with the roles of lawyers, judges, and others in both civil and criminal systems. Recommended for those interested in law, law enforcement, or areas related to the legal system. Prerequisite: SO 101 or consent of instructor. Fulfills Global Diversity requirement. Fall semester, even-numbered years.

SO/AN 317 **Ethnic and Racial Relations** **3 Cr**
An anthropological and sociological examination of ethnic and racial relations and identities within and between different socio-cultural groups. This includes an analysis of beliefs about ethnicity and race, focusing on their development through historical processes. Prerequisite: SO 101. Fulfills National Diversity requirement. Fall semester, odd-numbered years.

SO/AN 318 **North American Archaeology** **3 Cr**
This class will explore major methods and theories archaeologists use to explore North American prehistory from their origins to present. Regional diversity in tribal adaptations and lifeways are explored by using examples from archaeology, biological anthropology, and cultural anthropology. Fulfills Global Diversity requirement. Spring semester, even-numbered years.

SO 331 **Social Science Research Methods** **4 Cr**
An overview of the principles, methods, and practice of research in the social sciences. The course will assist students in research design, case studies, conducting field research, analyzing and evaluating their research

data, conducting needs assessment, program evaluation, and practice effectiveness. Prerequisites: SO 101; MA 207; Junior status. Spring semester.

SO 340 Sociology of Organizations 3 Cr

Organizations are the fundamental unit of modern society. Organizations shape the ways we interact, how we accomplish goals, how we transfer resources, and how we develop our own sense of self. Organizations are extremely diverse. They can be small and local, like our Helena Brewers baseball team or Carroll's SAVE group. They can be large and international, like Microsoft or the World Bank. They can be voluntary, like a club. They can be involuntary, like a prison. In this course we will focus on the diversity in organizations and examine how they work, why they empower some people and hinder others, and how they reflect and shape society. We will look at a variety of theories attempting to understand organizations, and evaluate each for their usefulness. We will then apply these theories to specific organizations we read about through course material, and then you will have a chance to apply the theories in your own case study of an organization of your choosing. Prerequisite: SO101. Spring semester, odd-numbered years.

SO 351 Medical Sociology 3 Cr

Course develops an appreciation of the role of sociology and social sciences in the study of health and medical care. Interactions between patients and medical professionals; function and problems in health care systems; deprofessionalization of doctors, and other problems confronting modern medical care are also analyzed from a sociological perspective. Recommended for those considering a career in public health, health sciences, medicine, health care delivery, or social work. Prerequisite: SO 101 or consent of instructor. Spring semester. Fulfills National Diversity requirement.

SO 355 Sociology of Emotions 3 Cr

In this course we look at emotions from a sociological rather than a psychological perspective and ask such questions as: Can difficulties such as anorexia, PTSD, "cutting," or bad relationships usually treated on an individual level by a therapist be understood from a societal perspective? As human beings we experience emotions, yet social interaction necessitates that certain kinds of emotions are appropriate in some settings and not in others. At this point we must ask ourselves how much our emotions are influenced and constrained by cultural norms, values, beliefs, and vocabularies. We especially have to control our emotions in the workplace; does this create emotion-work? We will also look at emotional relationships between humans, society, and pets. Prerequisite: SO 101. Spring semester, odd-numbered years.

SO 360 Environmental Sociology 3 Cr

This course will examine the relationships between human society and the natural environment with a particular emphasis on how different social classes, races and genders experience or affect the environment. We will study how factors such as consumption, population growth, development, technology, political ideologies and social movements affect the identification, emergence and resolutions of environmental problems—from local to global levels. By the end of the course students will be able to think critically about the relationships between the social and the natural worlds, and will analyze and begin to suggest solutions to contemporary environmental problems. Prerequisite: SO 101. Fall semester, even-numbered years.

SO 389 A International Crime 3 Cr

This course is a survey of the type of activities that constitute the world of international crime. Most folks are well aware of the trafficking that occurs in drugs, and the subject of the international drug trade will be one area covered. The following is a list of other areas under consideration: international pharmaceutical smuggling, human trafficking (immigration, slavery, prostitution, workers, body parts, babies, etc.). Lumber and other resources, food copyright violations, and pollution. Because so much of our economy rests on import and trade, background on these topics may be instrumental in evaluating the advisability of some activities. Special topics course, offered spring 2014.

SO 389 B Comparative Justice Systems 3 Cr

This course will compare the justice process in the United States with a number of other primary systems in the world. Law, accusations, evidence, processes, sanctions, and outcomes will be evaluated. The systems to be compared will be those used in the United States, the United Kingdom, the Civil Laws systems used in most of Europe, and China, a survey of the components of law in the Islamic world, and what is available concerning Africa and the rest of the American countries. As in the United States, ignorance of the law does not diminish its consequences. Special topics course, offered spring 2014.

SO 392 Modern Social Theory 3 Cr

This course introduces students to important theoretical tools that will enable them to see the world as sociologists do and, in the process, assist them in constructing new theories as social contexts continually change. In addition to highlighting the contributions of some of the discipline's founding theorists (e.g., Marx, Weber, Durkheim and Mead), the course will focus on the most significant modern theoretical perspectives in sociology. Prerequisite: SO 101, junior standing. Fall semester.

SO 425 Sociology Internship 3-6 Cr

This course is an internship consisting of supervised work experience and an intern observation in approved social service and governmental agencies which render direct service to clients or client systems. Students are placed in agencies which correspond to their major area of study. Agencies include those dealing with the juvenile and criminal justice system, those serving the needy, those engaged in health care delivery, and governmental agencies. Readings will be assigned and periodic individual meetings with each student's sociology advisor will be held. No more than six (6) credits of SO 425 may apply to a student's total major requirements. Prerequisites: Senior standing; consent of instructor.

SO 495 Senior Seminar 3 Cr

A comprehensive review and professionalization for seniors graduating in sociology, including an analysis of the sociology profession, a survey of literature, and direction in the formulation of a semester project. Satisfies the comprehensive examination requirement. Prerequisite: SO 392. Fall semester. Fulfills Writing Intensive requirement.

SP: Spanish

Department of Languages and Literature

A student with high school Spanish should consult with the instructor for placement in courses, and see page 22 for language placement guidelines.

SP 101-102 Acquisition of Spanish I and II 6 Cr

Participants in these introductory seminars read, write, listen, and discuss current events as well as cultural, political, economic, and psychological topics. Learners acquire vocabulary in authentic communicative contexts and build the structural foundations of the language necessary to understand and communicate progressively and adequately in Spanish. Offered annually. Prerequisites: None for SP 101; SP 101 or equivalent for SP 102. Fulfills Global or National Diversity requirement (not both).

SP 150/250/350 Intensive Spanish Immersion Abroad 6 Cr

This program consists of three levels of proficiency: SP 150 for students with no prior knowledge or experience with Spanish, SP 250 for students who have successfully completed SP 102 or have the equivalent knowledge or experience with Spanish, and SP 350 for students who have successfully completed SP 204 or have the equivalent knowledge or experience with Spanish. The program offers the student the opportunity to become immersed in the Spanish language while experiencing the cultural and societal conditions of the country where the program takes place. The methods used in this program are intended to foster the acquisition of Spanish both in

and out of the classroom. The acquisition will take place through students' and teachers' active interaction with the language and daily life in the host country. Students will read, write, and speak Spanish on a daily basis and will be required to analyze social, political, and cultural aspects of their surroundings. Through this process, students also will have the opportunity to develop new perspectives with regard to peoples of other cultures and a point of comparison upon which to base questions of human existence.

SP 203-204 Acquisition of Spanish III and IV 6 Cr

While continuing to pursue topics from the introductory seminars, participants begin to read Hispanic short stories and texts examining contemporary and historical issues in Latin America and Spain. Students also examine language issues they have encountered in their discussions and compositions. Offered annually. Prerequisites: SP 102 or its equivalent for SP 203; SP 203 or its equivalent for SP 204. Fulfills Global or National Diversity requirement (not both).

SP 301-302 Spanish Conversation 6 Cr

This course serves as a bridge between the two first-years of Spanish classes and upper-division courses. The class provides students with opportunities to expand, practice, and further develop their speaking and presentational skills expected in advanced courses. The course fosters and improves the student's spoken facility with Spanish through perceptual encounters with the language and through each student's actions to understand and be understood in a variety of contexts. Instruction involves participation in extensive and intensive conversation, listening, and reading through active, open, and authentic dialogue. The course also introduces students to popular everyday idiomatic words, phrases, and expressions not usually used in the Spanish classrooms. Prerequisite: SP 204 or by consent of instructor. Spring and/or fall semesters at the discretion of the Department. Fulfills Global or National Diversity requirement (not both).

SP 304 Spanish Phonetics and Phonology 3 Cr

This course is an introduction to the science of language. Students will examine the linguistic features of speech synchronically, diachronically, and dialectally; study different varieties and registers of spoken Spanish; focus on articulatory phonetics; learn how to transcribe speech and written texts to the International Phonetic Alphabet (IPA); and consider how to analyze, describe, and explain linguistic data, including sound changes. Prerequisite: SP 204; LL220 recommended. Fall semester.

SP 305 Reading and Writing in Spanish 3 Cr

This course will facilitate the transition from early Spanish acquisition courses to upper-level courses in which more precision abilities in reading and writing in Spanish and to help develop their abilities in the appreciation and

understanding of fictional and non-fictional Spanish works as required in upper division classes. It will also focus on the interpretation and analysis of Spanish literary works. Prerequisite: SP 204 or the consent of the instructor. Fall semester. Fulfills Global Diversity requirement.

SP 306 Spanish Morphology and Syntax 3 Cr

Students develop their Spanish grammar by examining texts and their own essays in Spanish to resolve grammatical problems. In addition, students are introduced to the study of syntax, morphology, and sociolinguistics as the field pertains to grammatical varieties and changes. Prerequisite: SP 204; LL220 recommended. Spring semester. Fulfills Writing Intensive requirement.

SP 307-308 The Hispanic Short Story I and II 6 Cr

Participants in this course become critically conscious of major cultural, political, economic, and psychological themes as conveyed in short stories. These courses focus on the development of major literary movements of the Latin American Short stories. Through thoughtful discussion and composition, students deepen their knowledge and appreciation of Hispanic literature while developing facility in reading, speaking, and writing. Prerequisite: SP 305 or consent of the instructor. Offered at the discretion of the Department. Satisfies Core literature and fulfills Global Diversity requirement.

SP 401-402 Culture and Literature of Spain I and II 6 Cr

This course is a survey of the history, civilization and literature of Spain from ancient to modern times. The course covers the arts, literature, economics, education, and geography, as well as important events that have shaped the psychology of the Spanish people. Prerequisite: SP 305 or consent of the instructor. Offered at the discretion of the Department. Satisfies Core literature. Fulfills Global Diversity requirement.

SP 403-404 Culture and Literature of Latin America I-II 6 Cr

This course is a survey of the history, civilization, and literature of Latin America from the pre-conquest to modern times. The course covers the arts, literature, economics, politics, culture, customs, and geography, as well as important events that have shaped the psychology of the Latin American people, including the issue of underdevelopment of the different countries. Prerequisite: SP 305 or consent of the instructor. Offered at the discretion of the Department. Fulfills National or Global Diversity requirement (not both).

SPED: Special Education

Department of Education: Health, Physical, and Teacher

SPED 300 Introduction to Exceptional Children 3 Cr

The purpose of this course is to provide a broad overview of special education and the characteristics and needs of children and youth with disabilities. Historical perspectives, legal aspects, the full range of educational exceptionalities, and teaching strategies are surveyed. Prerequisite: ED/PSY 229 or PSY 307 or consent of instructor. Each semester.

SPED 304 Students with High Incidence Disabilities 3 Cr

This course focuses on the physical, sensory, communication, cognitive, and behavioral characteristics of students with mild/moderate disabilities. Characteristics of learning disabilities, developmental disabilities, emotional disabilities, and communication disorders will be covered with specific emphasis on the impact of these characteristics on learning, curriculum, program development, and needed services and support. Prerequisite: SPED 300. Spring semester.

SPED 305 Students with Low Incidence Disabilities 3 Cr

This course focuses on severe disabilities as manifested in individuals from early childhood through the adult years. Emphasis will be placed on defining disabilities (including etiology), and the diagnosis and provision of services. Attention on school based services, including response to intervention and inclusion will be presented. Multicultural issues will be discussed such as the impact of certain disabilities on families from Native American and other various cultures in Montana. Students will begin to develop skills in instructional methods and materials for students with severe disabilities. Various types of classroom assessments will be studied. Prerequisite: SPED 300. Spring semester.

SPED 306 Collaboration and Conferencing Techniques for Special Educators 3 Cr

This course is designed to develop knowledge, skills and abilities relative to collaboration and teamwork. Provides educators with the information and skills necessary to collaborate and consult with other professionals, families, and support agencies regarding the design and implementation of educational programs for students with and without disabilities. Prerequisite: SPED 300. Fall semester.

SPED 323 Assessment and Evaluation in Special Education 3 Cr

The assessment and evaluation of learning and behavior problems of students with learning disabilities, mental retardation, and emotional disturbance/behavior disorders at the preschool through secondary levels.

Emphases are on students' use and evaluation of current assessments in special education and their use in the development of individualized educational programs. Prerequisites: SPED 304 and SPED 305; or consent of instructor. Fall semester.

SPED 408 Methods for Teaching Students with 3 Cr
Mild Disabilities

Students will develop, implement, and evaluate curricula for students with mild disabilities (learning disabilities, mental retardation, and emotional disturbance/behavior disorders) at the preschool through secondary levels. Individualized education program planning, research-based teaching strategies and materials appropriate for students with mild disabilities are emphasized. A 35 hour practicum experience in a classroom with students with disabilities is required of all students. Prerequisites: SPED 300, SPED 304 and SPED 305; or consent of instructor. Spring semester.

TESL: Teaching English to Speakers of Other Languages

Department of Languages and Literature

TESL 394 Teaching Methods of English to Speakers 4 Cr
of Other Languages: Listening, Speaking, Reading,
Writing, and Grammar

In this course students will gain a greater understanding of the theory and practice of teaching English to non-native English speakers either in an EFL or ESL setting. Students will study second language acquisition along with theories about current foreign language teaching methods and techniques in teaching listening, speaking, reading, writing, and grammar with an emphasis on teaching the English language. Students will learn how to design effective and creative materials to put theory into practice. Fulfills Writing Intensive requirement. Prerequisite: LL220 (or can be taken concurrently). Spring semester, even-numbered years.

TH: Theology

Department of Theology

TH 101 Theological Foundations 3 Cr

An introduction to the study of theology in the Roman Catholic tradition. Core aspects of theological inquiry—the Bible, the Creed, moral theology—enable students and faculty to jointly explore the nature of Christian faith and the embodiment of Christian faith in concrete historical contexts. This course is a prerequisite for all theology courses. Each semester.

- TH 201 Church and Worship 3 Cr**
An analysis of the Church as a community of believers and a social institution; a study of church liturgy and sacraments. Offered every other year.
- TH 202 Gospel According to Harry Potter 3 Cr**
Is the wizarding world of Harry Potter incompatible with Christianity as some have suggested? This class will explore how the Harry Potter novels are useful guides to examine and reflect on Christian themes like love, grace, sacrifice, power, evil, sin, community, sacraments, and faith. Summer semester. Offered at the discretion of the department.
- TH 205 Theology and Film 3 Cr**
In this course students will study the various ways that theology and film interact with one another; the manner with which film has been studied for theological themes as well as the influence of the religious imagination in the cinema. Students will view and analyze a variety of films from a cross-section of world cinema. Offered at the discretion of the department.
- TH 206 American Cinema and the Catholic Imagination* 3 Cr**
In this course students will study four American filmmakers (Frank Capra, John Ford, Francis Ford Coppola, Martin Scorsese) and how their films express a Catholic imagination formed in their childhood. Not all of these filmmakers retained an active Catholic faith into adulthood. However, students will explore how Catholicism as a culture continues to resonate in their films through ideas such as sacramentality, mediation, and communion. Students will also study how these concepts are shaped by the distinguishing cultural expressions of Catholicism brought to America by the Italian and Irish forebears of these filmmakers. By viewing such classic movies as *The Searchers*, *It's a Wonderful Life*, *The Godfather*, and *Taxi Driver* students will study how these directors present a distinctly Catholic vision of America. Offered at the discretion of the department.
- TH 210 Catholicism: An Exploration of Catholic Identity from Vatican I to the Present 3 Cr**
This course explores, through ecclesial texts and some Catholic fiction and film, distinctive themes and issues that mark Catholic identity in the 20th century, including sacramentality, tradition, the faith and reason relationship, and Catholic understandings of authority and community. Offered at the discretion of the department. Offered at the discretion of the department. Not currently offered.
- TH 211 Comparative Religion 3 Cr**
A study of the origins and beliefs of major world religions in historical contexts. Fulfills global diversity requirement. Offered each year.

TH 212 **Medieval Women Mystics** **3 Cr**

The course explores the development of a theology of mysticism that emerged in the context of neo-platonism and its chief proponent within the Christian context, Pseudo-Dionysius. Following that, the course explores several texts by women mystical writers of the High Middle Ages as one access point to the interconnections that exist between mystical experience and lay piety. Offered at the discretion of the department.

TH 220 **Moral Theology** **3 Cr**

An introduction to moral decision making and moral action in light of biblical principles and changing contexts. Offered each year.

TH 222 **Health Care Ethics** **3 Cr**

In this course, we will examine fundamental ethical theories, the basis of these theories in the Judeo-Christian understanding of the nature of the human person, and the application of these theories to practical matters within medicine and health care. The approach to ethics we pursue in this course will be grounded primarily in a Western philosophical and theological context, and will focus especially on the moral teachings of the Roman Catholic Church. Offered each year.

TH 231 **Introduction to the Old Testament** **3 Cr**

An overview of the origins, themes, and continuing relevance of the books of the Hebrew Scriptures. Fall semester. Fulfills writing intensive requirement.

TH 236 **Introduction to the New Testament** **3 Cr**

An overview of the origins, themes, and continuing relevance of the books of the Christian Scriptures, with an emphasis on the four Gospels. Spring semester. Fulfills writing intensive requirement.

TH 245 **Eastern Christian Traditions** **3 Cr**

The course traces the development of Christian churches of the East, including especially those that were beyond the borders of the Roman and, later, Byzantine empires. In large part, these churches developed in response to the Christological controversies of the fourth through seventh centuries, so the course traces the development of the eastern churches as one means of understanding the broader implications of Christology. Finally, this course introduces students to the existence of other rites that fall within the purview of the Catholic Church and are in communion with those under the Latin rite. Fulfills Global Diversity requirement. Offered at the discretion of the department.

TH 246 **Research Topics in History and Religion** **3 Cr**

An in-depth study of one problem at the intersection of the fields of history and religion, with particular attention paid to an issue where further academic work needs to be done. The research topics change, though special

concern is given towards topics that either span an era or cross geographic and ethnic boundaries. Students will work together with the professor to produce one, publication-quality article addressing the research problem. Offered at the discretion of the department.

TH 252 Theology of the Land 3 Cr

A study of the relationship of people and the earth, with a focus on issues of land stewardship as understood in the Bible, in the religious traditions of native peoples, and in the U.S. sociopolitical tradition. Offered at the discretion of the department. Not currently offered.

TH 254 Theology and Science 3 Cr

This course examines how and why the relation of Theology and Science has taken shape in the history of Christianity, particularly in its becoming problematic since the rise of modernity. This requires a critical reflection upon philosophical positioning of these disciplines, drawing out important differences in “truth and method” while seeking a non-reductive dialogue. Based on these philosophical underpinnings, a theological re-thinking of God (“after Darwin”) and of creation will be explored, both in its opportunities and challenges for contemporary Christian faith. Offered every other year.

TH 258 Theology and Gender 3 Cr

This course examines how gender—with its pervasive historical-cultural meanings—has given shape to and challenged Christianity. It studies how biblical texts, religious practices and traditions, and theological discourse have been skewed through a “patriarchalization” of Christianity. It critically examines how becoming androcentric has eclipsed the experience of women and even led to their oppression. Finally the course explores how various forms of feminist theologies attempt to incorporate the experience of women, to retrieve their contributions, and to enrich Christianity with many new and life-giving symbols, forms of thought, and ways of living. Prerequisite: TH 101. Offered spring semester, even-numbered years.

**TH 261 Wealth & Poverty in the Bible 3 Cr
& Early Church**

This is an exploration of the biblical theme of justice as it relates to wealth and poverty with an attention to the importance of this theme for modern Christian social ideas. Based upon readings of primary texts from the Bible and early Christianity, the course explores the potential contributions and limitations of early Christian social thought to contemporary socio-ethical discourse. Offered at the discretion of the department.

TH 263 Modern Catholic Social Teaching* 3 Cr.

A study of the cultural, political, and economic spheres of social life in the light of Catholic moral teachings, theologies, and action. Magisterial and

scholarly writings from 1891 to the present receive primary emphasis. The course also includes a service learning component. Offered at the discretion of the department.

TH 264 Theologies of Liberation 3 Cr.

This course first examines the beginnings of Liberation Theology in Latin America and critically considers how this has both challenged and nourished the Christian tradition and the fundamentals of theology therein. The course will then examine how this has begun to blossom into a rich variety of 'theologies of liberation' in diverse contexts throughout the world. In this context, the course explores new ways of (re)thinking Christianity as fruitfully engaging the world by 'building of the Kingdom of God' in and through the 'option for the poor'. Fulfills Global Diversity requirement. Offered every other year.

TH 327 Sin and Grace in Theology and Literature 3 Cr

An exploration of the theological questions of sin and grace as raised in the works of important 20th century novelists. Not currently offered.

**TH 341 History of Christian Thought:
Early Church & Patristics 3 Cr**

A study of major Christian doctrinal developments in their historical contexts, from the New Testament era through the Patristics. Fall semester, odd-numbered years.

**TH 342 History of Christian Thought: Middle
Ages through the Reformation 3 Cr**

A study of major Christian doctrinal developments in their historical contexts, from the Middle Ages through the Reformation. Spring semester, even-numbered years.

**TH 343 History of Christian Thought:
Modernity through Postmodernity 3 Cr**

A study of major developments in Christian thinking in their historical contexts, from Modernity through the challenges of Postmodernity. Spring semester, odd-numbered years.

TH 352 Christology 3 Cr

An analysis of interpretations of Jesus Christ's humanity and divinity, from biblical statements to contemporary explorations. Prerequisite: TH 208. Offered every other year.

TH 495 Theology Seminar 3 Cr

A discussion of selected theological themes and important theologians, with a focus in systematical/philosophical theology. While required of all theology majors and minors in their junior or senior year, it will also be open

THT 150 Introduction to Arts Management 3 Cr

A course designed to give an understanding of the contemporary business of art-making in the U.S., emphasizing rural artists' challenges. It will touch on related career opportunities and the skill-sets necessary for arts managers and artists. It will introduce students to practical experience in developing and applying some of these skills. This course will be offered in the fall semester of every year.

THT 160 Improvisation 3 Cr

This course will give practical knowledge and experience in improvisational theatre. Study will include Theatre games, and improvisational exercises developed by Viola Spolin and by the Mark Taper Forum. Coursework will develop skills in American Mime, juggling, voice and body movement, and animal images. Fall semester.

THT 212 Acting: Advanced Methods 3 Cr

This is the study of roles and scenes with emphasis upon character analysis and development, as well as styles of production, such as Greek, Elizabethan, Commedia and Restoration theatre. Prerequisite: THT 111. Spring semester.

THT 220 Scenic Art 3 Cr

A practical course offering instruction in the materials, tools and techniques of scenic artists, as well as a look at the history of scenic art. The majority of class sessions will be spent on scene painting techniques and application. Students will learn common faux finish and mural techniques and paint two pieces of scenic art, architectural and environmental. No prerequisites. Spring semester, odd-numbered years.

THT 221 Stagecraft II 3 Cr

A course in more advanced stagecraft techniques. Areas of focus will be stage machinery, rigging systems, sound and lighting systems. Skills will include welding and steel construction techniques, lighting and electrical safety, and construction management skills. Participation in current productions is arranged. Spring semester, even-numbered years.

THT 223 Costuming 3 Cr

This is a practical course in the theory, art, and practice of costuming. Besides studying the evolution of clothing styles throughout the ages, each student, after learning how to read and follow a pattern, will build an article of clothing. Fall semester.

THT 224 Stage Make-Up 3 Cr

By completing a series of make-up projects, the student will learn the principles and techniques of applying make-up: realistic and non-realistic; two-dimensional and three-dimensional. In addition, the student will study

facial anatomy, the aging process, and the principles of light and shadow as they apply to stage make-up. Spring semester, even-numbered years.

THT 311 Play Directing 3 Cr

A practical course in the principles and techniques of bringing a play from the page to the stage. The course provides step-by-step practice in how to approach the play, how to find its dramatic values, and how to direct the production with these aims in mind. Prerequisite: consent of instructor. Fall semester.

THT 318 History of Theatre I 3 Cr

The story of the theatre beginning with its origins in the rituals of primitive man through the cultural explosion of the Renaissance. In addition to the text, several plays representative of the major theatrical ages will be read for insights into how the physical stage, the styles of acting and production, and theatrical convention influenced the dramatic literature of the various periods. Fall semester, even-numbered years.

THT 319 History of Theatre II 3 Cr

A continuance of the story of the theatre, from the English Restoration and through its objective imitation of nature at the end of the 19th century, to its return to subjective reality and ritual in modern times. In addition to the text, several plays representative of the major theatrical ages will be read for insights into the physical stage, the styles of acting and production, and theatrical convention influenced the dramatic literature of the period as well as the modern theatre. Fulfills Writing Intensive requirement. Spring semester, odd-numbered years.

THT 321 Sound and Stage 3 Cr

This course gives focus on two key functions in theatre: Stage Management and Sound Design. This course features discussion and practical application in both areas. The first eight weeks are spent on Stage management theory. Students who complete this class are eligible to serve as stage managers for Performing Arts productions. The last 8 weeks of the semester are spent on Sound Design, and students will create a show design recording. Prerequisite: THT 121. Fall semester, even-numbered years.

THT 322 Scene Design 3 Cr

This is a practical study of the scenic design process. The course focuses on drafting skills, theatrical design formats, research for scenic design and model building. Prerequisite: THT 121 or consent of instructor. Spring semester, odd-numbered years.

THT 323 Stage Lighting 3 Cr

This is a practical study of the lighting design process. The course leads the student step-by-step from script analysis through plotting a finished design.

Individual areas of exploration include light and color theory, electricity, and lighting instrumentation and control systems. Prerequisite: THT 121 and THT 322. Spring semester, even-numbered years.

THT 348 History of Film 3 Cr

An overview of the history of film from its beginnings in the late 19th century through its exciting growth into the most popular performing art of this century, including a study of film's social impact, stars, directors, business management history, and recent video revolution. The course will also offer weekly viewing selections of many of the great films of cinematic literature. Spring semester.

THT 403-404 Theatre Projects 1-3 Cr

An opportunity for qualified theatre students to participate in Carroll College theatre productions as primary designers. Under the guidance of the instructor, the student may direct or design the set, costumes, or lighting for a full-length play. Prerequisite: Consent of the instructor. Offered each semester by arrangement.

THT 426 Survey of Drama 3 Cr

For advanced students, this course will confront issues in world theatre. Areas to be covered include dramaturgy, criticism; play writing, dramatic theory, and the avant-garde. Contemporary and historical writers will be covered. Additionally students will study the parallel development of art and physics. Fall semester, odd-numbered years.

THT 490 Theatre Internship 1-3 Cr

An intensive "hands-on" learning experience designed to fit the individual student's vocational and avocational goals. Each student will be given major responsibilities in the areas of technical theatre, stage management, directing, house management, promotion and publicity, box office, etc., under the tutelage of the professional staff at Helena's area theatres. Consent of instructor is required. Offered fall, spring, or summer term under special arrangement. A written report is due upon completion of the internship. The grade will be assigned by the professional at the area theatre. Fall semester, even-numbered years.

School of Record Courses

ISA Meknes, Morocco Study Site

In May of 2014, Carroll College entered into an agreement with International Study Abroad (ISA) to serve as the "school of record" for courses taught at the ISA Meknes, Morocco Study Site. Carroll only awards credits for these courses taught at this site to students who have been accepted by ISA

to study at this center. These courses and the credentials of the Meknes instructors have undergone a thorough review by a faculty committee and meet Carroll curriculum requirements. The agreement to award credit follows the best practice standards set forth in the Forum on Education Abroad Guidelines for School of Record Relationships, as well as the requirements outlined in the policy on Contractual Relationships with Organizations Not Regionally Accredited established by Carroll's regional accreditor, the Northwest Commission on Colleges and Universities.

AR 101MM Beginning Modern Standard Arabic I 4 Cr

This level is designed for those who have little or no background knowledge in Arabic. Students will learn to read and write using the Arabic alphabet; they will also learn to conduct simple conversations for use in everyday situations.

AR 102MM Beginning Modern Standard Arabic II 4 Cr

This level is designed for those who have little or no background knowledge in Arabic. Students will learn to read and write using the Arabic alphabet; they will also learn to conduct simple conversations for use in everyday situations. AR 101MM or demonstrated proficiency.

AR 111MM Introduction to Moroccan Arabic (Darija) 1 Cr

Darija is how Moroccans refer to their dialect of the Arabic language. Over the centuries it has incorporated words and structures from a variety of native and neighboring languages although Arabic remains at the core. Darija is a spoken language and has not typically been considered in a written context. For this reason today one can find Darija written commonly in both Arabic and Latin script. Darija is spoken by about 90% of Moroccans today accounting for about 30 million people. This course is meant for English speaking students in order to introduce Darija's basic phonetics, vocabulary and core grammatical structures.

AR 201MM Intermediate Modern Standard Arabic I 4 Cr

Intermediate Arabic I is the first semester of Intermediate-level Modern Standard Arabic. The course will expand and further develop the students understanding and effective use of Modern Standard Arabic, focusing on Chapters Nine through Fourteen of Al-Kitaab (Part 1). The number of chapters covered may be increased if the students exhibit sufficient progress and proficiency in their studies to move forward.

AR 202MM Intermediate Modern Standard Arabic II 4 Cr

Intermediate Modern Standard Arabic II is the second semester of Intermediate-level Modern Standard Arabic. The course will expand and further develop the students understanding and effective use of Modern Standard Arabic, focusing on Chapters Fifteen through twenty (Part One) of Al-Kitaab. The number of chapters covered may be increased if the students

exhibit sufficient progress and proficiency in their studies to move forward. Students will focus on acquiring more vocabulary and an increased knowledge of the fundamental grammatical and morphological structures in order for them to attain a higher level of comprehending and communicating.

AR 301MM Advanced Modern Standard Arabic I 4 Cr

Advanced Arabic I is the first semester of Advanced-level Modern Standard Arabic. The course will expand and further develop the students understanding and effective use of Modern Standard Arabic, focusing on Chapters one through four of Al-Kitaab (Part 2). The number of chapters covered may be increased if the students exhibit sufficient progress and proficiency in their studies to move forward.

AR 302MM Advanced Modern Standard Arabic II 4 Cr

Advanced Arabic II is the second semester of Advanced-level Modern Standard Arabic. The course will be based and focus on Chapters five through eight of Al-Kitaab (Part 2). The number of chapters covered may be increased if the students exhibit sufficient progress and proficiency in their studies to move forward. This course is designed for students who have completed all chapters in Al-Kitaab (Part 1) and the first four chapters in (Part 2).

AR 330MM Arabic for Diplomacy, International Relations and Politics 3 Cr

The course offers students interested in the Arab world and Arabic Language the opportunity to develop their skills in Arabic Language for Politics, Diplomacy and International Relations. It assumes no previous knowledge of (or experience in) these fields. The course will introduce students to significant aspects of informative sentences, concepts, technical terms, phrases, idioms and collocations of words used in diplomacy, international relations and politics; structures of intergovernmental, governmental and quasi-governmental organizations and their policies in the Arab world; systems of legislative and executive institutions in the Arab world; and critical perspectives of concepts of Arab politics and diplomacy from Arab media. The most important attribute of this course is that it's designed to provide students with a focused look at diplomacy, politics and international relations in the Arab world while gaining proficiency in Arabic language.

The course is designed for students who already have background knowledge in Modern Standard Arabic vocabulary and syntax, completing at least Beginning II level in Arabic language.

FR 101MM Beginning French I 4 Cr

The Beginning French 1 course is based upon the four essential means of language acquisition; through reading, writing, listening and speaking. All

of the contents of this course will be approached from this holistic perspective in order to immerse the student into the French language. This is the introduction to French language; its letters, phonetics, spelling, vocabulary and initial grammatical rules will be covered.

FR 102MM Beginning French II 4 Cr

The course content for Beginning French 2 is based upon the four essential means of language acquisition; through reading, writing, listening and speaking. This is the continuation of the introduction to French language now focusing more specifically on vocabulary acquisition, phrases, grammatical rules and structures. Listening and oral exercises will be more heavily relied upon in order to help instill French fluency.

HI 311MM Gender Studies: The Case of Morocco 3 Cr

Considering questions of gender in Moroccan society requires situating the topic in the broader historical, religious, social, cultural, political, geographic, and contemporary contexts of which it is a part. While our study focuses largely on Morocco, we will pay considerable attention to the broader Middle East and North Africa given the inextricable ties that bind this region, as well as the forces that drive them apart. It will consider gender in the pre-Islamic MENA region, as well as the changes introduced by Islam as they pertain to sex roles, male-female dynamics, and the degree to which male ideology has dominated social practices. We will examine both the Qur'an and Islamic law (Shari'a) for clues regarding questions of gender, as well as look at deeply rooted (but also changing) cultural notions of gender. As early as the 19th century Moroccan women, like women in other parts of the region (i.e. Huda Sha'arwi and the feminist movement in Egypt), gained greater awareness of questions of women's rights and feminism. Critical examination of these topics requires an equally critical look at questions of men and masculinity, although the latter is much more recent as a field of study, as well as how relations between men and women continue to change. Beginning with the more general themes of history, culture, and religion, the course will then move to more recent matters. The Moudawana or Personal Status Code (viewed by many as inherently discriminatory); the upheavals of the early 21st century; questions of politics and power; and the on-going reverberations in the wake of the Arab spring are just a few of the topics that will occupy our time and discussion. From dress, relations between men and women, the family, and the larger questions of history, religion, and culture this course engages both students and professor in a conversation that is taking place not only here in Morocco but across the Middle East and North Africa.

IR 312MM The Geostrategic Importance of Morocco 3 Cr
International Relations and Alliance Building

This course examines the political and economic effects of the modern and contemporary Morocco. Specific analysis is placed on the role of the country in regional and international affairs, along with a geographical and historical background, relating to colonization and globalization, which has participated in this accomplishment. The course, therefore, provides an assessment of the challenges and the achievements of Morocco as part of the international community since the beginning of the 20th century.

IR 331MM Irreconcilable Differences? The Representation 3 Cr
of Geopolitical Conflict In Western and Arab Media

This course provides a close view of the social, political and cultural contexts in the Arab region as they undergo far reaching transformations. Recent media developments in the world, in particular in the Arab region, have unseated the Western media perspective from its historical position as the sole purveyor of news and “common sense”. Regional new perspectives, assisted as they are by favorable technological opportunities, are challenging established Western media centers and enriching (or problematizing) the global media space. Students will learn to integrate multiple viewpoints to better understand some of the most central geopolitical and intercultural conflicts of our times. Through a detailed analysis of the media treatment of these conflicts and disputes, students will discover firsthand the “artificial” nature of media constructions, and at the same time, measure the potential for the media people and institutions to influence some of the dynamics of these conflicts.

IR 332MM Peace and Conflict Resolution 3 Cr

The course seeks to provide an overview of the theories, principles and tools used in the field of peace and conflict resolution. Students will acquire an understanding of the nature, dynamics, and intractability aspects of contemporary world conflicts and develop skills necessary to confront the challenges of conflict and peace building situations across cultures. This will be accomplished through role play and simulation, various negotiating techniques and strategies to deal with, manage, and attempt to resolve some of the most intractable conflicts of our time.

LAS 310MM Exploring Moroccan History, 3 Cr
Culture and Society

Morocco has a very long history and a diverse culture. Its identity has been shaped by so many peoples and civilisations which, beside the native Berbers, date back to the Phoenicians, the Carthaginians, the Romans, Greeks, and the Byzantines. The Arabo-Islamic civilisation in the 8th C. was later challenged and enriched by the indelible marks of European conquest and presence. Like the sweeping majority of world countries and as early

as the seventies, Morocco has ridden the tide of globalisation leaving no doubt as to its liberal economic outlook, while making sure to preserve its “authenticity” as a Muslim, Arab-Amazigh country. The result is a hybrid culture that affects nearly every aspect of Moroccan identity and way of life. This melting pot is now visible everywhere. It is not surprising to see in the same area a donkey drawn cart “driving” by fancy glass high buildings. Since the death of Hassan II in 1999, Morocco has been transformed quite substantially; and this is evidenced at different levels, politically, socially, and culturally. This class explores the dynamics of Morocco today as expressed in literature, arts, media, politics, etc.

**LAS 314MM Intercultural Development for Students Abroad: 3 Cr
Identity and Cultural Otherness**

Studies have shown that students are likely to gain intercultural sensitivity/awareness/competence more quickly and more efficiently during their time abroad if equipped with a theoretical framework within which they can analyze and interpret their experiences (VandeBerg, et. al. 2009). The aim of this course is to provide tools and activities that will allow students to reflect upon and analyze their intercultural experience and to help them discover its transformative potential (Savicki 2008). The course will invite students to reflect on their own identity/multiplicity/cultural references and will introduce different concepts that will help them to better understand and advance through their own process of intercultural development during their time abroad.

LAS 320MM Islamic Civilization and Artistic Expression 3 Cr

This course is a broad overview of historical and contemporary cultural context, bridging diverse domains from religion and politics to architecture, music and popular culture. This course aims equally at bringing history and culture to bear upon contemporary global issues that frequently involve the Muslim and Arab World such as universal human rights, peace and conflict, cross cultural communication, and cultural critique. We will examine a myriad of artistic representations from throughout the Islamic World from across the ages in order to ascertain a deeper interpretation of Islamic Civilizations.

PO 330MM Islamic Society and Politics 3 Cr

This course is a broad overview of historical and contemporary cultural context, bridging diverse domains from religion and politics to architecture, music and popular culture. This course aims equally at bringing history and culture to bear upon contemporary global issues that frequently involve the Muslim and Arab World such as universal human rights, peace and conflict, cross cultural communication, and cultural critique. We will examine a myriad of artistic representations from throughout the Islamic World from across the ages in order to ascertain a deeper interpretation of Islamic Civilizations.

TH 321MM Three Religions, Three Peoples, One God 3 Cr

This course considers the three major monotheistic religions (Islam, Judaism and Christianity) in terms of their common historical origins, as well as their manifestations in today's world, particularly vis-à-vis contemporary Morocco, a powerful example of a pluralistic, multi-ethnic, multi-religious society.





Tuition, Fees and Payment

ALL CHARGES LISTED IN THE FINANCIAL SECTION ARE THOSE that are current at the time of the printing of this catalog. These charges are subject to change without notice by the College.

Student tuition, room and board, and applicable course fees are due by August 1 for fall semester and January 1 for spring semester. Summer tuition and fees are due 7 days prior to the start of each summer session. Students unable to meet these obligations may apply for financial assistance through the Financial Aid Office, prior to the first day of classes.

Full-time tuition entitles the student to take 12 to 19 semester credits. Additional charges for each semester credit over 19 are assessed at part-time tuition rates. The Auditors' Tuition entitles a student to attend class lectures without grades or credit.

Application Fee (non-refundable)\$35

This one-time fee is submitted with the initial application and is applied as a matriculation fee in the semester for which application is made.

Tuition & Fees

Tuition and fees are adjusted on an annual basis. The following fee schedules are in effect for the 2014-2015 academic year:

Full-time Tuition: per semester\$14,335

Students registered for 12 through 19 semester credits.

Part-time Tuition: per semester credit \$1,194

Students registered for less than 12 semester credits.

Overload Tuition: per semester credit \$1,194

Students registered for more than 19 credits.

Auditors' Tuition: per semester credit..... \$150
Students enrolled without credit.

Senior Citizens' Tuition

Students 60 years and over at the time of registration, enrolled for audit only.

- 1–3 credits \$50
- 4–6 credits \$100
- 7–9 credits \$150

Post-Baccalaureate Tuition: per semester credit \$656

Carroll and non-Carroll graduates may take a maximum of 19 credits per semester at the post-baccalaureate rate. Students who take more than 19 credits will be charged \$1,194 for each additional credit.

**Advanced College Enrollment (ACE) Tuition:
per semester credit..... \$100**

High school student—maximum of 8 credits per semester

- ACE Technology Fee per semester \$60
- Course and labs fee apply

Study Abroad Faculty Led Tuition

Students registered for full-time credits for the fall or spring semester may participate in a faculty led study abroad trip within the respective semester at no additional tuition cost. Students who are registered for part-time credits will be charged tuition at the summer rates as shown below. All students will be charged the program fees.

Fall or spring faculty led trips

- Full-time students \$0.00 additional tuition cost
Over 19 credits Overload Tuition Fees apply
- Part-time students: per semester credit \$656

Summer faculty led trips

- Per semester credit \$656

Study Abroad Administration Fee \$250–\$400

Pastoral Ministry Tuition per semester \$500

Certificate Program Tuition \$1,000

Technology fee per semester \$60

Summer 2015 Term Tuition

- Undergraduate Tuition per credit \$650
- Post Baccalaureate Tuition per credit \$650
- Audit Tuition per credit \$150
- Senior Citizen Tuition per credit (audit)
 - 1–3 credits: \$50
 - 4–6 credits: \$100
 - 7–9 credits: \$150
- Advanced College Enrollment per credit \$100

Student Fee per semester \$305

- Part time students registered for 6 to 11.99 credits.....\$152.50

Fee supports:

Technology on campus, including infrastructure, labs, classrooms, and internet access

Student activities, including lectures, activities, events, etc.

Health center, including campus nurse, vaccinations and health information

Enrollment Reservation (advance deposit) \$300

Candidates who receive offers of admission must indicate their intention to enroll by making a non-refundable advance deposit of \$300. This deposit will be credited to the student's account in the first semester of enrollment.

Room and Board Requirement for Living on Campus

As part of Carroll College's commitment to being a uniquely engaged residential learning community, students will be expected to live in campus housing as part of their education. Research has shown that students who live on campus have higher academic performance, greater participation in campus activities, closer relationships with faculty and staff, greater satisfaction with their college education and utilize the overall resources of the college at a higher level than students who do not live on campus. The education of students is significantly enhanced by the connection of learning in and out of the classroom. The value of living in a community and the relationships developed from a residential experience has a lifelong impact on the student. All unmarried students under the age of 21 are required to live on campus for the first two years and are encouraged to live on campus all four years. All students residing at the college must have a meal plan. Carroll College does not make exceptions on their requirements for housing and participation in a meal plan unless the student is married, has dependent children, has a medical condition the college is unable to accommodate or has experienced a financial catastrophe.

1. Room and board rates include the non-transferable right to occupy the room assigned and to participate in the meal plan except during vacation periods when the residence halls and dining facilities are closed as indicated in the official college calendar. In determining the room and board rates, it is understood that students will not necessarily be present at every meal served. No refunds are made for meals missed. Students with special dietary needs are not automatically granted exceptions to the board requirements. Students who have special diets prescribed by a physician should consult the Dining Services Director.
2. Carroll does not assume responsibility for loss or damage to any student's personal property. Students are encouraged to obtain renter's insurance for their personal property or consult their parent's homeowner's insurance policy for coverage.
3. Personal effects of returning students may be left in the room during the regular term vacations. However, all personal effects must be removed from the college residence halls at the end of the academic year or upon withdrawal from the college.
4. Occupancy of the student room or boarding on campus is not permitted after a student withdraws from the college.

Room and Board Rates Per-Semester Cost (2014-2015):

Saint Charles, Borromeo, and Guadalupe Halls

Single-occupancy room (Borromeo/Guadalupe)	\$2,436
Single-occupancy room (St. Charles).....	\$2,504
Double-occupancy room	\$2,276
Triple-occupancy room (St. Charles/Guadalupe).....	\$2,276
Deluxe Single	\$2,572
Deluxe Double (St. Charles/Guadalupe).....	\$2,572

Trinity Hall

Four-person suite, single bedrooms.....	\$2,680
Four-person suite, double bedrooms	\$2,414
Two-person suite, super-single bedrooms	\$2,847

Summer 2015 Room Rates:

Per week	\$100
Per week while attending summer classes or working on campus ..	\$40

Campus Apartments

The apartments, which opened May 2014, are a great new addition to the on-campus living options. Open to 3rd-year students and above, these two and three-bedroom units offer a 12-month living option for upperclassmen

with the convenience of living on campus. The apartments are designed to offer students more choice in amenities to help keep living costs down, while keeping them close to their classes so they can focus on what’s important.

Apartment Rates

3-bedroom \$1,200 per month (based on unit price)*

2-bedroom \$900 per month (based on unit price)*

*Monthly rent rates dependent upon apartment occupancy (e.g. 3 students in a 3-bedroom apartment = \$400/month)

Note: Charges listed are subject to change without notice.

Meal Plans

Since much of our learning takes place among and between students, in and out of the classroom, all students are encouraged to participate in a meal plan. All students living in campus residence halls are required to participate in a meal plan. Please contact the Dining Services Director for help with medical or other accommodations.

Meal plan selections are for the academic year and are non-transferrable. Students are offered the opportunity to change their meal plan selection through the first week of school each semester. Students must show their ID/meal card to enter the dining hall and when using their Flex Cash.

Carroll College Meal Plan Selection

Meal Plan	Block Meals	Flex	Available To	Cost per Semester
Saints	Unlimited	\$105	All students	\$2,199
Halo	225	\$250	All students	\$2,099
Charlie	190	\$325	All students	\$1,999
Trinity	115	\$175	Junior & senior students only*	\$1,149
Apartment/ Commuter	70	\$200	Apartment residents & commuters only**	\$789

*Junior and senior students may also choose Saints, Halo, or Charlie meal plans.

**Apartment residents and commuters may also choose Saints, Halo, Charlie, or Trinity meal plans.

All meal plans have access to breakfast, lunch, and dinner. Unused meals are not transferrable to future semesters.

- Block meal plans give students a set number of meals to eat throughout the semester and Flex Cash. Students with the Block plan can choose to eat at any time the dining hall is open.
- Flex Cash are dollar amounts that can be used at all campus dining locations. Unused flex cash from fall semester will carry over to a spring semester meal plan, providing a meal plan is purchased spring semester. Unused flex cash does not carry over at the end of spring semester.

For dining hours and further information, please check the website <http://www.carrolldining.com> or contact the general manager of Sodexo at (406) 447-5194.

New Student Orientation Fee (non-refundable) \$100

This one-time fee is required of all entering new, full-time students, including transfers.

Nursing Fees

Charged to all students in the program except 1st year students

Student Liability Insurance fee mandated by clinical sites, per year	\$15
Program Fee for labs and technology requirements, per semester	\$150
Clinical Fee for costs of adjunct faculty, per semester	\$230

Engineering Program Fee, per semester \$100

Charged to all students in the program except 1st year students

Student Health Insurance, per year \$2,294

All full-time students are required to carry health insurance.

Full-time students are automatically charged the premium for Carroll College-sponsored health insurance. However, if the student has health insurance through an individual, family, Veterans, Montana Medicaid, or other Montana state-assisted health insurance policy, they must complete and return the Health Insurance Enrollment/Waiver form to waive the college-sponsored health insurance. It is the student's responsibility to confirm their health insurance policy will cover health care provided in the state of Montana. To receive full credit for the health insurance premium billed to the student, the completed form must be submitted to the Business Office on or before the 15th class day of the semester. The premium will be charged for waivers received after the 15th class day of the semester and will not be adjusted until the following semester. **Completion of this form is required every academic year.** It is the responsibility of the student to inform the College of any change in health insurance coverage beyond the initial information submitted.

Part-time students registered for four credits but less than twelve may request Carroll College-sponsored health insurance by submitting the Health Insurance Enrollment/Waiver form. The completed form must be submitted to the Business Office on or before the 15th class day of the semester.

Carroll College's student health insurance coverage is effective the 1st day of the student's first semester in the academic year through August 31. If the student withdraws or dis-enrolls from school, the insurance will be terminated at the end of the student's last semester.

Program, Laboratory, Course, and Workshop Fees

The College levies non-refundable program, laboratory, course, and workshop fees for courses involving specialized equipment, software, or other supplies. In addition, some courses may require the student to purchase materials or equipment for their own use.

A list of the courses requiring such fees or purchases is published each semester and is available in the Registrar's Office.

Other Fees

Late Payment Fee..... \$100

This fee is charged to all students who are registered for the upcoming semester and who have not made payment in full by August 1 for fall semester and January 1 for spring semester, or who have not enrolled in the five month payment plan. If registration changes are made after August 1 or January 1 that result in additional charges, payment is due immediately.

Graduating Senior Activity Fee \$150

This non-refundable fee covers activity costs and is charged to all graduates in their senior year whether or not they attend the commencement exercises.

Late Graduation Application Fee \$25

Transcript Fee: per copy..... \$10

This fee pertains to transcripts ordered in the Registrar's Office. Online ordering options are available through MyCarroll or the National Student Clearinghouse website.

Parking Permit

Per academic year, per vehicle (non-refundable)

Proximity Parking—Lots A \$165

Perimeter Parking—Lots B..... \$90

All students who use campus parking facilities must register their vehicle with the Student Life Office and purchase a parking permit. Fines are charged to any student who does not have a current decal properly exhibited on the vehicle while on campus or for failure to comply with parking regulations.

Other fees may be charged for requirements in programs or courses, but are not listed in this bulletin because they were not known at the time of publication.

Payment Information

Payment Policy

All registration charges must be paid by August 1 for fall semester and January 1 for spring semester. Summer tuition and fees are due seven days prior to the start of each summer session. Students with an unpaid account balance have not completed their registration and may not attend classes, laboratories or placements until satisfactory arrangements have been completed with the Business Office. When completing the semester payment, deduct the amount of pending financial assistance from the semester balance. The items that may be deducted include:

1. all scholarship assistance
2. grants received from Carroll College
3. Federal Supplemental Educational Opportunity Grants
4. Federal Pell Grants
5. Leveraging Education Assistance Partnership Program (LEAPP)
6. any loan certified by Carroll College and approved by the lender

The items that may not be deducted are work study, book grants, and loans not approved by the lender.

Carroll College offers students an interest-free Five (5) Month Installment Payment Plan for fall and spring semesters. To enroll in the Payment Plan, students need to return a completed Payment Plan Agreement to the Business Office on or before June 1 for fall semester and on or before November 1 for spring semester. Late payment plan agreements will be accepted. The Business Office will determine the number of payments based on the date the payment plan agreement is received. A non-refundable \$50 set-up fee will be charged per semester agreement. Fall semester installments begin July 1 and continue through November. Spring semester installments begin December 1 and continue through April. Payments are due the first day of the month and delinquent if not received by the 10th day. Delinquent accounts are subject to a \$10 late fee. Students need to complete a new Payment Plan Agreement each semester. The terms and

conditions of the Payment Plan, along with the agreement can be found at <http://www.carroll.edu/resources/business/index.cc>.

Carroll reserves the right to refuse subsequent semester payment by installment for students who have more than two late payments within a semester.

Students are expected to pay course fees and additional tuition upon adding classes after the start of the semester.

The College accepts cash, checks, or credit cards at the Business Office. Tuition payments by electronic check or credit/debit cards may be made on-line or by calling 1-866-477-2331. A 2.5% service fee applies to tuition payments by credit/debit cards. Cards accepted are Mastercard, Discover, Visa, and American Express. Students may make online payments at <https://my.carroll.edu>. Parents may make online payments at <http://www.carroll.edu>.

Finance Charge

All balances in accounts receivable that have not been paid by the end of the month may be assessed a finance charge of 1 percent per month (12% annual) on the unpaid month-end balance. All accounts must be cleared by the end of each semester.

Return of Credit Balances

Students who receive loans, grants, or scholarships that are greater than the cost of tuition, fees, and room and board receive a refund if the credit balance is over \$100 after the funds are applied. During drop/add week, students with a credit balance may request to use their credit, up to \$500, at the Bookstore by obtaining a Book Voucher from the Business Office. Students who choose to have a credit balance remain on their account must sign a Transfer Request form in the Business Office every academic year.

Refund Policy

Should a student withdraw from the College, the following policies apply in computing the refund due the student or the balance due the College. The official withdrawal date is determined by the date the student begins the withdrawal process at the Registrar's Office or officially notifies the Registrar of his/her intent to withdraw or the official date of suspension. In instances where the start date of a class is other than the first week of the semester, the Add/Drop period will be the first five days of that class.

Refund and Full Withdrawal from the College

Semester Tuition and Student Fees

In instances where a student withdraws from Carroll College due to personal reasons or suspension; the student's tuition and student fees will be charged based on the date of withdrawal during the first three weeks of

the semester. No refund is issued beyond the 3rd week of the semester. Program, laboratory, course, workshop, and new student orientation fees are non-refundable.

<i>Withdrawal Date</i>	<i>Refund</i>
Within 1st week of semester	100% refund, less minimum \$25 Registration Fee
Within 2nd week of semester	75% refund
Within 3rd week of semester	50% refund
Beyond the 3rd week of semester	0% refund
Minimum Registration Fee	\$25

Refund Policy for Summer Semester

Students must complete a drop card at the Registrar's Office by the drop date to receive a refund.

<i>Drop Date</i>	<i>Refund</i>
7 days prior to session start date	100% refund
6 days prior through 1st day of session	50% refund
After 1st day of session	No refund

Drop Policy

In instances where a student drops from some courses but continues others, no tuition refund is made for reduction of credit hours after the last day to change course enrollment as shown in the academic calendar. Additional program, laboratory, course, workshop, and new student orientation fees are non-refundable.

Refund of Carroll College Scholarships and Grants

In instances where a student withdraws from Carroll College due to personal reasons or suspension; the student's institutional financial aid will be reduced based on the date of withdrawal during the first three weeks of the semester. This follows the tuition refund policy.

<i>Withdrawal Date</i>	<i>Scholarship/Grant Award</i>
Within 1st Week of semester	100% decrease
Within 2nd Week of semester	75% decrease
Within 3rd Week of semester	0% decrease
Beyond the 3rd Week of semester	0% decrease

Return of Federal Funds Policy

Federal regulations require that a portion of Title IV grants or loans be returned to the Title IV program upon a recipient's withdrawal from school. The full financial aid refund policy for federal and institutional aid is available on-line or in the Financial Aid Office.

Refund of Room

All rooms are contracted and assigned on the assumption that the student will occupy the room for the fall and spring semesters. When a student withdraws from the College, room charges are prorated. Students who leave the residence halls for other reasons will not receive a refund and may be charged a breach of contract fee.

Refund of Board

When a student withdraws from the College, board charges are prorated. Students are charged for meals and flex points used over the prorated amount.

Withdrawal

If official withdrawal date from Carroll College is after the published refund dates, the student remains liable for tuition and fee charges remaining after Federal Aid has been adjusted per guidelines placed on Title IV funds by the Department of Education. This includes unofficial withdrawals for students who earn all F's on their semester transcript.

Default/Collection

The student's account will be considered in default if payments are not made when due, including failure to make payments due to insufficient funds in an account upon which payment is drawn or failure to make scheduled payments on a Five-Month Payment Plan Agreement. Failure to pay will result in the following: 1) The student may continue to attend classes but will not be able to receive formal grade reports or transcripts; 2) The student will not be able to register for subsequent terms; 3) The student's housing and meal plans may be affected; 4) The student's access to Carroll's computer network may be denied; 5) The student will not receive a diploma upon graduation; 6) The student's debt may be referred to a collection agency; and 7) The student's repayment history may be referred to a credit bureau. In the event of default, the student will reimburse Carroll College the fees of any collection agency, which may be based upon a percentage at a maximum of 33.3% of the debt, and all costs and expenses the College incurs in such collection efforts, including reasonable attorney fees.

Bankruptcy

The College is a nonprofit institution of high learning. As such, the student's obligation will be deemed to be for the sole purpose of financing an education and is not dischargeable in bankruptcy proceedings.

Appeals

- Outstanding Balance

The Appeals Committee of Carroll College will review written appeals from students who feel that individual circumstances warrant exceptions to published policy. **Written appeals must be received within 90 days from the last day of attendance.** Such appeals should be directed to the Carroll College, Business Office-Appeals Committee, 1601 N. Benton Avenue, Helena, MT 59625-0002. Written response of the appeals committee's decision will be mailed to the student within 5 business days of the committee meeting. Decisions of the committee are final.

- Late Payment Fee

The student must complete the Petition to Waive Late Payment Fee form. The form must be received at the Business Office by September 15th for the fall semester and by February 15th for the spring semester. The Business Office Appeals Committee will review the petition and inform the student of their decision.

Waivers may be issued when:

1. The late fee was the result of an institutional error, or;
2. A student was actively engaged in military service, firefighting, law enforcement, or other similar public service, or;
3. An unusual circumstance beyond the control of the student caused the student to be unable to finalize payment by August 1st (fall semester) or January 1st (spring semester). Additional supporting documentation of the circumstances should be provided.

General Financial Information

- At Carroll College, the payment of tuition and fees becomes an obligation at time of registration.
- Due to the constant upward pressure on costs, the College reserves the right to increase its charges if this becomes necessary.
- A student may not register for a subsequent semester unless all charges for the preceding semester have been paid.
- The College reserves the right to deny the issuance of transcripts if a student has an unpaid financial obligation to the college.

- Tuition and fees become final at the last day to change course enrollment as indicated in the semester schedule.
- The College does not assume responsibility for loss or damage to the personal property of a student.
- Communications concerning student accounts should be addressed to Carroll College Business Office, 1601 N. Benton Ave., Helena, MT 59625-0002.

Dishonored Check Policy

A charge of \$30 will be assessed each time that a check is returned by a bank; this amount will be charged to the student's account. After notification, a "hold" may be placed on all the student's records.

Any check received in payment of tuition, fees, and/or room and board which is subsequently returned by the bank may result in postponement of the student's registration for the semester.





The People of Carroll College



The Board of Trustees

Mr. Richard Anderson
Ms. Caroline Boitano
Mr. J. E. "Shaun" Corette, III
Rev. Thomas Flynn
Ms. Annie Goodwin
Rev. Thomas Haffey
Mr. Raymond Kuntz
Mr. Gene Mallette
Ms. Mary Ann Milhous
Mr. Paul Milhous
Mr. Ben Niedermeyer
Dr. Albert Olszewski, Secretary
Sr. Constance Phelps, S.C.L.
Mr. Mark Semmens
Ms. Dannette Sullivan, Chair
Bishop George Thomas, Chancellor
Mr. John Walda, Vice Chair
Mr. Tom Walsh
Mr. Bill War
John McInnis, Esq., Trustee Emeritus

The Presidents of Carroll College

Rev. Stephen J. Sullivan, 1910–1912
Rev. John L. McMullen, 1912–1917
Rev. Peter F. MacDonald, 1917–1919
Rev. John J. Tracy, 1919–1920
Rt. Rev. Norbert C. Hoff, 1920–1932
Rt. Rev. Emmet J. Riley, 1932–1951

Rt. Rev. R. Vincent Kavanagh, 1951–1957
 Rt. Rev. Raymond G. Hunthausen, 1957–1962
 Rt. Rev. Anthony M. Brown, 1962–1969
 Rev. Joseph D. Harrington, 1969–1974
 Dr. Francis J. Kerins, 1974–1989
 Dr. Matthew J. Quinn, 1989–2000
 Rev. Stephen C. Rowan, Interim, 2000–2001
 Dr. Thomas J. Trebon, 2001–2011
 Dr. Paula McNutt, Interim, 2011–2012
 Dr. Thomas Evans, 2012–present

The College Administration

Office of the President

Dr. Thomas Evans..... President of Carroll College
B.S., 1993, Georgetown University
M.A., 1995, University of Texas at Austin
Ph.D., 2004, University of Texas at Austin

Kyle J. Baker Chief of Staff

Dr. Dawn Gallinger..... Executive Director of Research and Assessment
 and Special Assistant to the President for Strategic
 Planning

Brandy Sanders..... Executive Assistant to the President

Dominick Speranza Data Analyst/Reporting Specialist

Academic Affairs

Dr. Paula McNutt Senior Vice President for Academic Affairs and
 Dean of the College
B.A., 1978, University of Colorado
M.A., 1983, University of Montana
Ph.D., 1989, Vanderbilt University

Catherine Day..... Associate Dean, Director of Alpha Seminar

Cassie Hall Registrar

Dayle Williams Associate Registrar

Christian Frazza Director of the Library

Dr. Christopher Fuller Dean of Mission Integration and Effectiveness,
 Director of the Hunthausen Center for Peace and
 Justice

Vicki Kirk Director of Grants and Development

Dr. Jeffrey Morris Faculty Dean, Director of Honors Scholars Program

Kevin Hadduck..... Director of Academic Success and Disability
 Services

Karen Bratlien..... Executive Assistant to Academic Affairs

Brandy Keely..... VA Service Coordinator and Certifying Official

Enrollment Services

Nina Lococo.....	Vice President for Enrollment Management <i>B.A., 1981, University of San Diego</i> <i>M.Ed., 1986, University of San Diego</i>
Cynthia Thornquist.....	Director of Admission
Janet Riis.....	Director of Financial Aid
Laurie Rodriguez.....	Associate Director of Financial Aid
Annette Walstad.....	Director of Student Academic Services & Advising
Jacob Samuelson.....	Academic Advisor
Michelle Lewis.....	Director of International Programs and TESOL
R. Tyler Eisbach.....	Sr. Associate Director, Northwest Regional Office
Jamie Jones.....	Senior Assistant Director of Admission
Stephanie Pung.....	Assistant Director of Admission
Keith Carparelli.....	Associate Director of Financial Aid
Tina Wagner.....	Financial Aid Advisor
Leslie Olsen.....	Financial Aid Assistant
Sean Courtney.....	Admission Counselor
Kaelynn Olsen.....	Admission Counselor
Eric Noel.....	Admission Counselor
Stephanie Stanislaw.....	Admission Counselor

Student Life

Dr. Jim Hardwick.....	Vice President for Student Life <i>B.S., 1984, Minnesota State University, Moorhead</i> <i>M.Ed., 1993, North Dakota State University</i> <i>Ed.D., 2001, University of Minnesota</i>
Maureen Ward.....	Director of Community Living
Ryan McConnell.....	Assistant Director of Community Living/Trinity and Borromeo Hall
Jacob Hanley.....	Assistant Director of Community Living/St. Charles
Maria Ochoa.....	Assistant Director of Community Living/Guad Hall
Patrick Harris.....	Director of Student Activities and Leadership
Brad Maddock.....	Assistant Director, Student Activities and Leadership
Rosalie Walsh.....	Director of Career and Testing Services
Nisan Burbridge.....	Internship Coordinator
Kerri Rigsby.....	Director of Health Services
Kathleen Trudnowski.....	Registered Nurse
Denise Smigaj.....	Nurse Practitioner
Dr. K. Mike Franklin.....	Director of Counseling Services
Kyrie Russ.....	Counselor
TBD.....	Counselor
Rev. Marc Lenneman.....	College Chaplain/Director of Campus Ministry
Katie Murray.....	Associate Director of Campus Ministry Programs
Dan Thies.....	Associate Director of Campus Ministry Programs
Linda Bahr.....	General Manager, Sodexo

Athletics

TBD.....	Athletic Director
Bennett MacIntyre	Associate Director of Athletics
TBD.....	Athletic Business Manager
Carson Cunningham.....	Head Coach, Men's Basketball
TBD.....	Sports Information Director
Rachelle Sayers.....	Head Coach, Women's Basketball
Harry Clark	Head Coach, Men's and Women's Cross Country and Men's and Women's Track and Field
David Morris.....	Assistant Coach, Men's and Women's Track and Field
Mike VanDiest	Head Coach, Football
Jim Hogan	Assistant Coach, Football
Nick Howlett.....	Assistant Coach, Football
Mason Siddick	Assistant Coach, Football
Bennett MacIntyre.....	Head Coach, Men's and Women's Golf
Doug Mello.....	Head Coach, Men's Soccer
David Thorvilson.....	Head Coach, Women's Soccer
Aaron Jackson	Head Coach, Women's Softball
Maureen Boyle	Head Coach, Women's Volleyball
Brian Coble	Athletic Trainer
Kris Ward	Assistant Athletic Trainer
Jake Ritter	Assistant Athletic Trainer
David Morris.....	Assistant Track and Field Coach
Steve Jones	Facility Coordinator, PE Center

Finance and Administration

Lori Peterson, CPA	Vice President for Finance and Administration and Treasurer <i>B.A., 1987, Carroll College</i>
Loretta Andrews	Director of Campus Computing and Information Technology
Mike Sangray	Associate Director of Enterprise Systems and Networking
Dan Case	Associate Director of Instructional Technology
Renee McMahon	Director of Human Resources and Administrative Services
Kari Brustkern	Controller
Gia Bradley	Assistant Controller
Jennifer Bingham	Office Manager for Finance and Administration
Kitty Sullivan	Manager of the Bookstore

Community Relations and Facilities

Tom McCarvel	Vice President for Community Relations and Facilities <i>B.A., 1971, Carroll College</i>
--------------------	--

Butch Biskupiak Director of Facilities
 Nona Keeler Director of Campus Events and Conferencing
 Gerald Landby..... Director of Grounds
 Patty White..... Director of Marketing
 Sarah Lawlor Director of Public Relations
 Jeff Wald Web Designer
 Laura Ottoson Publications Coordinator

Advancement

Karin Olsen..... Vice President for Philanthropy
B.A., 1998, Gonzaga University
M.A., 2003, Gonzaga University
 Candace Cain..... Senior Director of Development and Stewardship
 Gayle Agostinelli..... Director of Advancement—Annual Fund
 Kathy Ramirez Director of Development for Alumni Relations
 Renee Wall Alumni Relations Coordinator
 Dan Minor Director of Major Gifts/Development Officer
 Andy Fjeseth Major Gifts Officer
 Kelsey Fallis Grant and Development Writer
 Kellie Goebel Annual Giving Officer
 Wendy Tonkovich Accountant for Development
 Maureen Kloker Database Manager for Development
 Claudia Bickel Prospect Researcher
 Amy Maracle Administrative Assistant to Major Gift Officers
 TBD..... Office Manager for Institutional Advancement

Department Chairs, 2014-2015 Academic Year

ANTHROZOOLOGY: Dr. Anne Perkins
 BUSINESS, ACCOUNTING & ECONOMICS: Beth Schoyen
 CHEMISTRY AND PHYSICS: Dr. Colin Thomas
 COMMUNICATION STUDIES: Brent Northup
 EDUCATION: HEALTH, PHYSICAL & TEACHER: Dr. Lynette Zuroff
 FINE ARTS: Ralph Esposito
 HEALTH SCIENCES: Kelly Parsley
 HISTORY: Dr. Jeanette Fregulia
 LANGUAGES & LITERATURE: Dr. Kay Satre
 LIFE AND ENVIRONMENTAL SCIENCES: Dr. Jennifer Geiger
 MATHEMATICS, ENGINEERING & COMPUTER SCIENCE: Dr. Mary Keeffe
 NURSING: Dr. Maria Brosnan
 PHILOSOPHY: Dr. Elvira Roncalli
 POLITICAL SCIENCE & INTERNATIONAL RELATIONS: Dr. William Parsons
 PSYCHOLOGY: Dr. Brad Elison
 SOCIOLOGY & ANTHROPOLOGY: Dr. Libbie Chute
 THEOLOGY: Dr. John Ries

Program Directors

ALPHA SEMINAR: Catherine Day

EDUCATION ABROAD AND INTERNATIONAL/US OVERSEAS

STUDENTS: Michelle Lewis

ENGINEERING: Dr. John Scharf

ENVIRONMENTAL STUDIES: Dr. Patricia Heiser

HONORS PROGRAM: Dr. Jeff Morris

HUNTHAUSEN CENTER FOR PEACE AND JUSTICE: Dr. Christopher Fuller

INTERNATIONAL RELATIONS: Dr. Erik Pratt

ROTC: Major Dana Barnicoat

SISTER ANNETTE MORAN CENTER: Dr. John Ries

Carroll College Faculty

PRESIDENT THOMAS M. EVANS (2012)

B.S., 1993, Georgetown University

M.A., 1995, University of Texas at Austin

Ph.D., 2004, University of Texas at Austin

SAMUEL ALVEY (2001)

Associate Professor of Biology

B.S., 1992, California Polytechnic State University, San Luis Obispo

Ph.D., 1996, University of California, Riverside

LESLIE A. ANGEL (2009)

Associate Professor of Psychology and Anthrozoology

B.A., 2001, Wright State University

M.A., 2003, University of Dayton, OH

DEBRA BERNARDI (1997)

Associate Professor of English

A.B., Franklin & Marshall College

M.A., University of Wisconsin-Madison

Ph.D., University of Wisconsin-Madison

MARIA BROSNAN (2006)

Associate Professor of Nursing

B.S., 1990, Loyola University of Chicago

M.S., 1999, Rush University of Chicago

DANE J. CASH (2013)

Assistant Professor of History

B.A., 1997, Ithaca College

M.A., 2003, Boston University

Ph.D., 2012, Boston University

NATHALIE CAULLIEZ (1983)

Professor of French

D.U.E.L., 1973, Facultes Catholiques

Licence, 1974, Universite de Lille, III

M.A., University of Montana

ELIZABETH CHUTE (2001)

Associate Professor of Sociology

B.A., 1986, SUNY Stony Brook

M.A., 1989, SUNY Stony Brook

Ph.D., 1998, SUNY Stony Brook

KELLY CLINE (2003)

Associate Professor of Mathematics, Physics and Astronomy

B.S., 1998, Eastern Oregon University

M.S., 2000, University of Colorado

Ph.D., 2003, University of Colorado at Boulder

CHRISTOPHER M. COLLINS (2011)

Assistant Professor of Psychology

B.S., 2005, The University of Montana

M.A., 2008, The University of Montana

Ph.D., 2010 The University of Montana

JAMIE M. DOLAN (2008, 2009)

Associate Professor of Sociology

B.A., 2002, Carroll College

M.A., 2004, University of Arizona

Ph.D., 2009, University of Arizona

CHARLES D. DRISCOLL (1993)

Professor of Fine Arts: Theatre

B.A., 1978, Washington State University

M.F.A., 1994, University of Washington

BRAD ELISON (2003)

Associate Professor of Psychology

B.A., 1983, Whitman College

M.Ed., 1988, College of William and Mary

Ed.D., 1992, College of William and Mary

RALPH L. ESPOSITO (1978)

Professor of Fine Arts: Visual Arts

B.F.A., 1973, University of Connecticut

M.F.A., 1977, University of Puget Sound

BARRY J. FERST (1980)

Professor of Philosophy
A.B. (L.A.S.), 1968, University of Illinois
M.A., 1969, Kansas State University
Ph.D., 1976, Tulane University

ERICA NAN FEUERBACHER (2014)

Assistant Professor of Anthrozoology
B.A., B.S., 1997, Arizona State University
M.S., 2009, University of North Texas
Ph.D., 2014, University of Florida

GARY FISCHER (2006)

Associate Professor of Engineering
B.S., 1978, Montana State University
M.S., 1986, University of California-Davis

JEANETTE FREGULIA (2007)

Associate Professor of History
B.A., 1982, University of the Pacific
M.A., 1987, University of London
Ph.D., 2007, University of Nevada, Reno

CHRISTOPHER FULLER (2004)

Associate Professor, Dean of Mission Integration and Effectiveness, Director of
Hunthausen Center of Peace and Justice (Theology)
B.A., 1988, UCLA
M.A., 1994, Graduate Theological Union
Ph.D., 2004, Graduate Theological Union

KIM GARRISON (1996)

Associate Professor of Nursing
A.D., 1978, Northern Montana College
B.S.N., 1980, Montana State University
M.N., 1984, University of Washington

JENNIFER GEIGER (2003)

Associate Professor of Biology
B.S., 1997, Boise State University
Ph.D., 2003, University of Colorado

KATHY GILBOY (2013)

Instructor of Education
B.A., 1987, Carroll College
M.A., 2002, Montana State University-Northern

EDWARD W. GLOWIENKA (2013)

Assistant Professor of Philosophy
B.A., 2004, University of Scranton
M.A., 2011, Emory University
Ph.D., 2013, Emory University

LOREN GRAHAM (2001)

Associate Professor of English and Creative Writing
B.M., 1980, Oklahoma Baptist
B.A., 1981, Oklahoma Baptist
M.A., 1986, Baylor University
M.F.A., 1988, University of Virginia

TOMAS L. GRAMAN (1988)

Professor of Spanish
B.A., 1973, University of Illinois
M.A., 1979, University of Utah
Ph.D., 1984, University of New Mexico

DONNA GREENWOOD (1981, 1986)

Associate Professor of Nursing
B.S., 1973, Montana State University
M.S.N., 1981, University of Portland

DANIEL G. GRETCH (2007)

Associate Professor of Chemistry
B. S., 1988, College of Great Falls
Ph.D., 1995, University of Wisconsin

SOUMITREE GUPTA (2014)

Assistant Professor of English
B.A., 2001, Jadavpur University
M.A., 2003, Jadavpur University
Ph.D., 2013, Syracuse University

ERIC E. HALL (2013)

Assistant Professor of Philosophy and Theology
B.A., 2002, Northwest University
M.A., 2005, Loyola Marymount University
Ph.D., 2011, Claremont Graduate University

RYAN HALLOWS (2014)

Assistant Professor of Spanish
B.A., 2004, Central Washington University
M.A., 2006, Indiana University
Ph.D., 2013, Indiana University

ALAN D. HANSEN II (2008)

Associate Professor of Communication Studies

B.A., 1996, Boise State University

Ph.D., 2002, University at Albany, SUNY

R. STEPHEN HARPER (1988)

Professor of Computer Science

B.A., 1973, Rocky Mountain College

M.S., 1988, University of Denver

PATRICIA HEISER (2012)

Assistant Professor of Earth Science

B.S., 1990, University of Vermont

Ph.D., 1997, University of Alaska Fairbanks, College of Natural Sciences

JOE HELBLING (2012)

Assistant Professor of Education

B.A., 1998, Whitworth College

M.S., 2005, Western Oregon University

Ph.D., 2012, University of Connecticut

DAVID HITT (2012)

Assistant Professor of Chemistry

B.S., 2005, North Carolina State University

Ph.D., 2011, University of California

D. GRANT HOKIT (1996)

Professor of Biology

B.S., 1986, Colorado State University

Ph.D., 1994, Oregon State University

JEREMY JOHNSON (2011)

Assistant Professor of Political Science

B.A., 1997, University of Pennsylvania

M.A., 2000, Villanova University

M.P.A., 2005, Villanova University

A.M., 2007, Brown University

Ph.D., 2010, Brown University

CHARLOTTE M. JONES (1993)

Professor of Communication Studies

B.A., University of Montana

M.A., San Diego State University

Ph.D., University of Texas-Austin

MARY E. KEEFFE (1997)

Associate Professor of Mathematics, Engineering & Physics

B.S., 1984, University of Notre Dame

M.S., 1987, Cornell University

Ph. D., 1994, Cornell University

MEREDITH KRUTAR (2010)

Assistant Professor of Nursing
B.S., 1999, University of Virginia-Charlottesville
M.S., 2005, Johns Hopkins University
APRN-BC, FNP, RN

ERIN KUNTZWEILER (2012)

Assistant Professor of Nursing
B.S., 1994, Gannon University
M.S., 2008, Gonzaga University

DOREEN KUTUFAM (2006)

Associate Professor of Communication Studies
H.N.D., 1995, National Film and Television Institute, Accra, Ghana
M.S., 1999, Syracuse University
Ph.D., 2007, Syracuse University

GLORIA J. LAMBERTZ (1987)

Professor of Physical Education
B.S., 1979, Mayville State College
M.S., 1981, Montana State University
Ed.D., 1998, Montana State University

MICHELLE LEWIS (2006)

Director of International Programs, TESOL
B.A., 1988, University of Arizona
M.A., 1991, The American University, Washington, D.C.

JENNIFER LOWELL (2011)

Assistant Professor of Health Sciences
B.S., 1995, University of Arizona
M.S., 2000, Colorado State University
Ph.D., 2007, Colorado State University

DOUGLAS MACKENZIE (2011)

Assistant Professor of Business
B.A., 1989, Kean University
M.A., 1994, University of Connecticut
Ph.D., 2006, George Mason University

BELLE MARIE (1992)

Professor of Business
B.S., 1982, University of Montana
M.B.A., 1988, University of Montana
D.B.A., 2014, George Fox University
C.P.A., C.M.A., C.I.A.

DAVID C. MARSHALL (2005)

Associate Professor of Computer Science
B.A., 1978, St. Olaf College
M.S., 1982, Montana State University
CCNA, CCAI

JONATHAN C. MATTHEWS (1998)

Professor of Education
B.A., 1980, University of California, Los Angeles
Ph.D., 1994, Stanford University

BRIAN MATZ (2008)

Associate Professor of Theology
B.S., 1995, Washington University in St. Louis
Th.M., 2001, Dallas Theological Seminary
Ph.D., 2006, Saint Louis University
S.T.D./Ph.D., 2009, Katholieke Universiteit Leuven-Leuven, Belgium

DAVID MCCANNA (2012)

Assistant Professor of Sociology
B.S., 1995, B.S., 1995, University of Oregon
M.A., 1999, University of New Mexico
Ph.D., 2011, University of California at Riverside

MELVIN MCFETRIDGE (2008)

Associate Professor of Business
B.A., 1968, Western State College
M.A., 1973, Western State College

N. KATHY MCGUIRE (2012)

Assistant Professor of Nursing
B.S., 1984, Texas Tech University Health Sciences Center
M.S., 2011, Montana State University

JESSICA L. MCMANUS (2013)

Assistant Professor of Psychology
B.A., 2003, University of Cincinnati
M.S., 2010 Kansas State University
Ph.D., 2013, Kansas State University

PAULA M. MCNUTT (2009)

Professor of Religious Studies (Hebrew Bible) and Anthropology
B.A., 1978, University of Colorado
M.A., 1983, University of Montana
Ph.D., 1989, Vanderbilt University

JEFFREY B. MORRIS (1994)

Professor of English

B.A., 1985, Boise State University

M.A., 1988, Pennsylvania State University

Ph.D., 1993, Pennsylvania State University

JULIA L. MULL (2011)

Associate Professor of Business

B.A., 1984, University of Louisville, Kentucky

M.A., 1990, University of Denver, Colorado

M.B.A., 2006, Indiana University at Fort Wayne

TERENCE J. MULLEN (1983)

Professor of Engineering

B.A., 1980, Carroll College

M.S., 1982, Columbia University

P.E., 1989

BRENT NORTHUP (1989)

Professor of Communication Studies\Director of Forensics

B.A., 1968, Whitman College

M.A., 1976, University of Missouri-Columbia

JACK E. OBERWEISER, JR. (1993)

Associate Professor of Mathematics

B.A., 1971, Carroll College

M.A.T., 1985, University of Montana

STEFANIE OTTO-HITT (2011)

Assistant Professor of Biology

B.S., 2001, SUNY at Stony Brook

Ph.D., 2007, SUNY at Stony Brook

KELLY PARSLEY (2012)

Instructor of Health Sciences

B.A., 1998, Pennsylvania State University

M.A., 1990, Pennsylvania State University

WILLIAM B. PARSONS, JR. (2007)

Associate Professor of Political Science

B.A., 1988, University of Maine

M.A., 1999, University of Toronto

Ph.D., 2007, University of Toronto

DEAN PAVLAKIS (2014)

Assistant Professor of History

B.A., 1980, Harvard College

M.A., 1984, School of Management, Yale University

M.A., 2000, University of Buffalo

Ph.D., 2012, University of Buffalo

ANNE PERKINS (1990)

Professor of Psychology and Anthrozoology
B.S., 1975, University of California-Davis
M.S., 1982, Montana State University
Ph.D., 1991, University of California-Davis

LYNN L. PETERSEN (1999)

Professor of Music
B.S., 1984, Dr. Martin Luther College
M.C.M., 1986, Concordia College
Ph.D., 1989, University of Minnesota

CAROLINE PHARR (2011)

Associate Professor of Chemistry
B.A., 2003, Carroll College
Ph.D., 2008, University of Wisconsin-Madison

ERIK K. PRATT (1990)

Professor of Political Science
B.A., 1976, California State University-Fullerton
M.A., 1979, California State University-Fullerton
Ph.D., 1989, University of California-Riverside

ROBERT D. PSURNY JR. (2007)

Professor of Music
B.Mus., 1988, The University of Toledo
M.Mus., 1989, Ohio University
M.Mus., 1990, Ohio University
D.M.A., 1994, The Cleveland Institute of Music

JOHN RIES (2004)

Associate Professor of Theology
B.A., 1982, Cardinal Glennon College-St. Louis, MO
S.T.B. I & II, 1984, Universita Gregoriana-Rome, Italy
M.A., 1988, St. Louis University-St. Louis, MO
Licentiate, 1989, Katholieke Universiteit Leuven-Leuven, Belgium
S.T.L./M.A., 1993, Katholieke Universiteit Leuven-Leuven, Belgium
S.T.D./Ph.D., 2000, Katholieke Universiteit Leuven-Leuven, Belgium

ALEXIS J. RINCÓN (1995)

Assistant Professor of Spanish
B.A., 1981, University of Utah
M.S., 1985, University of Utah

GERARDO RODRIGUEZ (2014)

Assistant Professor of Theology
B.A., 2003, Simpson College
M.A., 2006, Saint John's University
Ph.D., 2013, Saint Louis University

ELVIRA RONCALLI (2005)

Associate Professor of Philosophy
Laurea, 1990, Università degli Studi Milano, Italy
Licenciante, 1992, Université Catholique Louvain-La-Neuve, Belgium
Ph.D., 1998, Université Catholique Louvain-La-Neuve-Belgium

PHILIP B. ROSE (1982)

Professor of Computer Science and Mathematics
B.A., 1963, Kalamazoo College
M.A., 1966, University of Colorado
M.Sc., 1987, Oxford University

JOHN ROWLEY (2013)

Assistant Professor of Chemistry
B.S., 2005, University of Alaska Fairbanks
M.A., 2008, Johns Hopkins University
Ph.D., 2011, Johns Hopkins University

ANNETTE RYERSON (2011)

Associate Professor of Business
B.A., 1986, Rutgers, The State University
M.B.A., 1988, College of William and Mary
D.B.A., 2003, Nova Southeastern University

KAY A. SATRE (1992)

Professor of English
B.A., 1978, Carroll College
M.A., 1981, Boston College
Ph.D., 1998, University of Massachusetts at Amherst

GERALD SCHAFER (2014)

Assistant Professor of Health Sciences
B.A., 1995, Walla Walla University
B.S., 1995, Walla Walla University
M.S., 2001, Walla Walla University
Ph.D., 2013, University of Pittsburgh

JOHN L. SCHARF (1976, 1988)

Professor of Mathematics and Engineering
B.A., 1973, Carroll College
M.S., 1975, Columbia University
Ph.D., 1990, University of Notre Dame

BETHALEE J. SCHOYEN (1987)

Professor of Business
B.S., 1972, Central Michigan University
M.A., 1974, Central Michigan University
M.S., 1978, Central Michigan University
M.B.A., 1984, University of Montana

BRANDON SHEAFOR (2010)

Associate Professor of Biology
B.A., 1988, Colorado College
Ph.D., 1997, University of Colorado at Boulder

GERALD SHIELDS (1999)

James J. Manion Endowed Chair of Biology
B.A., 1966, Carroll College
M.A., 1970, Central Washington State College
Ph.D., 1974, University of Toronto

WILLIAM MARK SMILLIE (1995)

Professor of Philosophy
B.A., 1983, Thomas Aquinas College
Ph.D., 1992, University of Notre Dame

KEVIN C. STEWART (2010)

Associate Professor of English/Creative Writing
B.S. Civil Engineering Technology
B.S. Architectural Engineering Technology, 1987, Bluefield State College
B.A., English, May 1991, Concord University
M.A., English, May 1993, Radford University
M.F.A., 1996, University of Arkansas

ALEX STREET (2014)

Assistant Professor of Political Science
B.A., 2003, University of Oxford
M.A., 2006, University of California, Berkeley
Ph.D., 2011, University of California, Berkeley

KYLE S. STRODE (2000)

Associate Professor of Chemistry
B.A., 1986, Manchester College
Ph.D., 1993, Montana State University

ERIC SULLIVAN (2013)

Assistant Professor of Math
B.S., 1998, Iowa State University
M.S., 2007, University of Colorado at Colorado Springs
Ph.D., 2013, University of Colorado Denver

MARIE SUTHERS (2012)

Professor of Psychology and Anthrozoology

B.S., 1975, Ohio State University

D.V.M., 1982, Ohio State University

ANTHONY M. SZPILKA (1993)

Professor of Mathematics, Engineering, and Physics

B.S., 1979, Princeton University

M.S., 1983, Cornell University

Ph.D., 1985, Cornell University

COLIN A. THOMAS (2008)

Associate Professor of Chemistry

B.S., 2000, University of California at Davis

Ph.D., 2006, Georgia Institute of Technology

CYNDE WATKINS (2009)

Assistant Professor of Nursing

B.A., 1992, Carroll College

M.S.N., 2006, Gonzaga University

WILLIS WEIGHT (SPRING 2009)

Professor of Engineering

B.S., 1980, Brigham Young University

Ph.D., 1989, University of Wyoming

THEODORE J. WENDT (2013)

Assistant Professor of Math

B.A., 2002, Carroll College

M.S., 2006, The University of Iowa

M.C.S., 2008, The University of Iowa

Ph.D., 2008, The University of Iowa

LYNETTE E. ZUROFF (1981)

Professor of Education

B.A., 1970, Carroll College

M.Ed., 1978, Montana State University

Ed.D., 1982, Montana State University

PROFESSORS EMERITI

JOHN ADDIS, Biology

GUIDO BUGNI, Natural Sciences

HANK BURGESS, Languages and Literature

DR. JOHN CHRISTENSON, Biology

REV. HUMPHREY COURTNEY, Languages and Literature

JOHN DOWNS, Psychology

LOIS A. FITZPATRICK, Director of Corette Library

EUGENE C. FRANKS, Business

REV. WILLIAM GREYTAK, History
MSGR. JOSEPH HARRINGTON, Natural Sciences
TOM KELLY, Health and Physical Education
DR. RICHARD LAMBERT, Philosophy
REV. JEREMIAH LOWNY, Sociology
THOMAS W. HAMILTON, Psychology
JOSEPH W. MUNZENRIDER, Music
DR. MIRIAM CLARK ROESLER, Languages and Literature
REV. DANIEL B. SHEA, Classics
DR. MARILYN S. SCHENDEL, Biology and Chemistry
DR. JOHN E. SEMMENS, Languages and Literature
DR. HARRY SMITH, Communication
DR. JEAN SMITH, Natural Sciences
DR. RONALD S. STOTTLEMYER, English
REV. JEREMIAH T. SULLIVAN, History
DR. ROBERT R. SWARTOUT, JR., History
DR. RODERICK M. THRONSON, Education
MARIE M. VANISKO, Mathematics
DR. JOSEPH T. WARD, Languages and Literature
DR. ART WESTWELL, Natural Sciences
DENNIS E. WIEDMANN, Political Science



Index

A

Academic Advising	7
Academic Affairs	7–33
Academic Awards	28
Academic Computing	80
Academic Good Standing	14
Academic Grievance Policy	11
Academic Integrity and Grievance Policy	35–42
Academic Policies	10–25
Academic Resource Center	7
Accepting Financial Aid	64
Accounting	96–98, 270–277
Accreditation	1
Add-Drop Procedure	16
Additional Admission Information	49–52
Admission	43–52
Advanced College Experience	22, 51
Advanced Placement	22, 45
Alpha Seminar	8, 340
Anthropology	98–100, 263–264
Anthrozoology	100–102, 264–268
Application for Degree	33
Art	170, 268–270
Associate of Arts Degree	91–92
Athletics	53–54, 84
Auditors	51

B

Biochemistry/Molecular Biology	103–104, 282
Biology	104–109, 277–281
Board of Trustees	421
Business	270–277
Business Administration	110–115, 270–277

C

Campus Ministry	85
Campus Visit	51
Career and Testing Services	82
Career Enhancement Certificate	21–22
Catalog Disclaimer	5
Change of Address	19
Chemistry	115–119, 282–286
Class Attendance	11
Class Cancellation	263
Classical Studies	119–120, 286
Classification of Students	12
CLEP Examination	23
Code of Conduct and Classroom Department	11
Combined Fine Arts	172
Commencement	33
Communication Studies	121–124, 287–293
Communication with Parents	86
Community Living	82
Comprehensive Examinations	33
Computer Information Systems	127–128
Computer Science	124–129, 293–298
Constitutional Studies	216–217
Copyright Restrictions, Software	80
Core (Carroll College Core Curriculum)	32, 90
Counseling Services	83
Course Numbers	262
Credit and Grade System	12
Credit by Challenge Examination	23
Credit for Military Experience	22

D

Dean's Honor List	28
Definitions of Terms	55
Degree Candidates	43
Degree Requirements	89–92
Dental, Pre-.....	248–249
Department Chairs	425
Deployment Policy for Students Called to Active Military Service ...	18–19
Digital Copyright Restrictions	80
Directory Information.....	59
Disclosure of Education Records	58

E

Earth Sciences.....	298
Economics	298–300
Education.....	130–145, 300–306
Education Abroad.....	257–259, 380–381
Educational Facilities	8–10
Education Records.....	57
Elementary Education	136
Eligibility Requirements for Carroll Aid	62
Engineering.....	146–153
Civil Engineering	146–148
Engineering 3-2, Engineering Mathematics.....	150–153
Engineering Courses.....	306–314
Engineering Science	148–150
English	
Education—Broadfield	156–158
Language, Criticism, and Education.....	314–315
Literature.....	154–155, 315–320
For Secondary Education	155–156
Majors and Minors.....	153–160
Writing.....	158–159, 320–322
Enrollment and Registration.....	10
Enrollment Procedure	50
Enrollment Reservation.....	49
Environmental Studies	160–163, 322–323
Environmental Policy and Project Management	162–163
Environmental Science	161–162
Ethics and Value Studies	163–165

European Studies	166–168
Examinations	16, 33

F

Faculty	426–446
Family Educational Rights and Privacy Act of 1974 as Amended....	55–60
Federal Financial Aid	67
Fees	407–419
Fees for Copies of Records	57
Final Examination	17
Finance	168–170
Finance Charge	415
Financial Aid	61–77
Financial Aid Notification.....	62–65
Financial Aid Satisfactory Academic Progress Policy.....	69–73
Financial Information.....	407–419
Fine Arts.....	170–173
Forensics	122, 223, 288
French.....	173–175, 323–325
Freshman Admission	44–45

G

Gender Studies	176–177, 341
General Admission Requirements.....	43
Geographic Information Systems Certificate	129, 325–326
Goals	2
Good Standing and Academic Probation	14
Grade Points and Academic Average.....	13
Grade Reports	17
Graduation with Distinction	28
Graduation with Honors	28
Greek, Ancient	326–327
Grievance Policy to Appeal a Final Grade.....	13–14

H

Health and Physical Education	177–180, 334–337
Health Center.....	83
Health Sciences	180–183, 337–339
History	183–187, 327–332
History and Political Science for Secondary Education.....	187–189
History of Carroll College	1

History, Political Science, and Social Studies for Secondary Education	189–190
Home School Applicants	46
Honorary Societies	29–32
Honors and Awards	28
Honors Scholars Program	253–256, 332–334
Honors Thesis	28
Housing	82

I

Incomplete Grade	13
Independent Study	16, 263
Information Technology	79–87
Institutional Review Board	27
Intercollegiate Athletics	53, 84
International Baccalaureate Program	24, 45
International Relations	191–194, 339–340
International Student Admission	47–49
Internship Programs	253
Interpretation of Letter Grades	13

L

Laboratories	8–10
Language Placement	22
Latin	340
Latin American Studies	194–195, 349
Law, Pre-	249
Leadership Studies	195–196
Liberal Arts Studies	340–342
Library	9
Linguistics	342

M

Major	19–25
Majors, Minors, and Certificate Programs	93–259
Mathematics	196–201, 342–348
Meal Plans	411
Medical, Pre-	248–249
Middle School Concentration	140
Military Science	256–257, 349–351
Minor	20

Mission Statement	2
Multi-disciplinary Major	20
Music	170, 352–354

N

New Student Orientation	8, 85
Non-Degree Students	50
Nondiscrimination Policy	3
Nursing	201–207, 354–358

O

Optometry, Pre-.....	249–250
Orientation of New Students	8, 85–86

P

Parking Safety and Automobiles on Campus	87
Pass/Fail Grade	15
Pastoral Ministry	246, 368–369
Payment Information	414–418
Pharmacy, Pre-	250–251
Philosophy	207–209, 359–364
Photographs of Students	25
Physical Education Center	10
Physical Therapy, Pre-	251–252
Physician’s Assistant, Pre-	252
Physics	209–212, 364–368
Political Science	213–217, 370–375
Pre-Professional Programs	247
Presidents of Carroll College	421
Private Scholarships	68
Probation	14
Procedure to Inspect Education Records	56
Professors Emeriti	437
Project Management Certificate	114–115, 369–370
Psychology	217–220, 375–380
Public Health	220–223, 358–359
Public Relations	223–225

R

Reading	226–228
Readmission	50
Record of Requests for Disclosure	59
Refund Policy.....	415
Registration.....	10
Repeating a Course.....	15
Requirements for Graduation.....	32–33, 93–259
Requirements for Living on Campus.....	87
Residence Requirements.....	33
Restoration of Good Standing.....	15
Return of Credit Balances.....	415
Return of Federal Title IV Funds Policy.....	73–77
Right of Carroll College to Refuse Access	56
Room and Board.....	409, 410
ROTC.....	256–257, 349–351

S

Scholarships	64–67
School of Record Courses	399–407
Secondary Education.....	137–140
Social Media Certificate	123
Social Studies for Secondary Education	229–230
Sociology	231–234, 381–387
Spanish.....	235–240, 387–389
Special Education	240–243, 390–391
Student Academic Services	55
Student Activities	84
Student Conduct.....	86
Student Insurance.....	412
Student Life.....	81–87
Student Life Departments	82–85
Student Life Policies	85–87
Student Responsibility	11
Student’s Right to Know.....	56, 87
Students with Disabilities Statement	25
Student Teaching Program.....	142
Study Abroad	257–259, 380–381
Study Load.....	12

T

Teacher Education Program.....	140
TESOL (Teaching English to Speakers of Other Languages).....	243, 391
Theatre	173, 396–399
Theology	244–246, 391
Transcript of Credit and Record	25
Transfer Admission	46
Transfer of Credit.....	24–25, 47
Tuition	407

U

United States and Contemporary World Cultures Course Requirements	139
--	-----

V

Veterinary, Pre-	252–253
------------------------	---------

W

Withdrawal from Classes	16
Withdrawal from the College	17

Carroll College



1601 N. Benton Avenue
Helena, MT 59625-0002

www.carroll.edu

406-447-4300